

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

**Regular Meeting**

6:30 PM

**February 2, 2023**

**AGENDA**

**A. EMPLOYEE RECOGNITION RECEPTION (4:45 p.m. | Location: ECS District Office - Room 114)**

**B. CALL TO ORDER OF OPEN SESSION (5:00 p.m.)**

**C. BOARD RECOGNITION**

(1) Classified Employee of the Year Awards

**D. PUBLIC COMMENT ON CLOSED SESSION ITEMS (approx. 5:30 p.m. - after Board Recognition)**

**E. CLOSED SESSION (Room 118)**

(2) Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. L(12)

(3) Public Employee Appointment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. L(12)

(4) Public Employee Discipline, Dismissal, Release, Complaint, Accept the Resignation of a Public Employee (GC § 54957)

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

(6) Conference with Legal Counsel – Anticipated Litigation, One Case (GC § 54956.9) - Significant Exposure to Litigation Pursuant to Gov. Code §54956.9(d) (2)

(7) Public Employee Performance Evaluation (Gov. Code §54957) Title: Superintendent

**F. RECONVENING OF OPEN SESSION**

**G. REPORT OUT FROM CLOSED SESSION**

**H. PLEDGE OF ALLEGIANCE TO THE FLAG - Grant Elementary School**

**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.*

- (8) Approval of Agenda

**J. INFORMATION**

- (9) Student Reports
- (10) Superintendent's Reports
- (11) 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**

- (12) Approval of Personnel Action Report No. 9

*Referred to the Board by:*

*Renae Will, Executive Director of Personnel Services and Public Affairs*

- (13) Approval of the 2022-2023 School Plan for Student Achievement (SPSA) for Title I Schools

*Referred to the Board by:*

*Gary Storts, Assistant Superintendent of Educational Services*

- (14) Approval of the School Accountability Report Card (SARC)

*Referred to the Board by:*

*Gary Storts, Assistant Superintendent of Educational Services*

- (15) Approval of Memorandum of Understanding between Santa Clara County Office of Education and Eureka City Schools

*Referred to the Board by:*

*Lisa Claussen, Director of Student Services*

- (16) Approval of Memorandum of Agreement between Cal Poly Humboldt Sponsored Programs Foundation and Eureka City Schools

*Referred to the Board by:*

*Lisa Claussen, Director of Student Services*

- (17) Approval of Travel to the National Association of School Psychologists 2023 Annual Convention

*Referred to the Board by:*

*Lisa Claussen, Director of Student Services*

- (18) Approval of Minutes from the Regular Meeting on January 12, 2023

*Referred to the Board by:*

*Fred Van Vleck, Ed.D., Superintendent*

- (19) Approval of Declaration of Equipment as Surplus and Authorization to Sell  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*
- (20) Approval of Grant Award, Eureka High School FFA Program: Humboldt Area Foundation's Andrew and BIRTHA Pon Memorial Fund  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*

**M. DISCUSSION**

- (21) Eureka City Schools Early Childhood Annual Report  
*Referred to the Board by:*  
*Lisa Claussen, Director of Student Services*
- (22) Social and Emotional Supports Mid-Year Updates on Eureka City Schools  
*Referred to the Board by:*  
*Lisa Claussen, Director of Student Services*
- (23) Local Control Accountability Plan Update  
*Referred to the Board by:*  
*Gary Storts, Assistant Superintendent of Educational Services*
- (24) Eureka City Schools Safety and Security Update  
*Referred to the Board by:*  
*Gary Storts, Assistant Superintendent of Educational Services*
- (25) Report on Eureka City Schools Transportation Department  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*
- (26) Update on Auditor's Report  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*

**N. CLOSED SESSION (continued)**

**O. RECONVENING OF OPEN SESSION (continued)**

**P. REPORT OUT FROM CLOSED SESSION (continued)**

**Q. INFORMATIONAL ONLY ITEMS**

- (27) Information Only: March 2023 - Review of CDE Calendar of Events
- (28) 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. 9

Meeting Date: February 2, 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. 9.

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

N/A

### STRATEGIC PLAN/PRIORITY AREA:

Priority Area 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. 9

**EUREKA CITY SCHOOLS  
PERSONNEL REPORT NO. 9  
February 2, 2023**

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

**CERTIFICATED PERSONNEL**

**RESIGNATIONS**

Wolven, Jodi	School Nurse, 0.5 FTE, (District), eff. 3/1/23
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**ASSIGNMENTS**

Jones, Sabrina	Probationary 0 Teacher, (Grant), 1.0 FTE, eff. 1/17/23
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**DAY-TO-DAY SUBSTITUTE TEACHERS**

Conners, Caitlin	Day to Day Substitute Teacher, (District), eff. 1/5/23
Crandell, Joan	Day to Day Substitute Teacher, (District), eff. 1/13/23
Ladanyi, Lisa	Day to Day Substitute Teacher, (District), eff. 1/11/23
Lamarr, Michelle	Day to Day Substitute Teacher, (District), eff. 12/9/22
Ortiz, Andrea	Day to Day Substitute Teacher, (District), eff. 1/10/23
Silvers, Erika	Day to Day Substitute Teacher, (District), eff. 12/14/22
Watts, Alliah	Day to Day Substitute Teacher, (District), eff. 12/22/22

**COACHES**

Davis, Reuben	8 <sup>th</sup> Grade Girls Basketball Coach, (Zane), eff. 2022 – 2023
De Los Santos, Bobby	8 <sup>th</sup> Grade Girls Basketball Coach, (Winship), eff. 2022 – 2023
Eden, Daniel	6 <sup>th</sup> Grade Girls Basketball Coach, (Winship), eff. 2022 – 2023
Graney, Jesse	7 <sup>th</sup> Grade Girls Basketball Coach, (Winship), eff. 2022 – 2023
Millender, Jevon	7 <sup>th</sup> Grade Girls Basketball Coach, (Zane), eff. 2022 – 2023
Rogers, Kayla	6 <sup>th</sup> Grade Girls Basketball Coach, (Zane), eff. 2022 – 2023

**CLASSIFIED PERSONNEL**

**RESIGNATIONS**

Morgan, Cynthia	Senior Food Service Worker (Alice Birney), 8 hrs/day, eff. 1/19/23
Perez, Jeanette	Monitor (Washington), 4.25 hrs/ day, eff. 1/13/23
Preyer, Adele	Monitor (Washington), 4.5 hrs/day, eff. 1/6/23
Vaughn-Fowler, Malea	After-School Program Assistant (Grant), 4.1 hrs/day, eff. 1/28/23

## ASSIGNMENTS

Feist, Paul                      Student Information Systems Specialist II (District Office), 8hrs/day, eff. 1/23/23  
Sample, Hanna                Senior Clerk Typist (EHS), 4 hrs/day, eff. 1/12/23

## SPECIAL APPOINTMENTS

Wood, Amy                      Custodial Substitute, eff. 1/6/23

## CHANGE OF STATUS

Bass, Logan                      From: After-School Program Assistant (Lafayette), 3.15 hrs/day  
To:     After-School Program Assistant (Lafayette), 1.95 hrs/day, eff. 1/17/23

Brown, Brianna                From: After-School Program Assistant (Lafayette), 2.4 hrs/day  
To:     After-School Program Assistant (Lafayette), 4.1 hrs/day, eff. 11/29/22  
To:     After-School Program Assistant (Lafayette), 3.3 hrs/day, eff. 1/18/23

Charbonneau, Matt            From: After-School Program Assistant (Zane), 2.6 hrs/day  
To:     After-School Program Assistant (Zane), 3.2 hrs/day, eff. 1/3/23

Dittenhoefer, Cassie        From: After-School Program Assistant (Zane), 3.2 hrs/day  
To:     After-School Program Assistant (Zane), 2.6 hrs/day, eff. 1/3/23

German, Elena                From: After-School Program Assistant (Zane), 3.2 hrs/day  
To:     After-School Program Assistant (Zane), 2.0 hrs/day, eff. 1/3/23

Lalica, Felise                From: After-School Program Assistant (Washington), 4.1 hrs/day  
To:     Student Services Coordinator (Washington), 5hrs/day, eff. 12/7/22

Souza, Salvatore              From: Student Services Coordinator (Washington), 5hrs/day  
To:     Student Services Coordinator (Grant), 5hrs/day, eff. 12/17/22

Vernon, Daniel                From: After-School Program Assistant (Alice Birney), 2 hrs/day  
To:     After-School Program Assistant (Alice Birney), 3.63 hrs/day eff. 12/19/22

## AGENDA ITEM

Agenda Title: Approval of the 2022-2023 School Plan for Student Achievement (SPSA) for Title I Schools  
 Meeting Date: February 2, 2023  
 Item: Consent

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

The Governing Board is asked to approve the School Plan for Student Achievement (SPSA) for Alice Birney Elementary, Grant Elementary, Lafayette Elementary, Washington Elementary, Winship Middle School, Zane Middle School, Eureka High School and Zoe Barnum High School.

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

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates. California Education Code (EC) Section 64001 requires that a School Site Council (SSC) develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually.

**STRATEGIC PLAN/PRIORITY AREA:**

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

Annually, each school's SPSA is developed by each SSC and brought before the Board for approval.

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

There is no cost to the District associated with this item.

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

Gary Storts, Assistant Superintendent Educational Services

**ATTACHMENTS:**

Description

- ▣ Alice Birney Elementary 2022 SPSA
- ▣ Grant Elementary 2022 SPSA
- ▣ Lafayette Elementary 2022 SPSA
- ▣ Washington Elementary 2022 SPSA
- ▣ Winship Middle School 2022 SPSA
- ▣ Zane Middle School 2022 SPSA
- ▣ Zoe Barnum High School 2022 SPSA



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alice Birney Elementary School	12-75515-6007751	11/30/2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Alice Birney's School Plan for Student Achievement includes research-based actions which can result in improvement of student achievement. Goals have been aligned with Eureka City Schools' Strategic Plan and LCAP, which also align with Federal Program funding requirements.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Healthy Kids survey was administered to students 5th grade students during the 2017-2018 school year. Results indicate that work needs to be done to include students in decision making, making them feel safe and connected to school and increasing student motivation. This continues to be the focus, as parents relayed 2020-2021 their interest in a Parent Virtual Support Network to keep connected to school. 2020-2021 A parent virtual support network is launched.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations by site and district staff were conducted on a regular basis. Site goals around school climate were a focus. Observations indicate a need for staff professional development on positive behavior interventions and supports, restorative practices, classroom management, and support for implementing Core Curriculum. Feedback card will be left with the teacher/ classified staff member upon completion of the observation.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning. Staff utilize assessments from adopted curriculum and a pacing guide has been created to provide timely feedback. Staff are provided the opportunity to analyze student data and make instructional and curricular decisions based on student need. Additionally, staff are trained and utilize interim assessments to guide instruction in language arts and math.



#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to be responsive to student academic and social/emotional needs during COVID-19, the Learning Continuity and Attendance Plan was developed by the district in the 2020-2021 school year. This allowed for a smooth transition to in person learning for the 2021-2022 school year. In order to accurately gauge the loss of learning during distance learning, we have a collection of assessments in place for determining areas of need and how to address the holes in student's educational progress. We started the 2022-2023 school year with assessments in reading using RenLearn which provides teachers with both a math and reading level. We also administered the Fountas and Pinnell BAS reading assessment to all students in grades first through fifth. We also utilized IXL digital diagnostic in the areas of language arts and math to establish a baseline in these areas. We currently use the Humboldt County Core Growth assessment system for our TK-2nd grade students and teachers have time built into their instructional day specifically set aside to assess students. This measures skills in both language arts and math. Additionally, our district participated in CAASPP testing during the 2021-2022 school year and this information was reviewed once available.

We have implemented a schoolwide data tracking system that is updated every three months. The data is reviewed by our site data team and changes in instruction and intervention reflect the current student need. Staff are provided regular opportunities to reflect on student progress and teaching is modified as needed. There is an active Student Study Team at Alice Birney Elementary that meets twice monthly to address academic, behavioral and other student concerns in partnership with families.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Alice Birney School provides an academically challenging program for its 397 students with 16 general education classroom teachers, one Special Day Class Teacher, one Resource Specialist Teacher, 1.0 FTE Reading Intervention teacher, 2.4 ELD teachers, .8 FTE Math Intervention Teacher, Social Worker and Intern, and one TOSA. Student instruction is supported by the services of a speech therapist, a school psychologist, and a school nurse. Other personnel include our principal, a school secretary, a library technician, literacy technicians, a clerk typist, two custodians, a food service worker, four cafeteria/playground monitors, an after-school program coordinator, and recreation leaders. A behavior support aide has been added this school year 2021-2022. Instructional aides in TK-2 classrooms for at least 3-5 hours has been added 2021-2022 school year.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and are provided with district adopted curriculum for all students; teachers are provided training/support on utilizing adopted materials.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is tied to content standards and data around those standards, site staff team-building and standards of the teaching profession.

Pre-service days are attended by all teachers TK-5. The pre-service days provide training around our district curricula in ELA, Math, and Social Emotional Development. A scope and sequence for SEL, as well as, a digital component were provided to teachers to explore and access. During the year, three days of ongoing professional development was attended by TK-5 teachers. Visible Learning with an emphasis on Learning Targets and Success Criteria was one theme for training. Accessing online resources such as IXL and Data sheets was a focus of on site trainings. Every other Monday, administrators and CARE specialists prepared professional development opportunities around Phonics progression, Universal Screening tool and SEL, Data Days, responding and diagnosing data, and writing.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District-based instructional coaches (CARE Specialists) are available 5 days a week to teachers for ongoing professional development and support. Lafayette also utilizes teacher leaders to support peers, such as in the area of Language Arts, ELD and Math. Teacher also have ongoing access to administrative support as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Students dismiss early on Mondays to allow for collaboration across TK-5. Every other Monday is facilitated by administrator, and other Mondays by teacher grade level teams. CARE is an active part of establishing this development time. Focus is on ELA, math, and social emotional learning.

CARE specialists are targeted to specific areas of coaching: TK-2 ELA, TK-2 Math, 3-5th ELA, 3-5th Math. This allows coaching cycles to reach more teachers around content. New teachers are encouraged to complete at least one coaching cycle in the year. Teacher Academy is led by our CARE specialist. At the Academy, teachers collaborate around district initiatives, new teacher needs, and best practice in the teaching of reading, writing, and math. Many teachers attend the Academy regardless of years of service.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction and materials at Alice Birney are aligned with the appropriate State standards. Teachers adhere to district developed pacing guides to ensure timely delivery of content and assessments.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Weekly schedules are reviewed by the instructional coach and administrator at the start of the school year to ensure teachers are providing the recommended instructional minutes in both language arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students at Alice Birney Elementary have access to reading and math intervention. English Learners are provided ELD instruction daily. Students with IEPs and 504s have access to these supplemental services as they are needed in their goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school board approves the standards-based instructional materials. Diverse standards-based curriculum is delivered in all classrooms.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

School provides ELD instruction to all qualifying students. Indian Education services, special education services and intervention services in reading and math are all available to any student who needs it. Social emotional learning is offered to all students as well.

## Evidence-based educational practices to raise student achievement

Differentiation is used in every classroom to address unique learning needs of each student. Universal Access in the form of guided reading is offered to all students daily. Literacy technicians, math technicians and classroom aides are utilized to support students in need of extra support and practice. Structured student talk is used to build communication skills and support critical thinking. All teachers are trained in various engagement strategies and instructional norms in order to support equity, develop relationships and checking for understanding.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students performing at least 2 years below grade level in reading skills are recommended for Reading Intervention. Through the BPST assessment, Reading Intervention and classroom teachers address phonics gaps in students through UFLI. Family and school may both request a student study team meeting be held to address under performance.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is made up of parents, teachers and other school personnel. They provide feedback on Title 1 programs and expenditures. The Site Council meets monthly and regular opportunities for input are embedded in each meeting.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Library technicians provide opportunities for students and classes to access quality literature to meet ELA standards. CARE specialist supports teacher growth and data collection, so teachers are building strong targeted lesson in the classroom to address diverse student needs.

Through PIQE, both EL and non- EL families/parents access information to understand and clarify the educational systems. The overview of school systems and stakeholders is explained to parents. Parents become more familiar with the school system, so they can easily navigate the school to support their child.

Social emotional learning is supported by the addition of supplemental materials and curriculum that align with the Second Step scope and sequence.

## Fiscal support (EPC)

Alice Birney Elementary in conjunction with the District, receives Title 1 funding that is identified and allocated based upon the student population and enrollment that is then utilized to provide Title 1 services. The School Site Council reviews progress monthly and provides ongoing input to the allocated expenditures.

Some funds will be used to support PIQE and materials for families. Booklets are available. All lessons are virtual, so families can access from home.

Teachers are trained on completing a digital BTF to track behavior incidents for schoolwide decision making around school climate.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

School Site Council met on November 30, 2022 to review the SPSA final draft. ELAC president joined the meeting to approve as representative for ELAC. ELAC adopted the SPSA at their rescheduled meeting on December 8, 2022. At this meeting, stakeholders reviewed previous year's data, discussed Alice Birney's academic and school climate, and elicited input. School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. Stakeholders voted to approve the budget at the 11/30/2022 meeting.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As district, we are evaluated the areas of need in relationship to our ELA program. A lack of phonics progression is evident. Moreover, teachers need to ensure students use phonemic awareness to attack words as opposed to the cueing systems of images. This year, we are piloting UFLI- a phonic progression program with minimal needed resources. Reading Intervention teacher will model in class for teachers the lesson sequence, and continue to support teachers with their questions about whole or small group instruction. Purchasing a book for each teachers, as well as the needed equipment to house the half pint decodables that will deepen phonics instruction across K-5.

The use of IXL, an online practice platform will guide our instruction daily. The training around this program is needed, and we look to our teacher leads to facilitate training around this area.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	5.91%	6.0%	6.15%	24	23	24
African American	3.94%	4.2%	3.08%	16	16	12
Asian	18.97%	18.9%	15.38%	77	72	60
Filipino	0%	%	0.26%	0		1
Hispanic/Latino	34.24%	33.9%	34.62%	139	129	135
Pacific Islander	2.46%	2.9%	2.05%	10	11	8
White	23.15%	21.8%	25.38%	94	83	99
Multiple/No Response	11.33%	12.3%	13.08%	46	47	51
Total Enrollment				406	381	390

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	112	60	84
Grade 1	70	88	53
Grade 2	57	63	78
Grade3	53	51	65
Grade 4	59	57	53
Grade 5	55	62	57
Total Enrollment	406	381	390

### Conclusions based on this data:

1. Implement a conference with interdistrict requesting families. Document and collect data. Increase of enrollment has happened this year. Continue efforts of outreach with Facebook, PTA
2. Increase family events and supports this year with PTA and social worker and interns. Monthly school-wide distributions around a theme and activity- post on our social media. Increase public knowledge of Alice Birney. Use pillar team to involve teachers. Monthly event around community and academics.
3. Develop School Attendance Review Team with clerk, CARE, and admin. Refer to SARB and SST process Use Social Worker and intern for home visits. Create partnership with law enforcement and CPS.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	163	149	130	40.1%	39.10%	33.3%
Fluent English Proficient (FEP)	11	7	8	2.7%	1.80%	2.1%
Reclassified Fluent English Proficient (RFEP)	7	5		4.7%	1.30%	

### Conclusions based on this data:

1. The percentage of English Learners enrolled at Alice Birney remains consistent through the years, highlighting the need to continue high level services to this subgroup. Increase services to TK-1 grade students to decrease learning loss in virtual platform.
2. Oral practice scores were the most consistent on the ELPAC; oral practice will continue as a pillar of ELD instruction.
3. Provide direct services to newcomers, non-native speakers of Spanish will receive bilingual support as students transition back into school. Increase bilingual services to families. We increased this service this year with the increase in newcomers.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	54	52	64	54	51	60	54	51	60	100	98.1	93.8
Grade 4	60	59	53	60	58	51	60	58	51	100	98.3	96.2
Grade 5	62	62	57	60	57	55	60	57	55	96.8	91.9	96.5
All Grades	176	173	174	174	166	166	174	166	166	98.9	96.0	95.4

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2350.	2324.	2340.	5.56	1.96	5.00	7.41	9.80	10.00	22.22	15.69	18.33	64.81	72.55	66.67
Grade 4	2411.	2394.	2394.	6.67	0.00	5.88	15.00	18.97	15.69	25.00	17.24	15.69	53.33	63.79	62.75
Grade 5	2415.	2400.	2435.	5.00	0.00	5.45	16.67	17.54	14.55	11.67	21.05	27.27	66.67	61.40	52.73
All Grades	N/A	N/A	N/A	5.75	0.60	5.42	13.22	15.66	13.25	19.54	18.07	20.48	61.49	65.66	60.84

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.56	0.00	5.00	37.04	49.02	51.67	57.41	50.98	43.33
Grade 4	8.33	1.72	3.92	41.67	60.34	52.94	50.00	37.93	43.14
Grade 5	5.08	0.00	9.09	37.29	52.63	61.82	57.63	47.37	29.09
All Grades	6.36	0.60	6.02	38.73	54.22	55.42	54.91	45.18	38.55

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.41	1.96	5.08	22.22	27.45	32.20	70.37	70.59	62.71
Grade 4	1.69	0.00	0.00	57.63	56.90	49.02	40.68	43.10	50.98
Grade 5	6.78	0.00	1.82	28.81	38.60	45.45	64.41	61.40	52.73
All Grades	5.23	0.60	2.42	36.63	41.57	41.82	58.14	57.83	55.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.26	0.00	5.00	50.00	78.43	68.33	40.74	21.57	26.67
Grade 4	6.67	6.90	3.92	66.67	70.69	70.59	26.67	22.41	25.49
Grade 5	5.08	0.00	12.73	47.46	66.67	56.36	47.46	33.33	30.91
All Grades	6.94	2.41	7.23	54.91	71.69	65.06	38.15	25.90	27.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.26	1.96	5.00	29.63	49.02	51.67	61.11	49.02	43.33
Grade 4	8.33	5.17	9.80	43.33	75.86	52.94	48.33	18.97	37.25
Grade 5	5.08	5.26	7.27	32.20	49.12	60.00	62.71	45.61	32.73
All Grades	7.51	4.22	7.23	35.26	58.43	54.82	57.23	37.35	37.95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. Integration of special education students into areas of strengths will focus on primary grades this year.
2. This year, we are piloting a phonics progression program K-3 with all teaches K- 5 trained by our reading intervention teacher. Materials for both half pint decodables and UFLI phonics progression have been issued to teachers.



3. Instructional support in TK-2 grade classrooms for small group instruction, while focusing reading specialist on 2-5th grade students. Designing a strong word study and writing component of reading program. Two ECS experts will lead writing units with teachers from January- March 2023.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	54	52	64	54	51	61	54	51	60	100	98.1	95.3
Grade 4	60	59	53	59	58	51	59	58	51	98.3	98.3	96.2
Grade 5	62	62	57	60	57	55	60	57	55	96.8	91.9	96.5
All Grades	176	173	174	173	166	167	173	166	166	98.3	96.0	96.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2354.	2346.	2337.	5.56	7.84	5.00	5.56	11.76	6.67	20.37	15.69	15.00	68.52	64.71	73.33
Grade 4	2432.	2413.	2409.	3.39	0.00	7.84	16.95	17.24	11.76	45.76	36.21	29.41	33.90	46.55	50.98
Grade 5	2454.	2422.	2440.	5.00	3.51	0.00	20.00	10.53	16.36	18.33	14.04	23.64	56.67	71.93	60.00
All Grades	N/A	N/A	N/A	4.62	3.61	4.22	14.45	13.25	11.45	28.32	22.29	22.29	52.60	60.84	62.05

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.56	13.73	5.00	20.37	23.53	26.67	74.07	62.75	68.33
Grade 4	11.86	3.45	9.80	27.12	48.28	39.22	61.02	48.28	50.98
Grade 5	11.67	5.26	1.82	31.67	31.58	43.64	56.67	63.16	54.55
All Grades	9.83	7.23	5.42	26.59	34.94	36.14	63.58	57.83	58.43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.56	9.80	5.00	38.89	31.37	31.67	55.56	58.82	63.33
Grade 4	6.78	5.17	9.80	47.46	44.83	33.33	45.76	50.00	56.86
Grade 5	8.33	1.75	1.82	38.33	36.84	50.91	53.33	61.40	47.27
All Grades	6.94	5.42	5.42	41.62	37.95	38.55	51.45	56.63	56.02

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.56	5.88	5.00	29.63	45.10	41.67	64.81	49.02	53.33
Grade 4	6.78	5.17	5.88	45.76	55.17	58.82	47.46	39.66	35.29
Grade 5	10.00	3.51	0.00	36.67	54.39	58.18	53.33	42.11	41.82
All Grades	7.51	4.82	3.61	37.57	51.81	52.41	54.91	43.37	43.98

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. All populations showed an increase in math scores this year. Continued efforts to align a continuum of instruction in best math practices utilizing the adopted curriculum, as well as teachers receiving coaching support around the use of IXL, an online platform.
2. To further increase mathematics comprehension, Alice Birney will hire math intervention teacher to run small group instruction.
3. Providing increase training around IEP and differentiating instruction, as well as inclusive practices with the use of IXL, an online platform.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1413.3	1401.0	1399.3	1428.6	1421.9	1421.9	1377.8	1352.1	1346.4	25	29	20
<b>1</b>	1454.7	1445.8	1458.5	1466.9	1461.7	1469.7	1442.2	1429.4	1446.9	25	29	21
<b>2</b>	1487.9	1468.8	1485.7	1486.7	1470.6	1494.2	1488.6	1466.5	1476.6	21	17	27
<b>3</b>	1484.1	1488.7	1489.5	1476.0	1490.1	1491.2	1491.8	1486.7	1487.2	25	26	16
<b>4</b>	1535.0	1520.8	1519.8	1525.6	1527.0	1520.5	1544.1	1514.2	1518.7	22	23	22
<b>5</b>	1540.3	1525.1	1538.7	1534.1	1524.6	1539.1	1546.2	1525.1	1537.6	20	28	21
<b>All Grades</b>										138	152	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	8.00	6.90	5.00	24.00	24.14	20.00	60.00	41.38	60.00	8.00	27.59	15.00	25	29	20
<b>1</b>	4.00	3.45	9.52	68.00	37.93	28.57	16.00	44.83	47.62	12.00	13.79	14.29	25	29	21
<b>2</b>	9.52	5.88	18.52	61.90	52.94	62.96	28.57	23.53	14.81	0.00	17.65	3.70	21	17	27
<b>3</b>	4.00	3.85	18.75	40.00	46.15	43.75	52.00	34.62	25.00	4.00	15.38	12.50	25	26	16
<b>4</b>	36.36	26.09	27.27	54.55	43.48	40.91	9.09	26.09	13.64	0.00	4.35	18.18	22	23	22
<b>5</b>	30.00	21.43	38.10	50.00	25.00	28.57	15.00	50.00	28.57	5.00	3.57	4.76	20	28	21
<b>All Grades</b>	14.49	11.18	19.69	49.28	36.84	38.58	31.16	38.16	30.71	5.07	13.82	11.02	138	152	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	12.00	10.34	10.00	28.00	41.38	25.00	52.00	24.14	50.00	8.00	24.14	15.00	25	29	20
<b>1</b>	24.00	20.69	23.81	32.00	44.83	52.38	36.00	27.59	19.05	8.00	6.90	4.76	25	29	21
<b>2</b>	23.81	23.53	48.15	61.90	23.53	40.74	14.29	41.18	3.70	0.00	11.76	7.41	21	17	27
<b>3</b>	20.00	30.77	31.25	48.00	38.46	56.25	20.00	23.08	6.25	12.00	7.69	6.25	25	26	16
<b>4</b>	50.00	56.52	54.55	40.91	34.78	22.73	9.09	4.35	18.18	0.00	4.35	4.55	22	23	22
<b>5</b>	60.00	42.86	52.38	30.00	50.00	42.86	5.00	7.14	4.76	5.00	0.00	0.00	20	28	21
<b>All Grades</b>	30.43	30.26	37.80	39.86	40.13	39.37	23.91	20.39	16.54	5.80	9.21	6.30	138	152	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	8.00	0.00	0.00	0.00	0.00	10.00	72.00	62.07	40.00	20.00	37.93	50.00	25	29	20
<b>1</b>	8.00	3.45	14.29	28.00	17.24	14.29	44.00	51.72	38.10	20.00	27.59	33.33	25	29	21
<b>2</b>	4.76	0.00	0.00	61.90	47.06	51.85	23.81	41.18	44.44	9.52	11.76	3.70	21	17	27
<b>3</b>	4.00	3.85	12.50	20.00	15.38	31.25	64.00	50.00	31.25	12.00	30.77	25.00	25	26	16
<b>4</b>	31.82	4.35	18.18	40.91	26.09	18.18	22.73	52.17	36.36	4.55	17.39	27.27	22	23	22
<b>5</b>	20.00	10.71	14.29	20.00	14.29	38.10	50.00	60.71	28.57	10.00	14.29	19.05	20	28	21
<b>All Grades</b>	12.32	3.95	9.45	27.54	17.76	28.35	47.10	53.95	37.01	13.04	24.34	25.20	138	152	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	8.00	10.34	20.00	88.00	65.52	50.00	4.00	24.14	30.00	25	29	20
<b>1</b>	48.00	31.03	47.62	48.00	62.07	42.86	4.00	6.90	9.52	25	29	21
<b>2</b>	42.86	11.76	40.74	57.14	76.47	51.85	0.00	11.76	7.41	21	17	27
<b>3</b>	4.00	15.38	31.25	76.00	65.38	62.50	20.00	19.23	6.25	25	26	16
<b>4</b>	31.82	56.52	59.09	68.18	39.13	40.91	0.00	4.35	0.00	22	23	22
<b>5</b>	20.00	25.00	19.05	75.00	71.43	76.19	5.00	3.57	4.76	20	28	21
<b>All Grades</b>	25.36	25.00	37.01	68.84	63.16	53.54	5.80	11.84	9.45	138	152	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	16.00	17.24	20.00	72.00	51.72	50.00	12.00	31.03	30.00	25	29	20
<b>1</b>	12.00	17.24	9.52	80.00	75.86	80.95	8.00	6.90	9.52	25	29	21
<b>2</b>	28.57	35.29	55.56	71.43	52.94	37.04	0.00	11.76	7.41	21	17	27
<b>3</b>	44.00	61.54	43.75	44.00	34.62	43.75	12.00	3.85	12.50	25	26	16
<b>4</b>	68.18	69.57	54.55	31.82	26.09	31.82	0.00	4.35	13.64	22	23	22
<b>5</b>	85.00	71.43	80.95	10.00	28.57	19.05	5.00	0.00	0.00	20	28	21
<b>All Grades</b>	40.58	44.74	44.88	52.90	45.39	43.31	6.52	9.87	11.81	138	152	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.00	0.00	10.00	84.00	65.52	55.00	12.00	34.48	35.00	25	29	20
1	12.00	17.24	14.29	68.00	44.83	23.81	20.00	37.93	61.90	25	29	21
2	4.76	5.88	14.81	71.43	76.47	81.48	23.81	17.65	3.70	21	17	27
3	0.00	3.85	0.00	68.00	53.85	62.50	32.00	42.31	37.50	25	26	16
4	31.82	4.35	4.55	50.00	73.91	59.09	18.18	21.74	36.36	22	23	22
5	30.00	10.71	4.76	50.00	64.29	71.43	20.00	25.00	23.81	20	28	21
All Grades	13.04	7.24	8.66	65.94	61.84	59.84	21.01	30.92	31.50	138	152	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	3.45	0.00	52.00	37.93	35.00	40.00	58.62	65.00	25	29	20
1	8.00	3.45	9.52	80.00	68.97	61.90	12.00	27.59	28.57	25	29	21
2	9.52	11.76	14.81	90.48	58.82	77.78	0.00	29.41	7.41	21	17	27
3	12.00	19.23	43.75	84.00	65.38	31.25	4.00	15.38	25.00	25	26	16
4	40.91	4.35	36.36	54.55	86.96	50.00	4.55	8.70	13.64	22	23	22
5	20.00	10.71	38.10	70.00	82.14	52.38	10.00	7.14	9.52	20	28	21
All Grades	15.94	8.55	22.83	71.74	66.45	53.54	12.32	25.00	23.62	138	152	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. For greater gains, teachers who have been trained in CM will need more support to implement strategies more deeply in their Integrated ELD program.
2. Increase number of in person ELPAC testing administrations as possible. Provide safe testing conditions as per our site specific protection plan.
3. Increase minutes for TK-K students to decrease oral learning loss during virtual platform. Continue to fund .4 ELD services for our TK-1 students. Teacher pushes into TK-K classrooms for oral language development across all early grades.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
390	89.7	33.3	0.5
Total Number of Students enrolled in Alice Birney Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	130	33.3
Foster Youth	2	0.5
Homeless	36	9.2
Socioeconomically Disadvantaged	350	89.7
Students with Disabilities	67	17.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.1
American Indian	24	6.2
Asian	60	15.4
Filipino	1	0.3
Hispanic	135	34.6
Two or More Races	51	13.1
Pacific Islander	8	2.1
White	99	25.4



**Conclusions based on this data:**

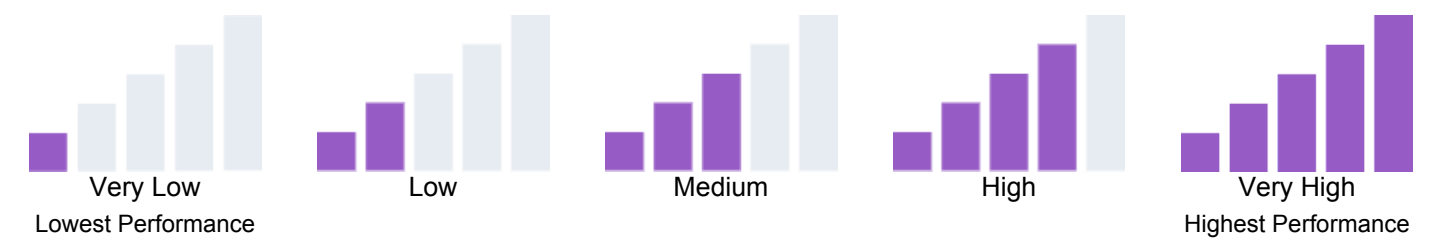
1. Alice Birney has a significant number of English Learners (39.1%) who are in need of Designated ELD provided by a highly trained ELD teacher and Integrated ELD provided by the classroom teacher.
2. Alice Birney student population consists of roughly 79% students of color. Culturally relevant materials and instructional strategies must be of high priority. Ensuring materials are available in Spanish.
3. With 93% SED and 7% homeless, Alice Birney staff must be trained and routinely practice culturally responsive and trauma informed instruction. The implementation of a community school model (The Nest) will support this population we serve. The school also must provide supports for students in crisis. Social worker and interns have become a part of our Student Study Team process, and tiered interventions/supports for students/families.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b> <p>Very Low</p>	<b>Chronic Absenteeism</b> <p>Very High</p>	<b>Suspension Rate</b> <p>Medium</p>
<b>Mathematics</b> <p>Low</p>		
<b>English Learner Progress</b> <p>High</p>		

### Conclusions based on this data:

1. Mathematics has been the area of growth for Alice Birney students since the adoption of a Common Core aligned math program, enabling teacher collaboration and correlation. Teachers need to be supported in continuing implementation of the program. This year, we have a full time math intervention teacher. Mornings this teacher pushes into our 3-5th grade math classes to teach small groups. In the afternoons, the teacher meets with small groups outside of the classroom.

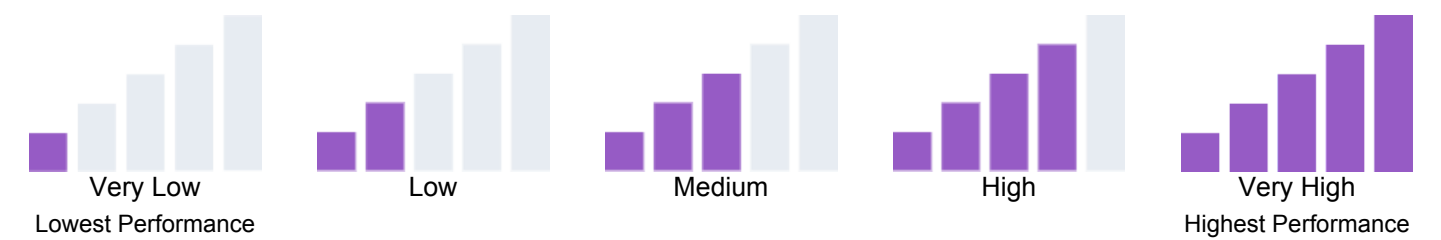
2. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue.
3. Alice Birney is implementing a Community Schools Model this year to support students in accessing their learning when behavior is a barrier. Moreover, Alice Birney uses Restorative practices and Other Means of Correction to decrease suspension rates. Providing social emotional support through Second Step, PBIS, and reaching out to community mental health and other service agencies is a critical component to decreasing suspension rates and strengthening students' connectedness to school. Social Emotional development will be embedded through our garden project into ELA/math literacy.

# School and Student Performance Data

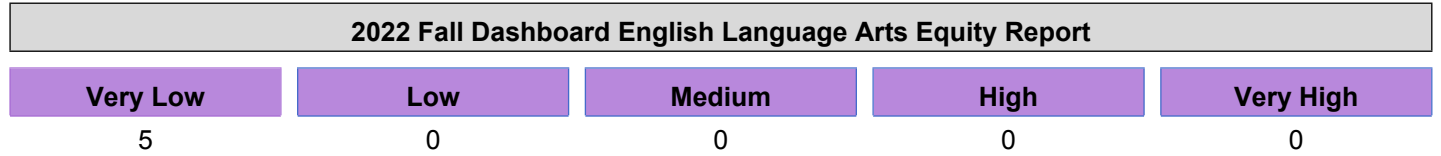
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

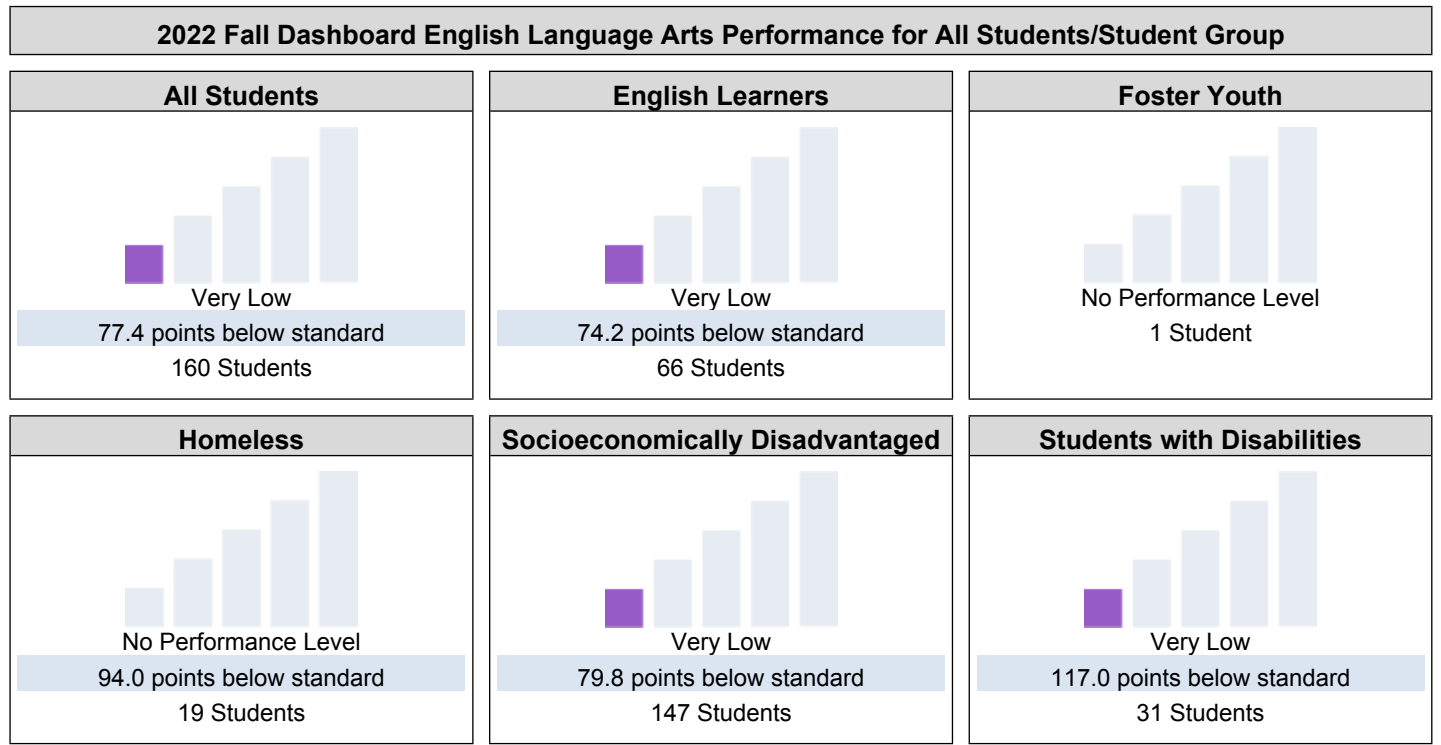
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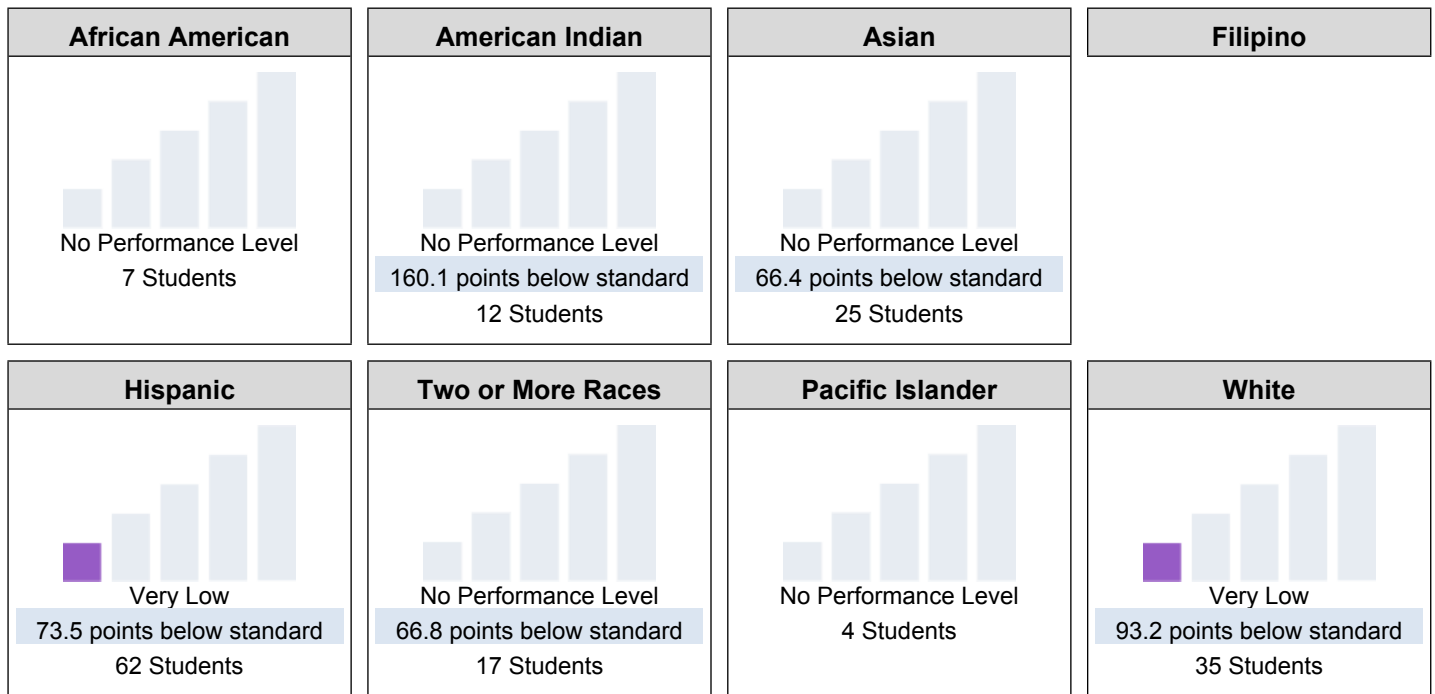
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.1 points below standard 59 Students	7 Students	81.7 points below standard 95 Students

#### Conclusions based on this data:

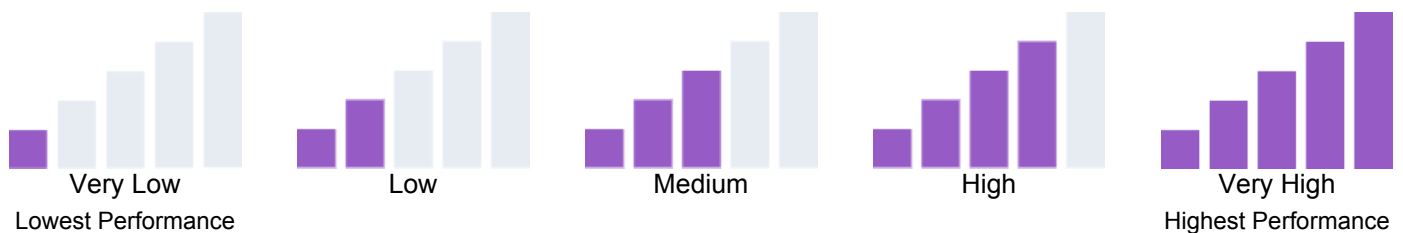
1. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. For greater gains, teachers who have been trained in CM will need more support to implement strategies more deeply.
2. All teachers need to be trained in, receive support for, and collaborate regularly focusing on effective reading and writing curriculum and instruction for all students. A common core aligned adoption should help facilitate this process. Guided reading professional learning community PLC this year, will allow teachers to build capacity in small targeted reading instruction. This year, we are piloting a phonics progression program K-3 with all teaches K- 5 trained by our reading intervention teacher. Materials for both half pint decodables and UFLI phonics progression have been issued to teachers.
3. Instructional support in TK-2 grade classrooms for small group instruction, while focusing reading specialist on 2-5th grade students. Designing a strong word study and writing component of reading program. Two ECS experts will lead writing units with teachers from January- March 2023.

# School and Student Performance Data

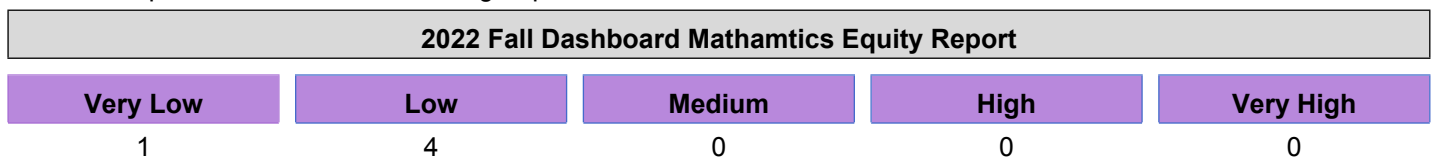
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

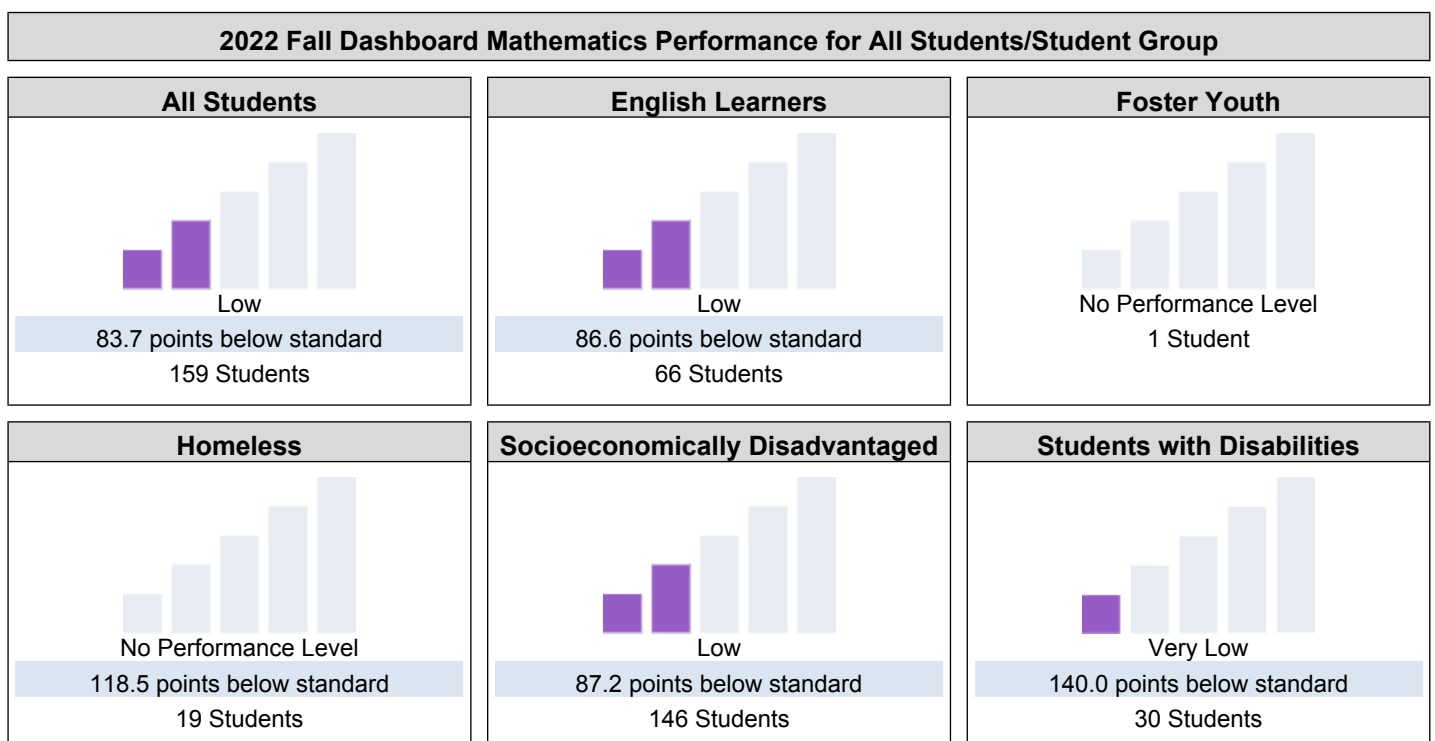
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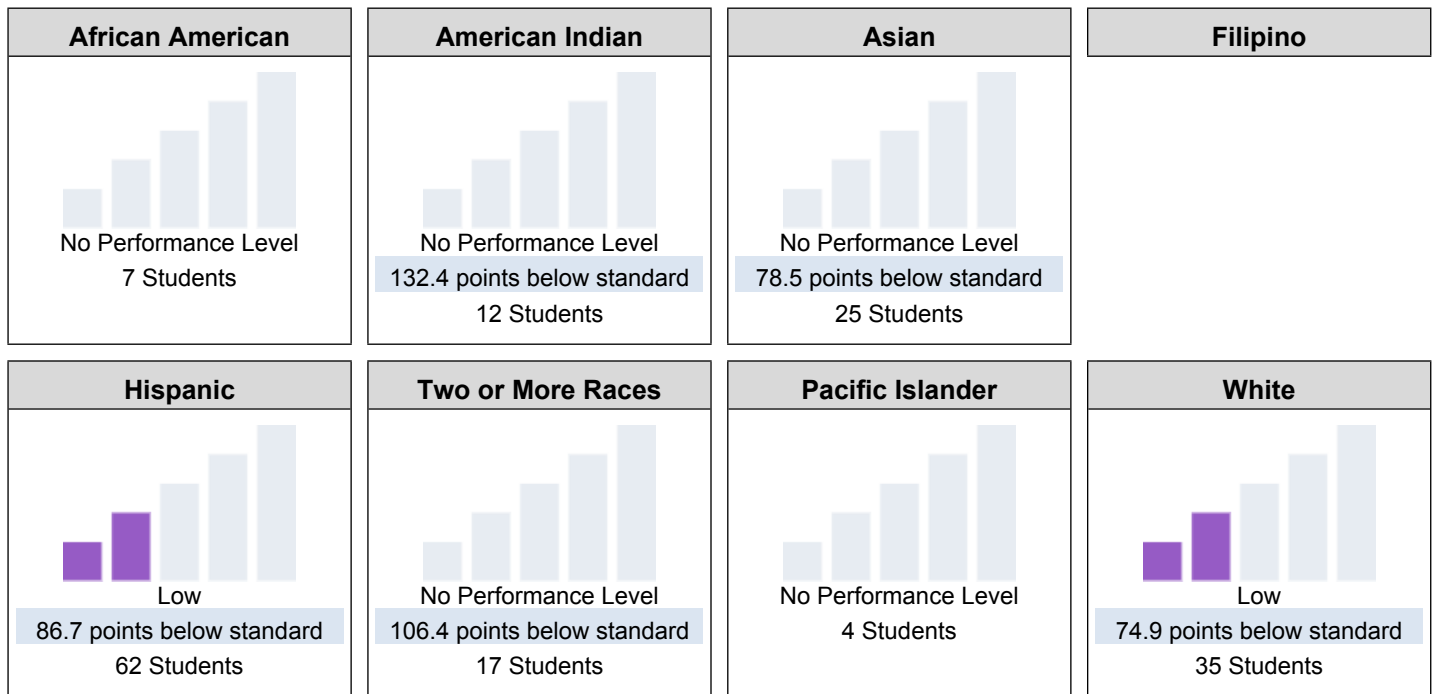
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.4 points below standard 59 Students	7 Students	83.3 points below standard 94 Students

#### Conclusions based on this data:

1. All populations showed an increase in math scores this year. Continued efforts to align a continuum of instruction in best math practices utilizing the adopted curriculum, as well as teachers receiving coaching support, will be necessary.
2. To further increase mathematics comprehension, Alice Birney's literacy techs could be of assistance during math instruction- for math literacy. Providing office hours in virtual classroom to provide math assistance to both students and families as questions arise.

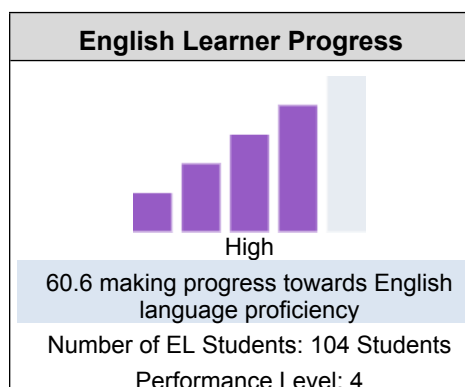
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	31	6	57

#### Conclusions based on this data:

1. Efforts must be made to increase EL's ELA progress through targeted and frequent use of Constructing Meaning strategies 3rd through 5th grade, as well as providing Designated ELD instruction by staff trained in Systematic ELD.
2. Actions and Services need to focus on providing support for students in all Proficiency categories. Newcomers will be provided with direct transitional support in distance learning to access platform.
3. Classroom teachers need to focus efforts on high leverage instructional strategies, such as Structured Student Talk and vocabulary development, as well as providing authentic experiences to develop language skills and increase comprehension as a part of their Integrated ELD program.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

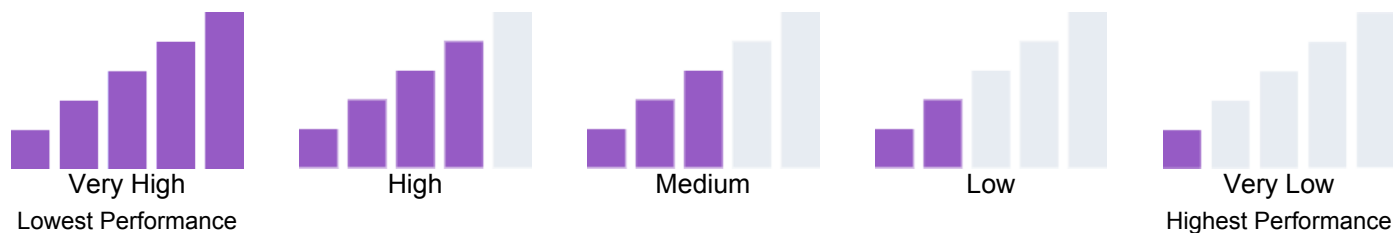
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# School and Student Performance Data

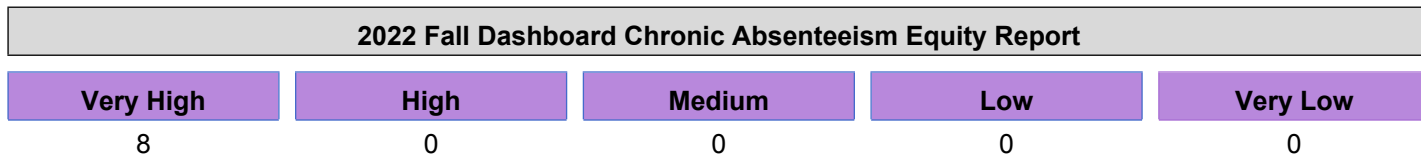
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

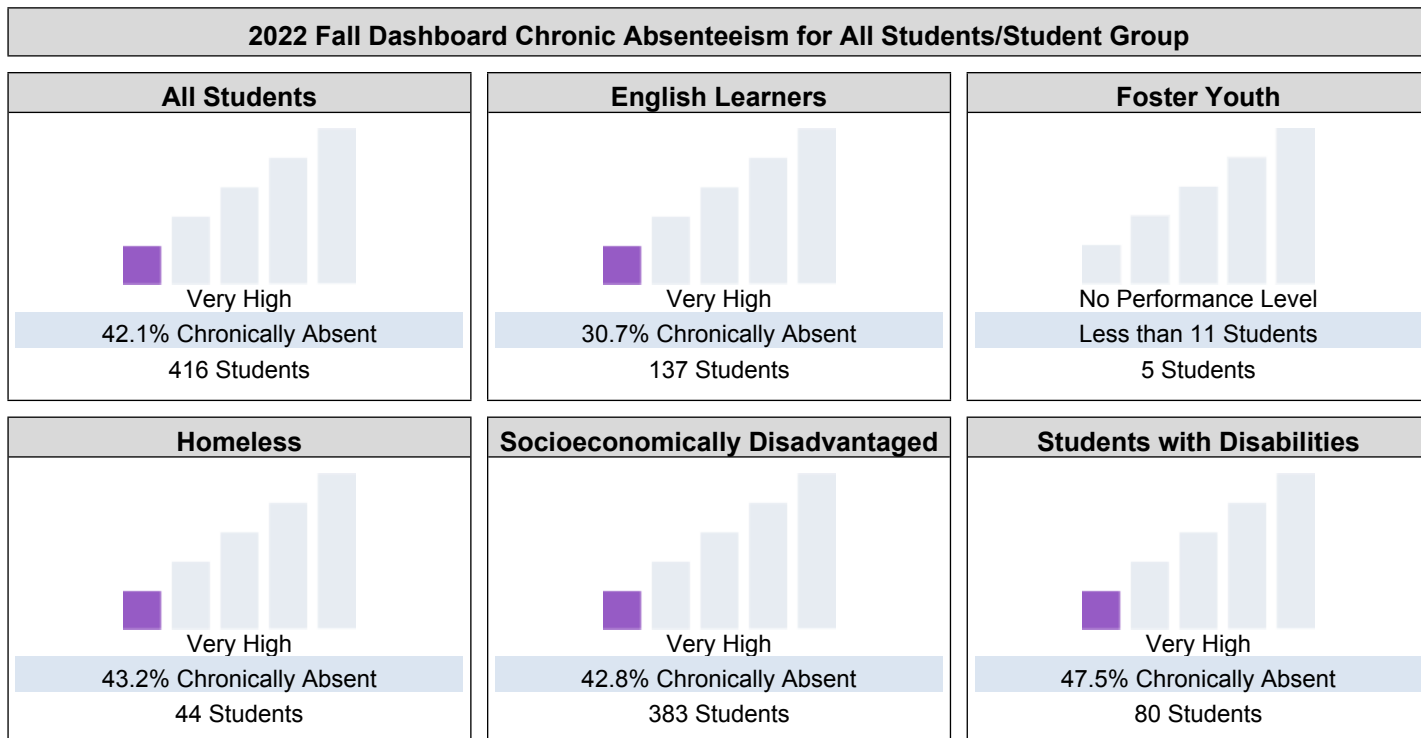
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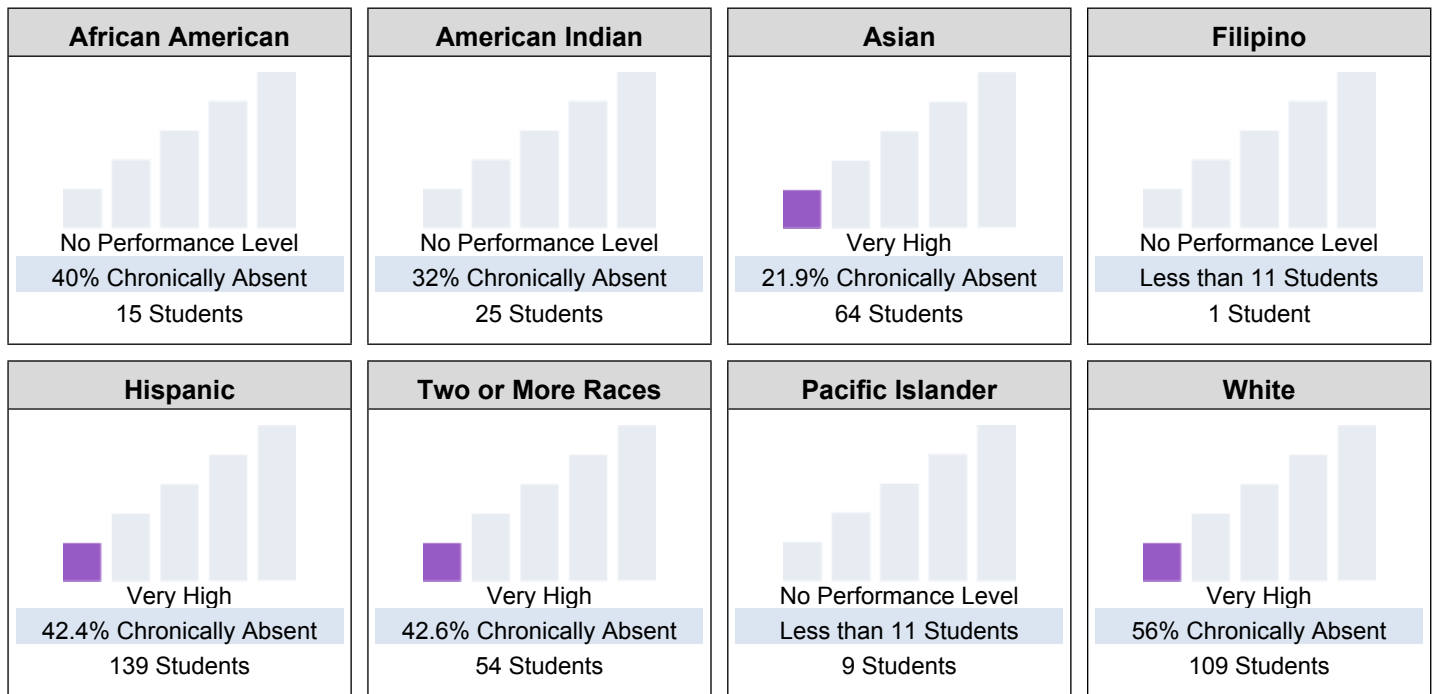
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Alice Birney staff needs to focus efforts on increasing Kindergarten and students with disabilities attendance rates.
2. Alice Birney has focused on students' connectedness to school. This is an area that has increased, yet continues to need more support. Alice Birney needs to work on the family's connectedness to school. The Community Schools model will support this direction.
3. Alice Birney will continue to meet with parents around attendance. Numerous, short, on the spot conferences has affected attendance in a positive way.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

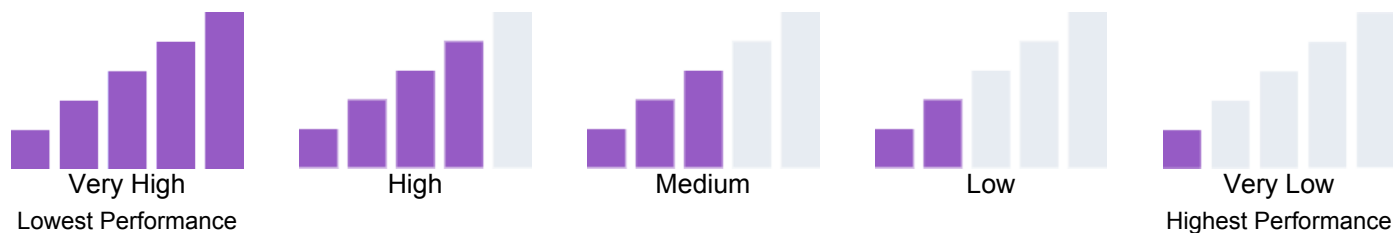
1. Begin talking about college at Fifth Grade Middle School Information evening

# School and Student Performance Data

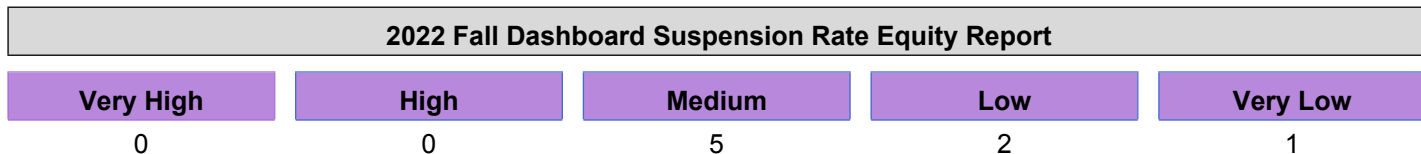
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

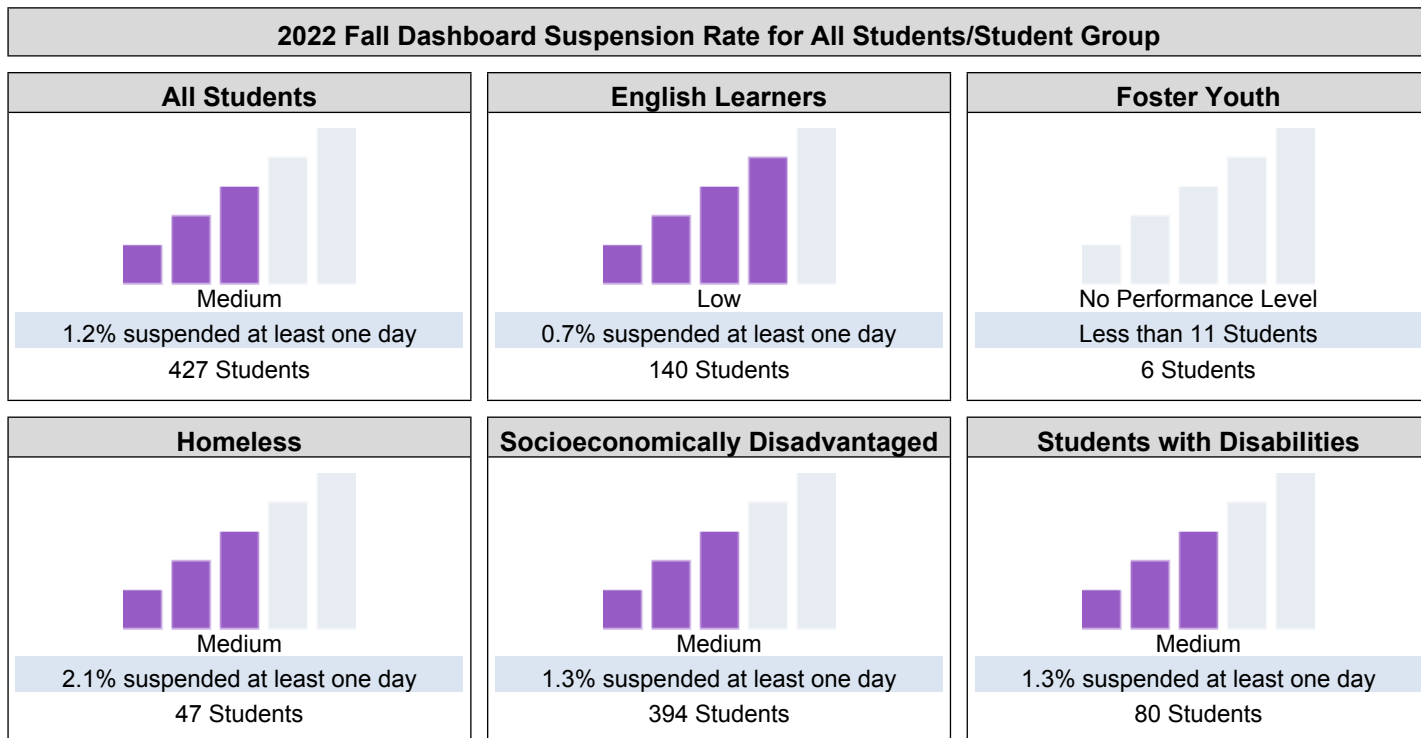
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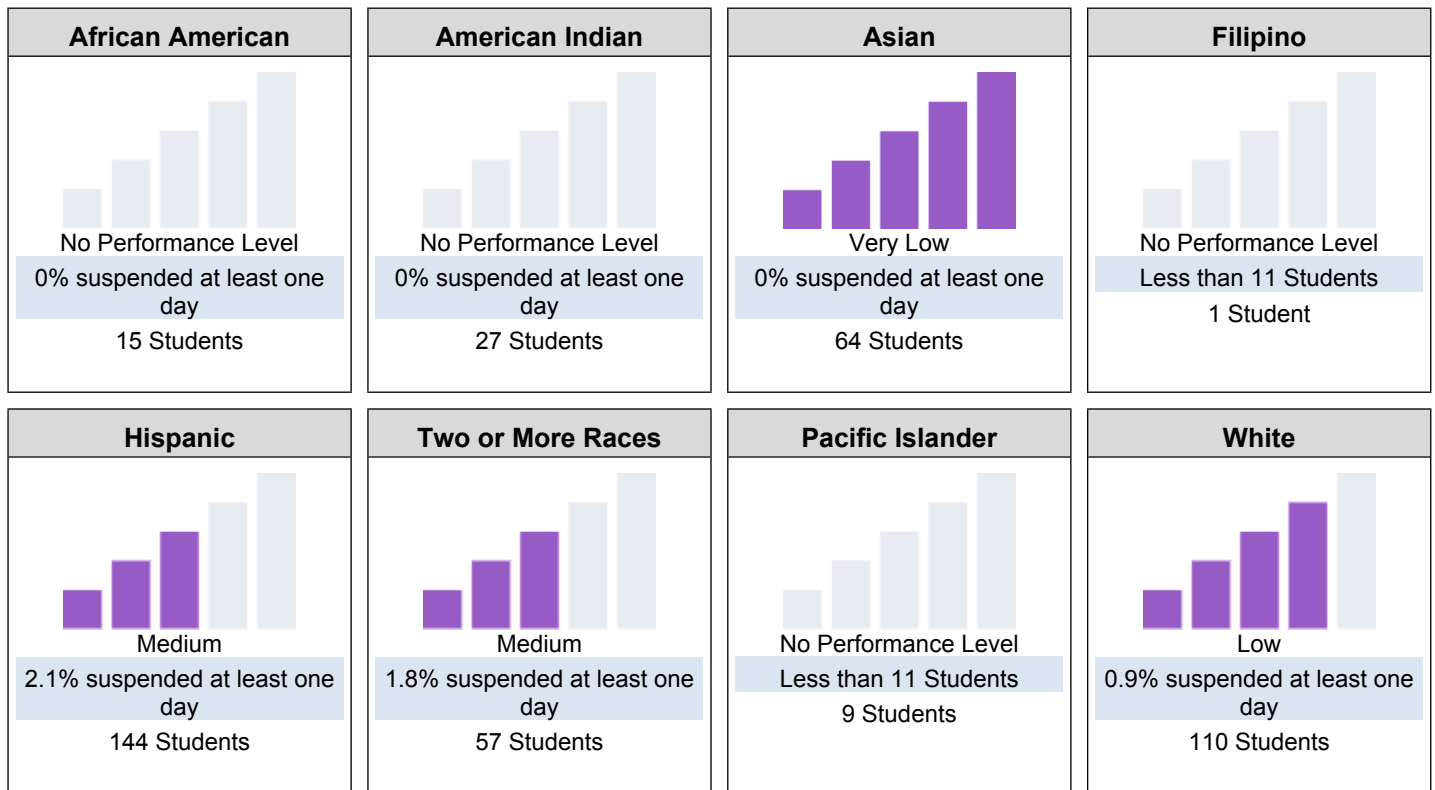
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Efforts must be made to decrease the suspensions of students of two or more races. Digging into the data to identify these students and research the causes for suspension will be a first step. During our MTSS weekly meeting, we will address these equity reports in SWIS.
2. Alice Birney staff will need to continue efforts to increase school connectedness through culturally responsive practices. As surveyed with students and families, building a strong social emotional curriculum connected to our garden and core subjects. We have a garden curriculum for each grade level connected to CA state standards and garden philosophies applicable to grade level standards. A grant provides 10 hours a week of garden instruction to our after school program students. Our Bike Club launched a year long program this year with a new fleet of bikes for 19 students to attend. These are all programs we use to build community and networking with our local partners. We will have two Garden Days with our families where we will tend to our garden and various jobs around our school.
3. Alice Birney is implementing a Community Schools Model this year to support students in accessing their learning when behavior is a barrier. Moreover, Alice Birney uses Restorative practices and Other Means of Correction to decrease suspension rates. Providing social emotional support through Second Step, PBIS, and reaching out to community mental health and other service agencies is a critical component to decreasing suspension rates and strengthening students' connectedness to school. Social Emotional development will be embedded through our garden project into ELA/math literacy.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 1- All students will demonstrate college and career readiness in clean and modernized schools.

## Goal 1

Goal 1- All students will demonstrate college and career readiness in clean and modernized schools.

## Identified Need

Students need greater exposure and instruction in the Common Core State Standards in ELA and math.

Students need access to materials and rich experiences at school.

Students who are English Learners and students who are struggling to learn to read need access to appropriate services and supports.

Teachers need greater support for Tier 1 classroom instructional strategies and assistance with providing targeted Tier 2 and 3 instructional supports.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3-5 ELA CAASPP	less than 25% met/exceeded in 2021-2022	At least 90% of students make one year's growth as measured by CAASPP
K-3 Benchmark Assessment System (BAS)	TBD	All students grow one year on BAS, Core Growth assessments, BPST
3-5 Math CAASPP	less than 30% met/exceeded in 2020-2021	At least 90% of students make one year's growth as measured by CAASPP
CHKS both parents and students	connectedness less than 60%	Over 80% connectedness to school/ personnel At least 60% of our families enroll in PIQE this year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

## Strategy/Activity

1) Select, acquire and implement curriculum: CCSS aligned, ELD, class sets for use at school, and replacement materials  
Principal, Leadership Team, Intervention and ELD Teachers  
Includes purchasing ELA or Math supplementary materials and intervention support materials for targeted subgroups.  
Copier maintenance  
Includes building background experiences, school wide programs and field trip

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
33,000	Title I
	Title I
	Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

## Strategy/Activity

Provide .2 ELD teacher  
Learning loss due to virtual platform; oral practice for TK-1 students

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Title I

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



All

#### Strategy/Activity

Provide library technician hours  
Oversee library collection  
Chromebook inventory and checkout  
Spelling Bee advisor

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20,000

Title I

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

Provide literacy technicians and instructional aide support in classroom - extra hours than district allotment

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

25,000

Title I

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarteners

#### Strategy/Activity

ELK and Inclusion academies in August  
Launch the year with one week of social, academic routines of kindergarten

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I

**Strategy/Activity 6**  
**Students to be Served by this Strategy/Activity**  
 (Identify either All Students or one or more specific student groups)  
 All

Strategy/Activity

Includes providing collaboration and possible extra hours for guided reading and technological applications trainings, reading and writing professional learning community, as well as release time for teachers to visit other teachers on or off site for purposes of professional growth, as recommended by an instructional coach. Also includes classified extra hours to attend professional development.

Consult with Donna Doherty, Maikken Bass around the use of SST routine and academic language frames in FPC/"writing about reading" : PLC's facilitators providing cycles to teachers Tk-5

**Proposed Expenditures for this Strategy/Activity**  
 List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I

**Strategy/Activity 7**  
**Students to be Served by this Strategy/Activity**  
 (Identify either All Students or one or more specific student groups)  
 All

Strategy/Activity

Includes employing Teacher on Special Assignment (TOSA) to assist teachers in building their instructional math program, instructional strategies, and classroom management techniques. Use of IXL as teaching tool in math for targeted skills

**Proposed Expenditures for this Strategy/Activity**  
 List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,000	Title I

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Employing an ELD teacher has supported efforts to increase proficiency for our English Learners, the one subgroup who made gains in ELA this year. Moreover, literacy continues to be an area of improvement, and with over 60% English Learner population, continuous support of EL will provide opportunities.

Providing the English Learner Kindergarten Academy has supported our incoming students and their families to feel connected and prepared for the start of the school year. In line with our vision of inclusive practices, we included special education students entering kinder to visit campus the week before school started for SOAR.

As surveyed with students and families, building a strong social emotional curriculum connected to our garden and core subjects. We have a garden curriculum for each grade level connected to CA state standards and garden philosophies applicable to grade level standards. A grant provides 10 hours a week of garden instruction to our after school program students. Our Bike Club launched a year long program this year with a new fleet of bikes for 19 students to attend. These are all programs we use to build community and networking with our local partners. We will have two Garden Days with our families where we will tend to our garden and various jobs around our school.

We were able to provide the following instructional aide support/ literacy technician support to TK-3 classrooms:

TK-2 5 hours a day

3rd 1.5 hours a day

3rd-5th : reading interventionist and math interventionist

Library tech is building a stronger library. Redecorating the room to make it more inviting and student-centered will be the first step. Using our library as a connection to families this year. In the earlier morning, we will host Student Study Team meetings, and then, in the afternoons, we will open to classrooms.

With a roving sub, we have had a the opportunity to complete one coaching cycle by November. The third grade team begins a coaching cycle in January, and the whole TK-5 grade teachers will be joining a writing field test with two experts who will be facilitating trainings around writing instruction.

CARE is a crucial role for academic and behavioral success for both students and teachers. CARE has been instrumental in ensuring teachers have curriculum and materials, our unstructured time is organized and prepared to mitigate in class behaviors, and a strong Student Study Team process is in place. With our Community Schools teacher and social worker, we have created a MTSS team to evaluate all students weekly.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As we evaluate our newly adopted ELA program, we have found the lack of phonics progression has impeded the teaching of reading. This year we are piloting UFLI, a phonic progression, as well as half pint decodable "books" that practice phonics patterns. All teachers were modeled the lesson sequence, and some will put into place whole class, and others will put into place in small groups.

Student study team process is stronger. A Google Drive and system is in place. A weekly review of students needs is done with CARE and administrator. A process has been communicated and reviewed with the teachers. Teachers are using the referral process for academic, behavior, and attendance. These SST provide authentic opportunities to connect with families and build effective intervention plans. Space is an issue, so this year we have had to be creative.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Metrics Changes: Adding the BPST and Heggerty assessments for phonics growth- use to drive instruction. As well continue BAS as district benchmark until changes.

Strategies/Activities:

Increasing ELD and library technician time- making oral practice and access to literature a goal  
Funding of CARE - increase teacher support and development, support schoolwide programs  
Field trips, garden annual projects and bike club to build connectedness and community  
Social emotional development around garden in line with community schools addition

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 2- All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

## Goal 2

Goal 2- All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

## Identified Need

Students need to feel connected to and valued at school.  
 Students need to attend school regularly.  
 Students need to be given the opportunity to learn appropriate school behaviors that will lead to their success.  
 Staff needs support and training in implementing PBIS, Other Means of Correction (rather than suspension), Tier 2 and 3 behavioral support implementation, and the community schools model (trauma informed practice)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	17.6% students who are chronically absent	3% decrease in students who are chronically absent
Incident Management	3.1% students suspended	Maintain below 3% of students suspended
CA Healthy Kids Survey	54% of students who report that they have a caring adult on campus	At least 80% of students report having a caring adult on campus

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Provide field trip opportunities for TK-5- bus transportation costs and registration/ticket fees possibly for shows  
 Reflect instructional themes of grade level around ELA and SS/Sci standards; At least one a school year per grade level. Authentic writing opportunities

Families invited to attend as chaperones

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,000

Source(s)

Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide social emotional support for students through the use of our community garden and bike club

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13,000

Source(s)

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Design family nights (Biliteracy Night), based on family survey results, to build community and information  
Support families in PIQE as needed

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I

### Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Includes providing translation and interpretive services and materials/supplies for meetings. Consultation and professional development from Family Resource Center/Homeless and Foster Youth Liaison or other agencies. Interpretation services for conferences, SST meetings.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

CARE specialist

### Strategy/Activity

Includes employing Teacher on Special Assignment (TOSA) to assist teachers in building their instructional math program, instructional strategies, and classroom management techniques.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

60,000

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Establishing a strong Community School model this year with our new 5 year grant. Creating systems for radio calls, professional developing staff around tier one supports with break space and recovery, launching the therapy room for students to receive outside agency support, as well as launching a social emotional reteaching program based on identified (due to data) lagging skills.



Ensuring we have a strong PBIS team and system of organization. PBIS team was able to create rotation stations around expectations and areas of focused need to due data. Stamina awards were given monthly from each teacher. A student and family were recognized for their ability to stick to their goals. Medals are awarded monthly in a recognition. A breakfast will be hosted twice a year. A school wide garden project occurs three times a year. A garden curriculum is designed per grade level with a quote and action. Social circles, community building activities, and restorative practices are strategies utilized on a regular basis to create a sense of community helping students to feel a part of the school community and reduce behaviors. The use of ASLUP and targeting lagging skills is also a focus. Social work and intern, as well as CARE have created a tiered approach to behavior- both reactionary and proactive. A MTSS team meets weekly to diagnose and respond to student/family needs. Inclusive practices timeline has been created at the end of this year. Visitations happen this year with our Sonoma County partners to strategize on our implementation plan. ELD and SPED collaboration has been occurring around IEP goal writing. Both Resource and SAI minutes will be served inside and outside the classroom.

In addition, there has been a concerted effort to reduce absenteeism and tardies. Attendance Student Study Teams and referrals to SARB increased in the 2022-2023 school year in order to address barriers preventing students from regularly attending school. Numerous, short conversations around attendance strategies with families is effective. Use of social worker and intern to do home visits and family outreach. Teachers focused on ELA/ Math and social/emotional development.

Employing an ELD teacher has supported efforts to increase proficiency for our English Learners, the one subgroup who made gains in ELA this year. Moreover, literacy continues to be an area of improvement, and with over 60% English Learner population, continuous support of EL will provide opportunities.

Providing the English Learner Kindergarten Academy has supported our incoming students and their families to feel connected and prepared for the start of the school year. In line with our vision of inclusive practices, we included special education students entering kinder to visit campus the week before school started for SOAR.

As surveyed with students and families, building a strong social emotional curriculum connected to our garden and core subjects. We have a garden curriculum for each grade level connected to CA state standards and garden philosophies applicable to grade level standards. A grant provides 10 hours a week of garden instruction to our after school program students. Our Bike Club launched a year long program this year with a new fleet of bikes for 19 students to attend. These are all programs we use to build community and networking with our local partners. We will have two Garden Days with our families where we will tend to our garden and various jobs around our school.

We were able to provide the following instructional aide support/ literacy technician support to TK-3 classrooms:

TK-2 5 hours a day

3rd 1.5 hours a day

3rd-5th : reading interventionist and math interventionist

Library tech is building a stronger library. Redecorating the room to make it more inviting and student-centered will be the first step. Using our library as a connection to families this year. In the earlier morning, we will host Student Study Team meetings, and then, in the afternoons, we will open to classrooms.



With a roving sub, we have had a the opportunity to complete one coaching cycle by November. The third grade team begins a coaching cycle in January, and the whole TK-5 grade teachers will be joining a writing field test with two experts who will be facilitating trainings around writing instruction.

CARE is a crucial role for academic and behavioral success for both students and teachers. CARE has been instrumental in ensuring teachers have curriculum and materials, our unstructured time is organized and prepared to mitigate in class behaviors, and a strong Student Study Team process is in place. With our Community Schools teacher and social worker, we have created a MTSS team to evaluate all students weekly.

As we evaluate our newly adopted ELA program, we have found the lack of phonics progression has impeded the teaching of reading. This year we are piloting UFLI, a phonic progression, as well as half pint decodable "books" that practice phonics patterns. All teachers were modeled the lesson sequence, and some will put into place whole class, and others will put into place in small groups.

Student study team process is stronger. A Google Drive and system is in place. A weekly review of students needs is done with CARE and administrator. A process has been communicated and reviewed with the teachers. Teachers are using the referral process for academic, behavior, and attendance. These SST provide authentic opportunities to connect with families and build effective intervention plans. Space is an issue, so this year we have had to be creative.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PBIS focused on staff well being, as survey of staff reflected this goal. A monthly calendar of events for self care was designed and implemented. Outside of expectation stations for the virtual platform and in person instruction routines as well, the PBIS collected less data. Data related to attendance, SEESAW or Epic participation and academic proficiency. Student study team process reflected more attendance issues, as this was the greatest need.

Social work intern and social /emotional development program was implemented when we returned to face to face instruction. Outreach to families around hot spots and chromebooks was put in place immediately this year. More difficult to use funding for allotted activities as we were not in person nor allowed per guidelines to eat at school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Staff will survey families and students this year. CHKS provided information for 5th grade students and families only.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$271,000.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$211,000.00

Subtotal of additional federal funds included for this school: \$211,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$60,000.00

Subtotal of state or local funds included for this school: \$60,000.00

Total of federal, state, and/or local funds for this school: \$271,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kristin Sobilo	Principal
Jeanne Wilhelm	Classroom Teacher
Pam Brittenburg	Classroom Teacher
Tina Toomata	Other School Staff
Cara Cordoni	Parent or Community Member
Erika Castillo	Parent or Community Member
Tayloranne Finch	Parent or Community Member
Art Hand	Parent or Community Member
Mai Lee	Classroom Teacher
Cheyenne King	Classroom Teacher
Armida Martinez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/30/ 2022.

Attested:

	Principal, Kristin Sobilo on
	SSC Chairperson, Cara Cordoni on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grant Elementary School	12-62752-6007777	December 14, 2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Healthy Kids survey was administered to students 5th grade students during the 2021-2022 school year. Results indicate that work needs to be done to include students in decision making, making them feel safe and connected to school and increasing student motivation.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations by site and district staff were conducted on a regular basis. Site goals around academic achievement and school climate were a focus. Observations indicate a need for staff professional development on positive behavior interventions and supports, restorative practices, classroom management and support for implementing Core Curriculum.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning. The Eureka City Schools Elementary team was trained in elements of the district LCAP. The county coordinator along with District and Site coaches/staff facilitated trainings for staff to analyze our CAASPP data. Our school grade level teams set goals for student improvement that are based on the CAASPP results and are aligned with the districts LCAP goals. Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning.

Staff utilize assessments from adopted curriculum and a pacing guide has been created to provide timely feedback. Staff are provided the opportunity to analyze student data and make instructional and curricular decisions based on student need. Additionally, staff are trained and utilize interim assessments to guide instruction in language arts and math.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to be responsive to student academic and social/emotional needs during COVID-19, the Learning Continuity and Attendance Plan was developed by the district in the 2020-2021 school year. This allowed for a smooth transition to in person learning for the 2021-2022 school year. In order to accurately gauge the loss of learning during distance learning, we have a collection of assessments in place for determining areas of need and how to address the holes in student's educational progress. We started the 2022-2023 school year with assessments in reading using RenLearn which provides teachers with both a math and reading level. We also administered the Fountas and Pinnell BAS reading assessment to all students in grades first through fifth. We also utilized IXL digital diagnostic in the areas of language arts and math to establish a baseline in these areas. We currently use the Humboldt County Core Growth assessment system for our TK-2nd grade students and teachers have time built into their instructional day specifically set aside to assess students. This measures skills in both language arts and math. Additionally, our district participated in CAASPP testing during the 2021-2022 school year and this information was reviewed once available.

We have implemented a schoolwide data tracking system that is updated every three months. The data is reviewed by our site data team and changes in instruction and intervention reflect the current student need. Staff are provided regular opportunities to reflect on student progress and teaching is modified as needed. There is an active Student Study Team at Grant Elementary that regularly to address academic, behavioral and other student concerns in partnership with families.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Grant School provides rigorous curriculum for its 250 students with 10 regular education classroom teachers, one Specialized Academic Instruction Class Teacher, one Resource Specialist Teacher, one EL Teacher, one Reading Intervention Teacher, one .5 Math Intervention Teacher, and one CARE Specialist. Student instruction is supported by the services of a speech therapist, a school psychologist, student services coordinator, and a school nurse. Other personnel include our principal, a school secretary, a library technician, literacy technicians, a clerk typist, two custodians, a food service worker, four cafeteria/playground monitors, an after-school program coordinator, and leaders.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and are provided with district adopted curriculum for all students; teachers are provided training/support on utilizing adopted materials.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is tied to content standards and data around those standards, site staff team-building and standards of the teaching profession.

Pre-service days are attended by all teachers TK-5. The pre-service days provide training around our district curricula in ELA, Math, and Social Emotional Development. A scope and sequence for SEL, as well as, a digital component were provided to teachers to explore and access. During the year, three days of ongoing professional development was attended by TK-5 teachers. Visible Learning with an emphasis on Learning Targets and Success Criteria was one theme for training. Accessing online resources such as IXL and Data sheets was a focus of on site trainings. Every other Monday, administrators and CARE specialists prepared professional development opportunities around Phonics progression, Universal Screening tool and SEL, Data Days, responding and diagnosing data, and writing.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District-based instructional coaches (CARE Specialists) are available 5 days a week to teachers for ongoing professional development and support. Grant Elementary also utilizes teacher leaders to support peers, such as in the area of Language Arts, ELD and Math. Teachers also have ongoing access to administrative support as needed

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly during planned collaboration time. Collaboration days rotate from teacher led to site/district administrator led on opposite weeks. Grant's Leadership team composed of teachers and the site administrator select topics of collaboration focus. The topics selected support site and district based goals. The site administrator and CARE Specialist support teachers during their collaboration. Teachers also collaborate specifically around the area of writing every other month. They are given release time to work with grade alike colleagues and review student progress.

Students dismiss early on Mondays to allow for collaboration across TK-5. Every other Monday is facilitated by administrator, and other Mondays by teacher grade level teams. CARE is an active part of establishing this development time. Focus is on ELA, math, and social emotional learning.

CARE specialists are targeted to specific areas of coaching: TK-2 ELA, TK-2 Math, 3-5th ELA, 3-5th Math. This allows coaching cycles to reach more teachers around content. New teachers are encouraged to complete at least one coaching cycle in the year. Teacher Academy is led by our CARE specialist. At the Academy, teachers collaborate around district initiatives, new teacher needs, and best practice in the teaching of reading, writing, and math. Many teachers attend the Academy regardless of years of service.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction and materials at Grant are aligned with the appropriate State standards. Teachers adhere to district developed pacing guides to ensure timely delivery of content and assessments.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Weekly schedules are reviewed by the instructional coach and administrator at the start of the school year to ensure teachers are providing the recommended instructional minutes in both language arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students at Grant Elementary have access to reading and math intervention. English Learners are provided ELD instruction daily. Students with IEPs and 504s have access to these supplemental services as they are needed in their goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school board approves the standards-based instructional materials. Diverse standards-based curriculum is delivered in all classrooms.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

School provides ELD instruction to all qualifying students. Indian Education services, special education services and intervention services in reading and math are all available to any student who needs it. Social emotional learning is offered to all students as well.

## Evidence-based educational practices to raise student achievement

Differentiation is used in every classroom to address unique learning needs of each student. Universal Access in the form of guided reading is offered to all students daily. Literacy technicians, math technicians and classroom aides are utilized to support students in need of extra support and practice. Structured student talk is used to build communication skills and support critical thinking. All teachers are trained in various engagement strategies and instructional norms in order to support equity, develop relationships and checking for understanding.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students performing at least 2 years below grade level in reading skills are recommended for Reading Intervention. Through the BPST assessment, Reading Intervention and classroom teachers address phonics gaps in students through UFLI. Family and school may both request a student study team meeting be held to address under performance.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is made up of parents, teachers and other school personnel. They provide feedback on Title 1 programs and expenditures. The Site Council meets monthly and regular opportunities for input are embedded in each meeting.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Library technicians provide opportunities for students and classes to access quality literature to meet ELA standards. CARE specialist supports teacher growth and data collection, so teachers are building strong targeted lesson in the classroom to address diverse student needs.

Through PIQE, both EL and non- EL families/parents access information to understand and clarify the educational systems. The overview of school systems and stakeholders is explained to parents. Parents become more familiar with the school system, so they can easily navigate the school to support their child.

Social emotional learning is supported by the addition of supplemental materials and curriculum that align with the Second Step scope and sequence.

## Fiscal support (EPC)

Grant Elementary in conjunction with the District, receives Title 1 funding that is identified and allocated based upon the student population and enrollment that is then utilized to provide Title 1 services. The School Site Council reviews progress monthly and provides ongoing input to the allocated expenditures.

Some funds will be used to support PIQE and materials for families. Booklets are available. All lessons are virtual, so families can access from home.

Teachers are trained on completing a digital BTF to track behavior incidents for schoolwide decision making around school climate.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

School Site Council met to review 2022-2023 data on November 29, 2022. At this meeting, stakeholders reviewed previous year's data, discussed Grant's academic and school climate, and input was elicited. At a meeting on December 14, 2022 School Principal provided a draft of budget



expenditures, based also on input from previous meetings, to stakeholders. Stakeholders voted to approve the School Plan for Student Achievement on December 14, 2022.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	5.84%	4.1%	2.40%	16	10	6
African American	2.92%	1.6%	1.60%	8	4	4
Asian	11.68%	13.1%	13.20%	32	32	33
Filipino	0%	%	%	0		
Hispanic/Latino	23.36%	25.3%	27.60%	64	62	69
Pacific Islander	0.73%	0.4%	0.40%	2	1	1
White	43.07%	43.3%	42.00%	118	106	105
Multiple/No Response	12.41%	11.8%	12.80%	34	29	32
Total Enrollment				274	245	250

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	35	34	47
Grade 1	43	27	42
Grade 2	42	43	30
Grade3	51	43	45
Grade 4	48	47	40
Grade 5	55	51	46
Total Enrollment	274	245	250

### Conclusions based on this data:

1. Grant's enrollment has declined.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	60	51	52	21.9%	20.80%	20.8%
Fluent English Proficient (FEP)	4	9	3	1.5%	3.70%	1.2%
Reclassified Fluent English Proficient (RFEP)	0	6		0.0%	2.40%	

### Conclusions based on this data:

1. Continued support is needed in this area.
2. EL Tech support provided through Title I to support this need.
3. Students continue to need specific instruction in the area of language acquisition.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	47	41	44	46	39	42	46	39	42	97.9	95.1	95.5
Grade 4	54	45	39	52	41	37	52	41	37	96.3	91.1	94.9
Grade 5	49	53	46	48	52	46	48	52	46	98	98.1	100.0
All Grades	150	139	129	146	132	125	146	132	125	97.3	95.0	96.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2422.	2382.	2380.	19.57	12.82	4.76	23.91	5.13	19.05	34.78	35.90	35.71	21.74	46.15	40.48
Grade 4	2414.	2403.	2449.	5.77	7.32	24.32	23.08	7.32	8.11	19.23	24.39	27.03	51.92	60.98	40.54
Grade 5	2488.	2460.	2472.	10.42	11.54	10.87	27.08	19.23	19.57	41.67	26.92	32.61	20.83	42.31	36.96
All Grades	N/A	N/A	N/A	11.64	10.61	12.80	24.66	11.36	16.00	31.51	28.79	32.00	32.19	49.24	39.20

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.22	2.56	0.00	58.70	61.54	66.67	26.09	35.90	33.33
Grade 4	5.77	4.88	16.22	50.00	65.85	59.46	44.23	29.27	24.32
Grade 5	14.89	11.54	13.04	57.45	59.62	67.39	27.66	28.85	19.57
All Grades	11.72	6.82	9.60	55.17	62.12	64.80	33.10	31.06	25.60

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.22	7.69	4.76	54.35	38.46	50.00	30.43	53.85	45.24
Grade 4	5.77	4.88	16.22	50.00	53.66	59.46	44.23	41.46	24.32
Grade 5	25.53	5.77	6.52	57.45	53.85	60.87	17.02	40.38	32.61
All Grades	15.17	6.06	8.80	53.79	49.24	56.80	31.03	44.70	34.40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.57	10.26	4.76	58.70	71.79	80.95	21.74	17.95	14.29
Grade 4	5.77	4.88	2.70	65.38	65.85	86.49	28.85	29.27	10.81
Grade 5	8.51	11.54	10.87	61.70	67.31	71.74	29.79	21.15	17.39
All Grades	11.03	9.09	6.40	62.07	68.18	79.20	26.90	22.73	14.40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.26	7.69	7.14	56.52	66.67	73.81	15.22	25.64	19.05
Grade 4	7.69	7.32	10.81	44.23	80.49	70.27	48.08	12.20	18.92
Grade 5	25.53	13.46	13.04	40.43	61.54	63.04	34.04	25.00	23.91
All Grades	20.00	9.85	10.40	46.90	68.94	68.80	33.10	21.21	20.80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Overall the percentage of students that met or exceeded the standard increased.
2. Producing clear and purposeful writing should continue to be a focus for all students.
3. Continued professional development around newly adopted ELA curriculum TK-5 should be a priority.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	47	41	44	46	39	42	46	38	42	97.9	95.1	95.5
Grade 4	54	45	39	53	41	37	53	41	37	98.1	91.1	94.9
Grade 5	49	53	46	49	52	46	49	52	46	100	98.1	100.0
All Grades	150	139	129	148	132	125	148	131	125	98.7	95.0	96.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2420.	2380.	2403.	17.39	10.53	2.38	26.09	15.79	35.71	28.26	23.68	23.81	28.26	50.00	38.10
Grade 4	2417.	2408.	2445.	1.89	7.32	10.81	11.32	7.32	24.32	33.96	29.27	27.03	52.83	56.10	37.84
Grade 5	2461.	2433.	2463.	8.16	1.92	10.87	4.08	15.38	13.04	40.82	19.23	23.91	46.94	63.46	52.17
All Grades	N/A	N/A	N/A	8.78	6.11	8.00	13.51	12.98	24.00	34.46	23.66	24.80	43.24	57.25	43.20

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.09	7.89	4.76	32.61	31.58	52.38	41.30	60.53	42.86
Grade 4	7.55	9.76	13.51	26.42	26.83	40.54	66.04	63.41	45.95
Grade 5	10.20	1.92	6.52	18.37	34.62	41.30	71.43	63.46	52.17
All Grades	14.19	6.11	8.00	25.68	31.30	44.80	60.14	62.60	47.20

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.43	18.42	9.52	43.48	42.11	61.90	26.09	39.47	28.57
Grade 4	5.66	9.76	16.22	37.74	39.02	48.65	56.60	51.22	35.14
Grade 5	8.16	3.85	15.22	46.94	50.00	43.48	44.90	46.15	41.30
All Grades	14.19	9.92	13.60	42.57	44.27	51.20	43.24	45.80	35.20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.39	15.79	7.14	60.87	52.63	69.05	21.74	31.58	23.81
Grade 4	3.77	4.88	13.51	49.06	46.34	37.84	47.17	48.78	48.65
Grade 5	10.20	5.77	10.87	46.94	59.62	56.52	42.86	34.62	32.61
All Grades	10.14	8.40	10.40	52.03	53.44	55.20	37.84	38.17	34.40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Although the percentage of students below the standard overall decreased, Mathematics continues to be an area in need of improvement.
2. Collaboration around pacing and instructional practice shall continue in the 2020-2021 school year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	8	8	10
1	*	*	*	*	*	*	*	*	*	9	7	8
2	*	*	*	*	*	*	*	*	*	9	5	7
3	1519.0	1511.1	*	1516.3	1515.3	*	1521.2	1506.2	*	15	11	6
4	1500.7	*	*	1491.2	*	*	1509.7	*	*	13	10	9
5	*	1543.3	*	*	1549.5	*	*	1536.5	*	9	11	10
All Grades										63	52	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	33.33	27.27	*	46.67	45.45	*	20.00	18.18	*	0.00	9.09	*	15	11	*
4	15.38	*	*	46.15	*	*	30.77	*	*	7.69	*	*	13	*	*
5	*	27.27	*	*	36.36	*	*	36.36	*	*	0.00	*	*	11	*
All Grades	22.22	26.92	34.00	41.27	40.38	42.00	25.40	25.00	20.00	11.11	7.69	4.00	63	52	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	60.00	63.64	*	26.67	9.09	*	6.67	18.18	*	6.67	9.09	*	15	11	*
4	23.08	*	*	46.15	*	*	23.08	*	*	7.69	*	*	13	*	*
5	*	54.55	*	*	45.45	*	*	0.00	*	*	0.00	*	*	11	*
All Grades	36.51	51.92	60.00	36.51	26.92	32.00	15.87	15.38	6.00	11.11	5.77	2.00	63	52	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	20.00	9.09	*	33.33	36.36	*	40.00	45.45	*	6.67	9.09	*	15	11	*
4	0.00	*	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*	*
5	*	9.09	*	*	36.36	*	*	45.45	*	*	9.09	*	*	11	*
All Grades	11.11	13.46	8.00	28.57	32.69	32.00	42.86	36.54	48.00	17.46	17.31	12.00	63	52	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	13.33	36.36	*	73.33	54.55	*	13.33	9.09	*	15	11	*
4	15.38	*	*	61.54	*	*	23.08	*	*	13	*	*
5	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
All Grades	22.22	32.69	38.00	60.32	59.62	56.00	17.46	7.69	6.00	63	52	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	86.67	72.73	*	13.33	18.18	*	0.00	9.09	*	15	11	*
4	53.85	*	*	38.46	*	*	7.69	*	*	13	*	*
5	*	90.91	*	*	9.09	*	*	0.00	*	*	11	*
All Grades	50.79	69.23	72.00	38.10	23.08	26.00	11.11	7.69	2.00	63	52	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	26.67	9.09	*	46.67	54.55	*	26.67	36.36	*	15	11	*
4	0.00	*	*	69.23	*	*	30.77	*	*	13	*	*
5	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
All Grades	12.70	13.46	14.00	58.73	61.54	68.00	28.57	25.00	18.00	63	52	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	26.67	36.36	*	73.33	54.55	*	0.00	9.09	*	15	11	*
4	23.08	*	*	69.23	*	*	7.69	*	*	13	*	*
5	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
All Grades	22.22	25.00	20.00	66.67	59.62	72.00	11.11	15.38	8.00	63	52	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. A 1.0 FTE EL Teacher will support identified EL students in the area of language development through reading, writing, listening and speaking instruction.
2. A 3 hour EL Tech continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.
3. Professional development for teachers will continue in the area of best teaching practices for English Language Learners.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
250	78.4	20.8	1.6
Total Number of Students enrolled in Grant Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	20.8
Foster Youth	4	1.6
Homeless	8	3.2
Socioeconomically Disadvantaged	196	78.4
Students with Disabilities	38	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.6
American Indian	6	2.4
Asian	33	13.2
Filipino		
Hispanic	69	27.6
Two or More Races	32	12.8
Pacific Islander	1	0.4
White	105	42.0

**Conclusions based on this data:**

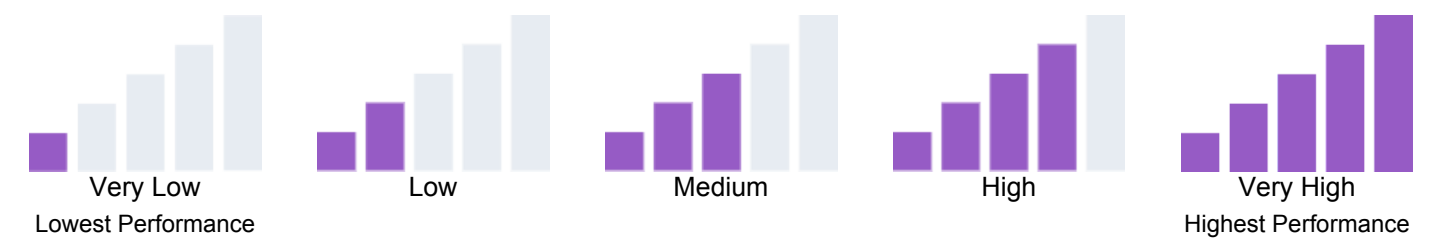
1. Grant has a diverse student population. Continued work with Culturally Responsive Teaching is needed.
2. Staff will continue to analyze the CA Dashboard in order to identify subgroups that require extra support in the area of language arts.
3. Staff will continue to analyze the CA Dashboard in order to identify subgroups that require extra support in the area of math.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>High</div>		

#### Conclusions based on this data:

- Suspension rate decreased from prior year. Continued work with PBIS, Restorative Practices, and SST system to maintain progress.
- Language Arts and Mathematics are both areas in need of improvement schoolwide.

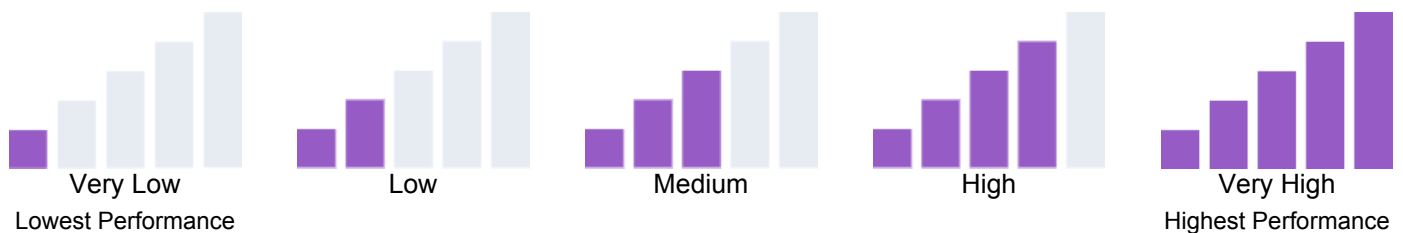
3. Teachers will support students in the area of Language Arts through the implementation of Fountas and Pinnell Classroom in grades TK-5. A plan has been developed to support professional development around implementation of newly adopted ELA materials.

# School and Student Performance Data

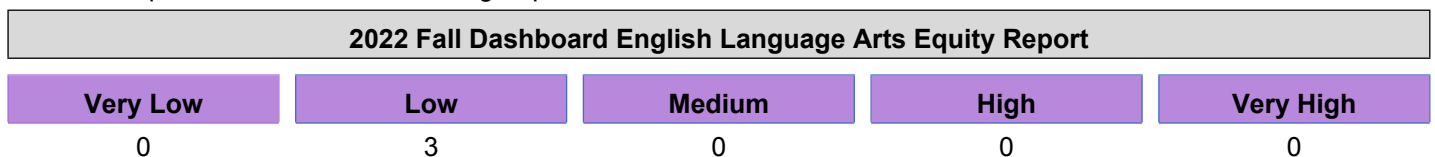
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

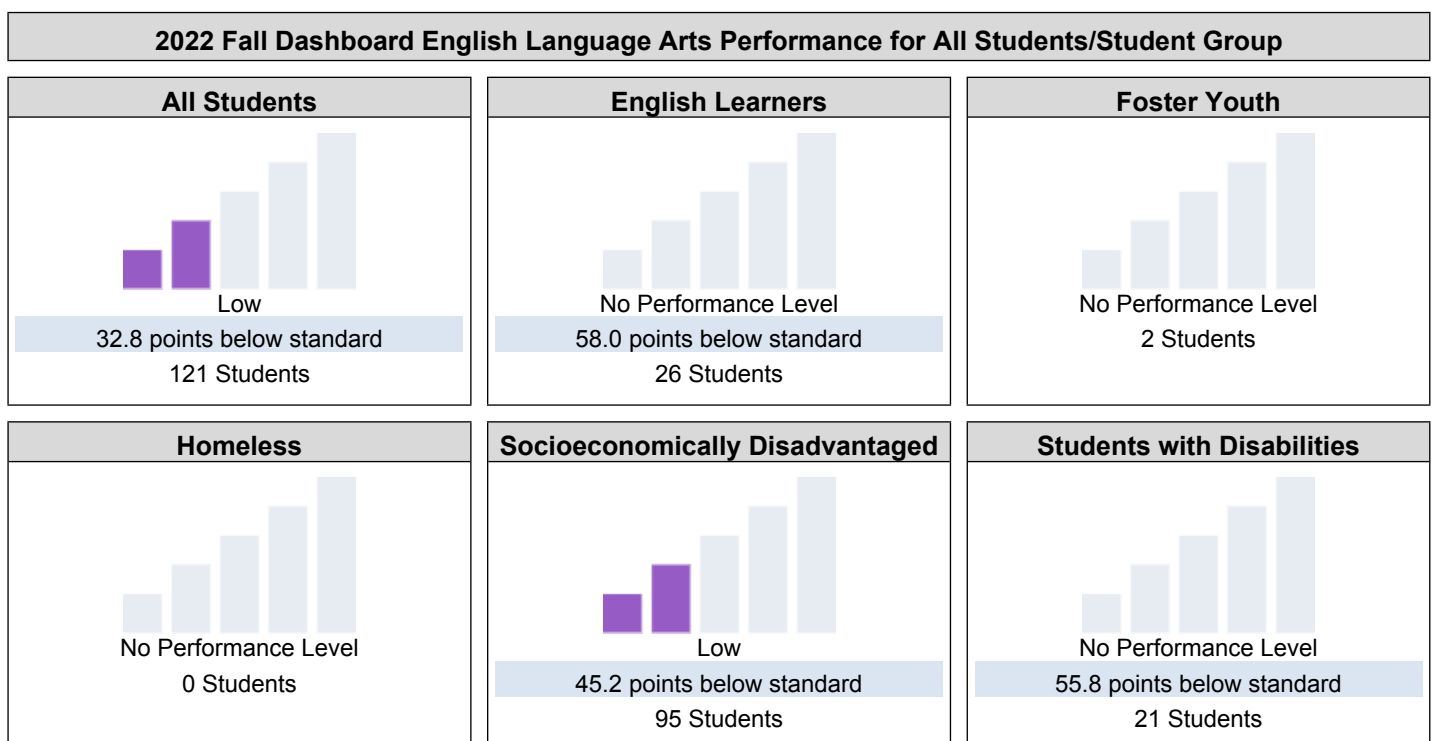
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

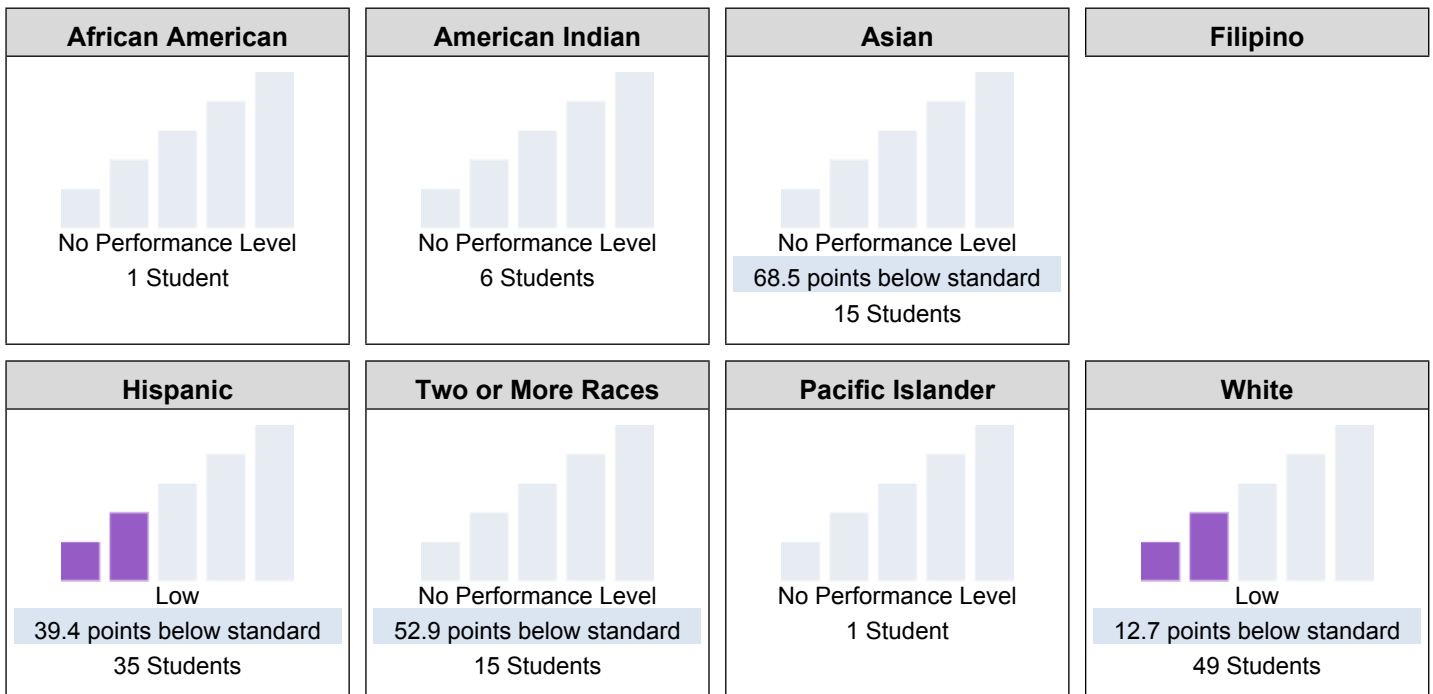


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.5 points below standard 23 Students	3 Students	27.3 points below standard 94 Students

#### Conclusions based on this data:

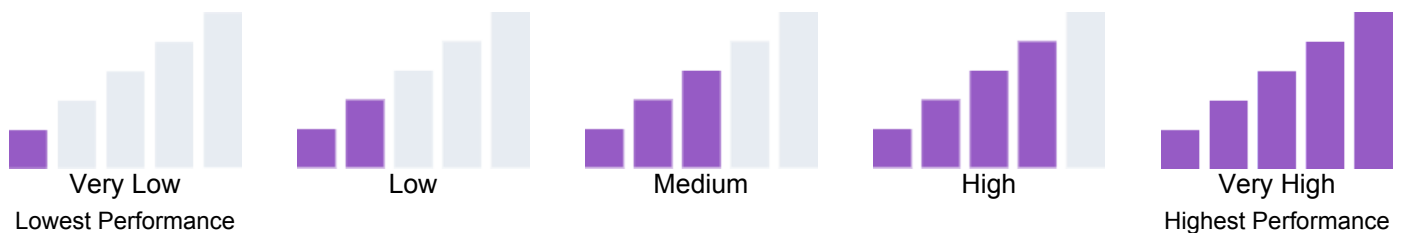
- Overall all students increased from the prior year.
- Socioeconomically Disadvantaged student scores increased from prior year. Both English Learners and Students with Disabilities scores increased significantly from prior year.
- Teachers will support students in the area of Language Arts through the implementation of Fountas and Pinnell Classroom in grades TK-5. A plan has been developed to support professional development around implementation of newly adopted ELA materials.

# School and Student Performance Data

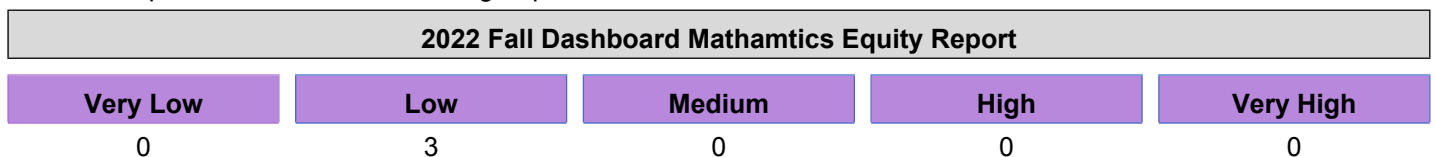
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

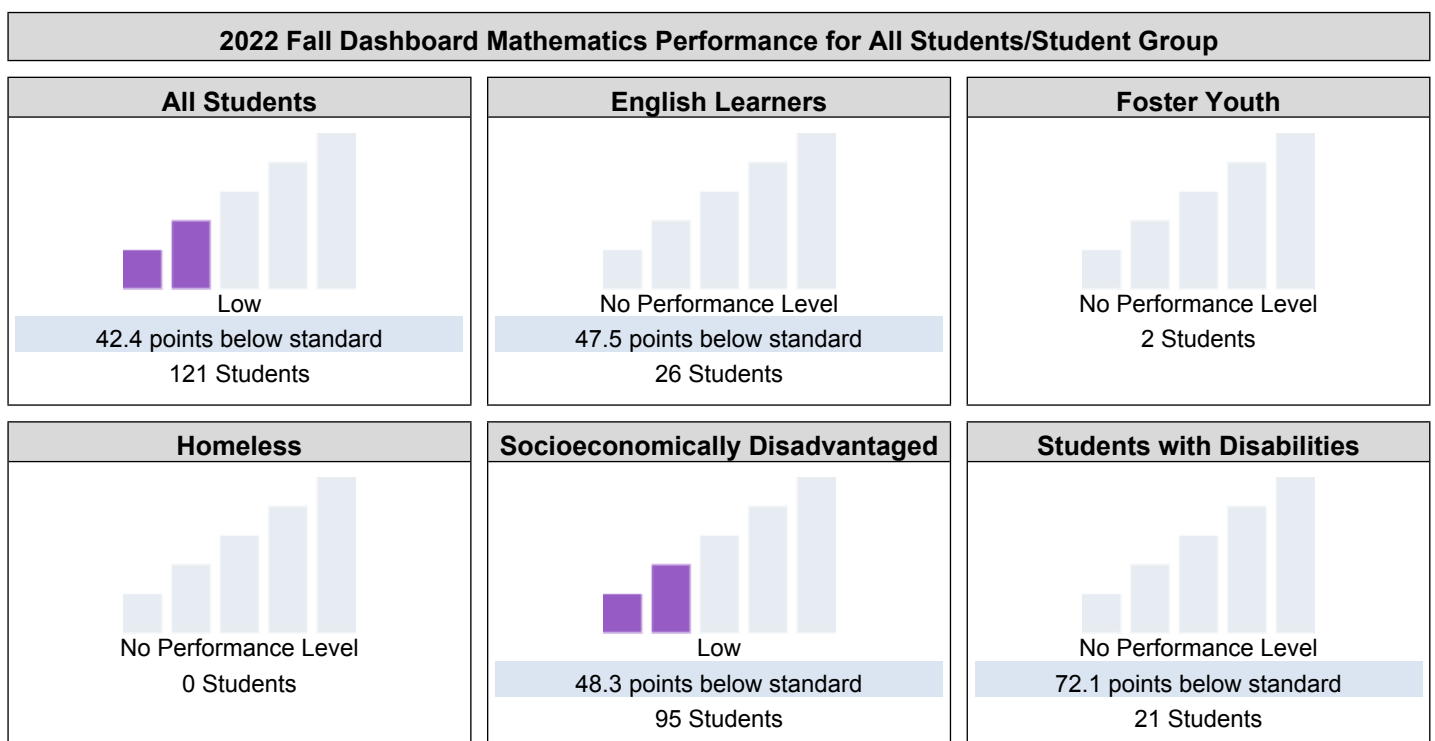
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



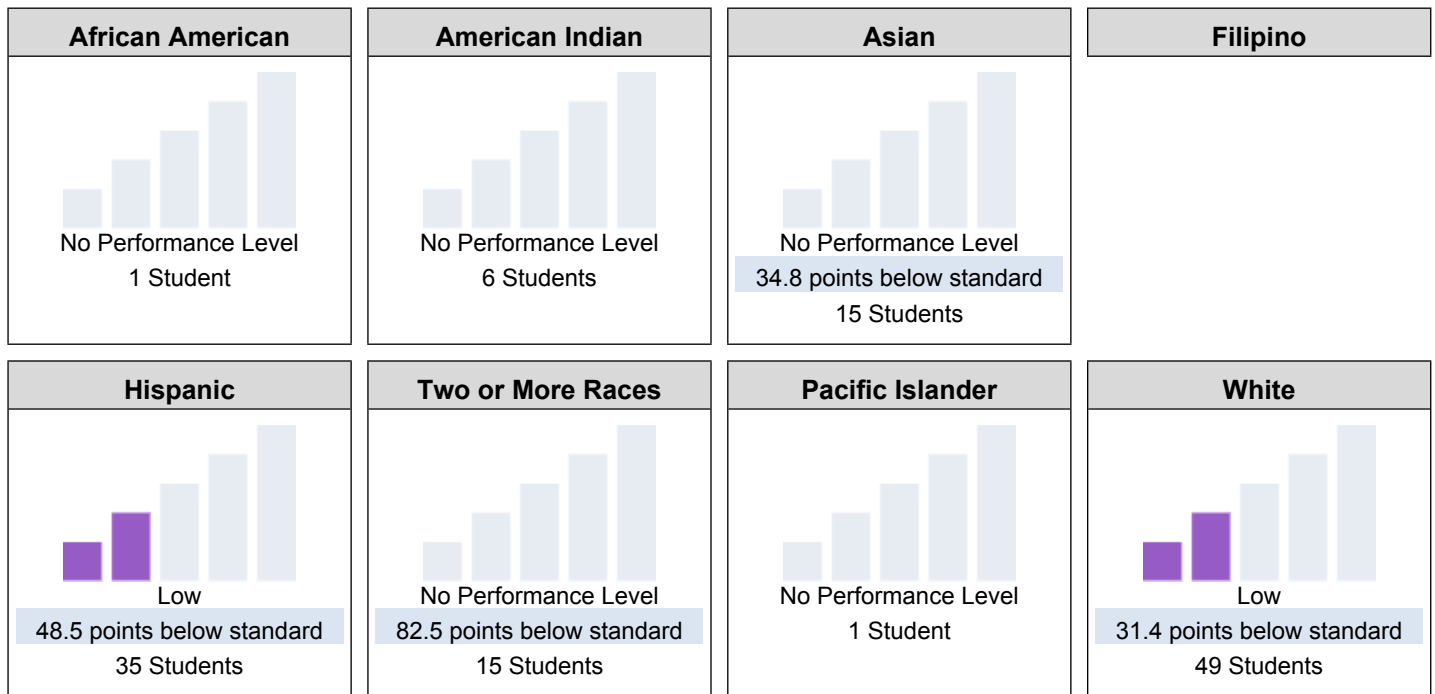
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.3 points below standard 23 Students	3 Students	40.9 points below standard 94 Students

#### Conclusions based on this data:

- Overall "All Students" scores increased significantly over prior year.
- EL students, Students with Disabilities, and Socioeconomically disadvantaged student scores increased significantly over prior year.
- Teachers will support students in the area of Mathematics through continued professional development in Everyday Math and planning pacing guides are being developed to ensure consistency across grade levels.

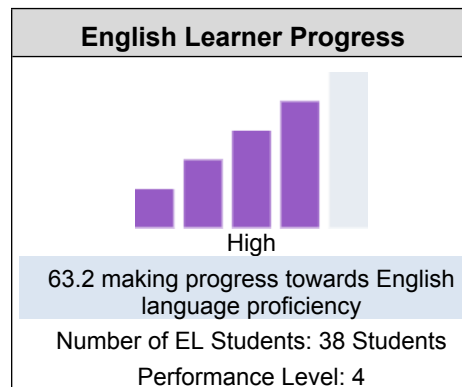
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	8	3	21

#### Conclusions based on this data:

- English Learners scored in the medium performance level overall.
- Almost all English Learners are making progress towards English language proficiency.
- Continued support for English Learners is needed. Continued professional development around instruction for English Learners is needed.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

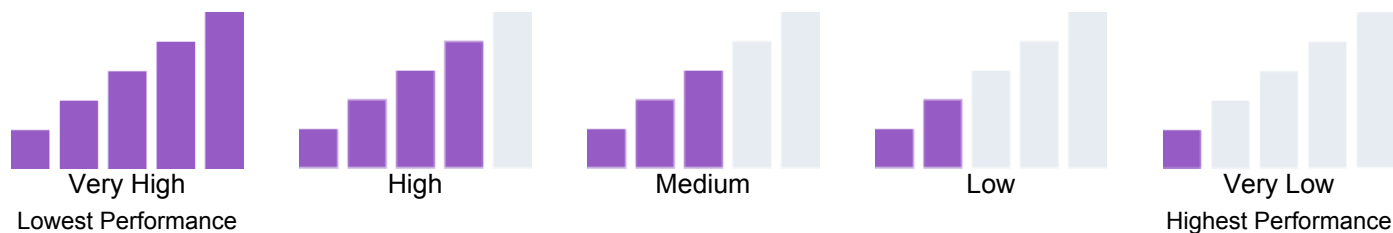
- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



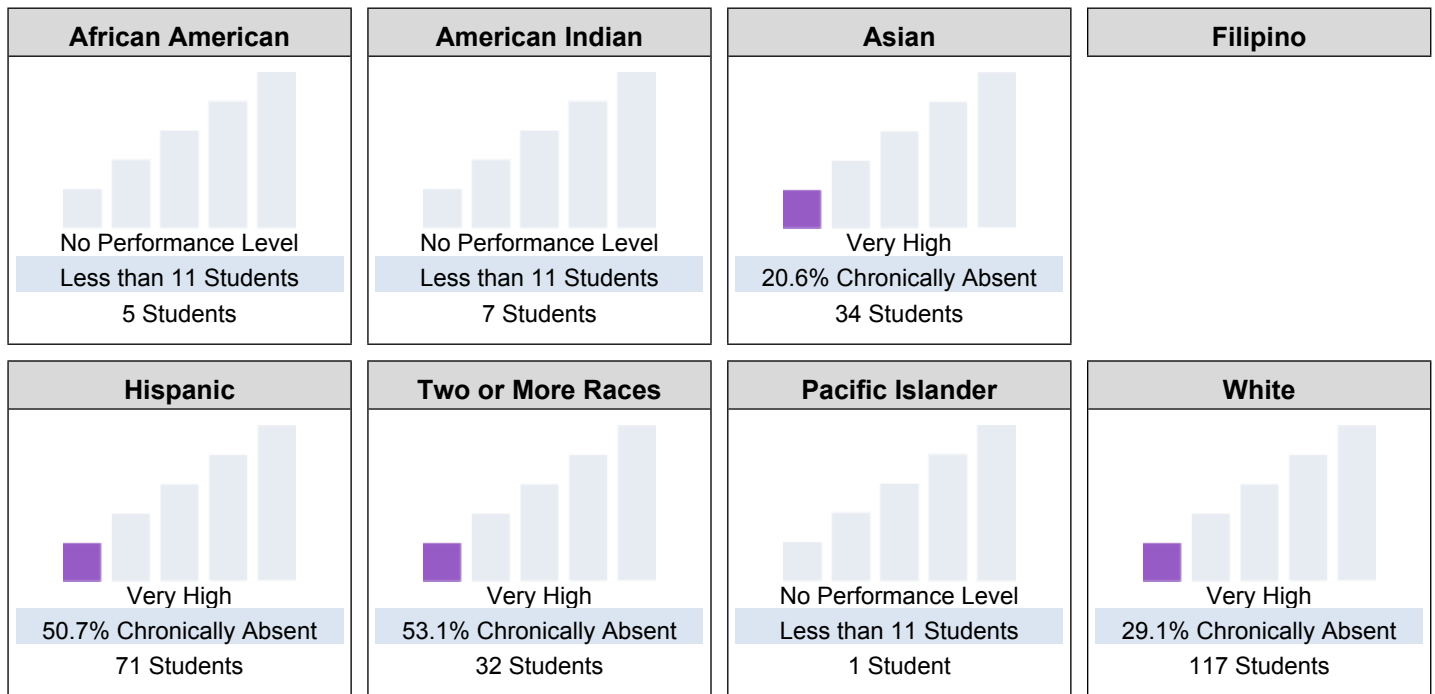
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>38.2% Chronically Absent</p> <p>267 Students</p>	<p>Very High</p> <p>32.1% Chronically Absent</p> <p>53 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>52.9% Chronically Absent</p> <p>17 Students</p>	<p>Very High</p> <p>43.1% Chronically Absent</p> <p>216 Students</p>	<p>Very High</p> <p>30.4% Chronically Absent</p> <p>46 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Grant's chronic absenteeism rate is higher than the State, County, and District average.
2. Students that are identified as English Learners and Socioeconomically disadvantaged have the highest rates of absenteeism. Overall Hispanic students have the highest rates of absenteeism at 29.4%.
3. A 3 hour attendance clerk has been hired to support students that encounter barriers that impacts regular attendance.

## School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

## 2022 Fall Dashboard Graduation Rate Equity Report

**Very Low**

**Low**

## Medium

**High**

## Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

## 2022 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

**1.**

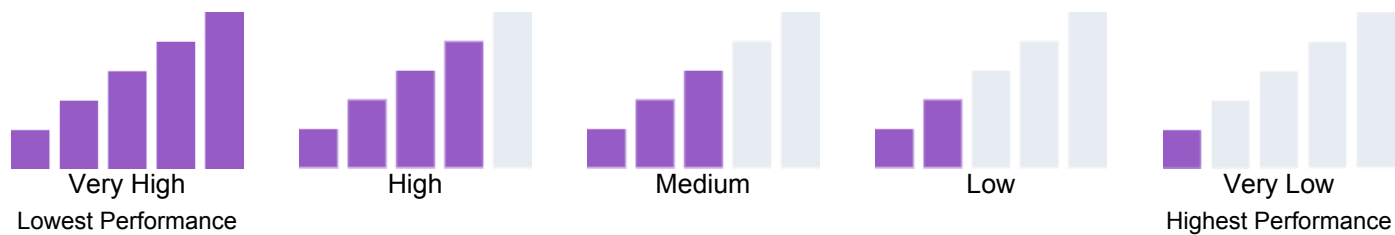


# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



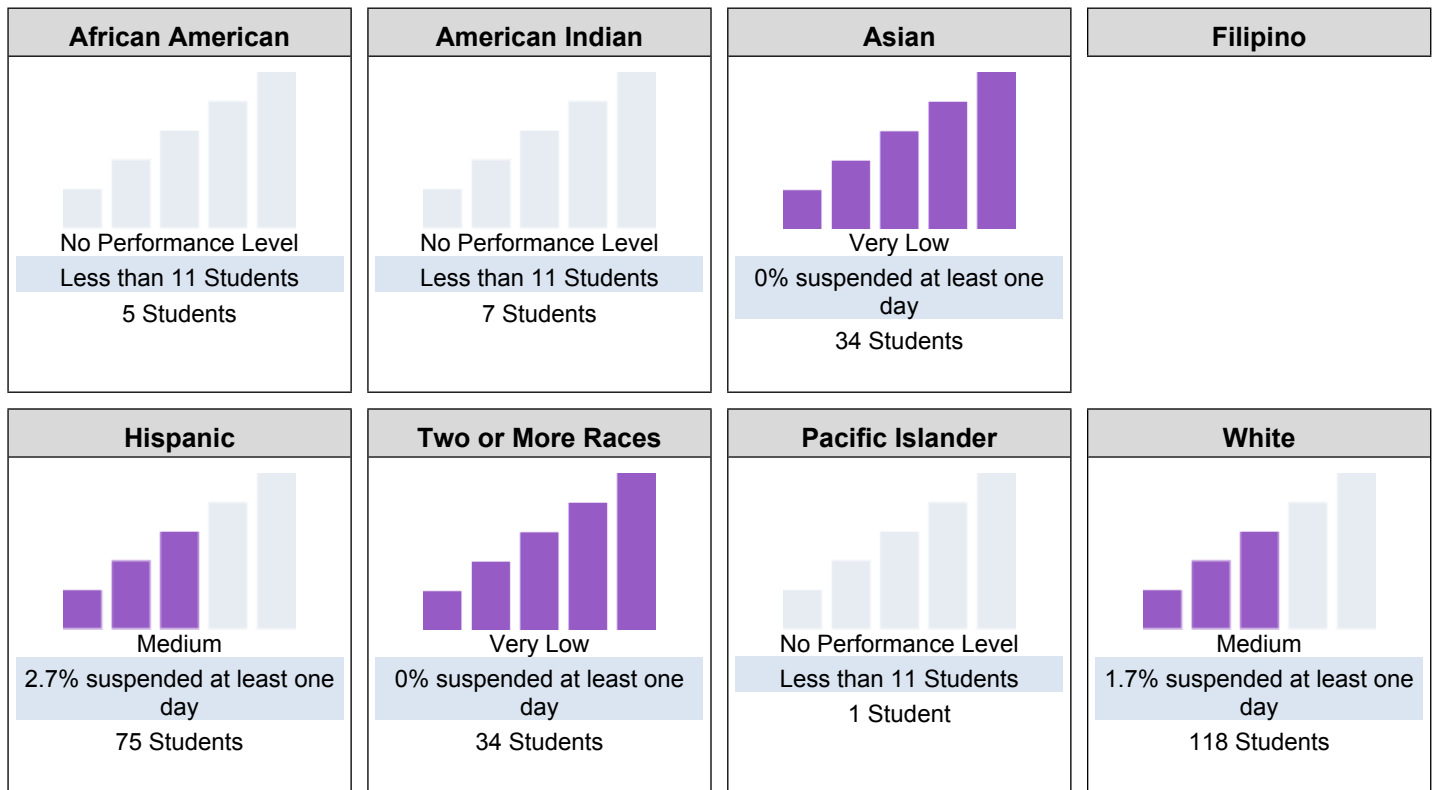
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	4	0	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b> <p>Medium</p> <p>1.5% suspended at least one day</p> <p>274 Students</p>	<b>English Learners</b> <p>Very Low</p> <p>0% suspended at least one day</p> <p>55 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>5.9% suspended at least one day</p> <p>17 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Medium</p> <p>1.8% suspended at least one day</p> <p>222 Students</p>	<b>Students with Disabilities</b> <p>Medium</p> <p>2.1% suspended at least one day</p> <p>47 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. The suspension rate declined significantly from the prior year from 3.4 to 0.9.
2. Suspension for Hispanic students increased from prior year while all other subgroups decreased or maintained.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

## Goal 1

1. Grant Elementary will increase school-wide math scores by 5% each June as measured through the CAASPP (SBAC) and multiple measures including Curriculum and Teacher Based Assessments and CAASPP Interim Assessments.

2. Grant Elementary will increase school-wide reading scores by 5% each June as measured through the CAASPP (SBAC) and multiple measures including FPC, IXL, stAR Reading, Curriculum and Teacher Based Assessments, and CAASPP Interim Assessments.

## Identified Need

Student CAASPP results in ELA and Math indicate a need to continued work with staff and students in the area of improving academic skills.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	In 2021-2022 28% of students met or exceeded Overall Achievement for All Students in Language Arts. 32% of students or exceeded Overall Achievement for All Students in Math.	Increase the number of all students meeting or exceeding the standards in ELA and Math by 5%
Benchmark Assessment System (BAS)	To be determined-Due to the COVID 19 Pandemic academic data is limited.	All students make one year or more progress/growth in a one year period

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

### Strategy/Activity

Ensure all students and staff have access to CCSS aligned curriculum and additional supplemental curriculum. Ensure that all students and staff have access to adequate school supplies and materials in order to support curriculum implementation.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide Classroom Aides

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,999

Source(s)

Title I

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide Library Tech hours

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,000

Source(s)

Title I

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide ELD Tech

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

28,000

Source(s)

Title I

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide a CARE Specialist

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

45,000

Source(s)

Title I

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide .5 FTE Math Intervention Teacher

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

57,000

Source(s)

Title I

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Other

**Strategy/Activity 8**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**  
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Other

**Annual Review**

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2021-2022 CAASPP summative was administered. ELL intervention classes were implemented by grade level. During the 2021-2022 school year, 7 students achieved RFEP status. The school library was utilized on a daily basis during the 2021-2022 school year. Literacy and EL Techs were utilized to support teachers and students in the virtual setting. The CARE Specialist supported students and staff throughout the school year. Site implemented Data Teams around Writing About Reading and release days were provided for staff professional development and collaboration around writing. Feedback Cycles were implemented for 2-5 in the areas of ELA and Mathematics. TK-3 adopted and implemented the Fountas and Pinnell Classroom Curriculum and were provided opportunities for professional development and support. In addition, Eureka City Schools follows a collaboration model to promote collaboration and provide professional development. Monday's are early release for students, and staff alternates between teacher led and principal led collaboration. Much of the provided opportunities directly related to district curriculum and other systems of support. Many of the items implemented during the 20121-2022 school year proved to be working towards support of Goal 1.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Grant Elementary made student learning a priority in the 2021-2022 school year with the return of in-person learning after the COVID 19 Pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be updated according to the feedback provided by the School Site Council following an analysis of current needs of the school site. Some areas of this goal will remain intact as the need for direct student services continues to be a priority for Grant Elementary School.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

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

## Goal 2

Increase student engagement and decrease chronically absent rate by 3%.  
Maintain suspension rates below 5% for all students and subgroups.

## Identified Need

Chronic absenteeism continues to be an issue. Continue education of students and families about the need to be at school on time ready to learn. Continue to have weekly attendance meetings and attendance SART meetings regularly (Student Attendance Review Team) Due to the Covid-19 Pandemic attendance data is limited. This plan is written to reflect the data that was collected in the 2018-19 schoolyear and goals will remain the same.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	38.2 % of Grant Students were chronically absent in the 2021-2022 school year. It should be noted that in the 2021-2022 school year, we were still in the Covid-19 Pandemic. This plan is written to reflect the data that was collected in the 2018-19 schoolyear and goals will remain the same.	Decrease number of chronically absent students by 3%.
CA Dashboard	1.5% of Grant Students were suspended at least once during the 2021-202 school year. Due to the Covid-19 Pandemic attendance data is limited. This plan is written to reflect the data that was collected in the 2018-19 schoolyear and goals will remain the same.	Maintain suspension rate below 5% for all students and subgroups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



All

Strategy/Activity

Increase positive school climate, attendance and engagement through Positive Behavior Interventions and Supports and Restorative Practice implementation.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Community/Family Engagement: outreach & support

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

Title I

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Other

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Parent Teacher Conferences

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Translation Services

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

August 2020-December 2021

Collaborative oversight group responsible for input on funding and school vision (Site Council).

DELAC

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Other

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Efforts must be made to decrease the suspensions of students of two or more races. Digging into the data to identify these students and research the causes for suspension will be a first step. During our MTSS weekly meeting, we will address these equity reports in SWIS. There was a functioning PBIS leadership team to analyze school data and identify needs and problem areas on campus.

Grant Elementary is implementing a Community Schools Model this year to support students in accessing their learning when behavior is a barrier. Moreover, Grant Elementary uses Restorative practices and Other Means of Correction to decrease suspension rates. Providing social emotional support through Second Step, PBIS, and reaching out to community mental health and other service agencies is a critical component to decreasing suspension rates and strengthening students' connectedness to school.

As a means of increasing student engagement and decreasing our chronic absenteeism rate, a number of systems and supports were implemented or continued from the previous year. Awards' Assemblies and other student recognition occurred as scheduled. PBIS and Restorative Practices have been utilized for a number of years in Eureka City Schools. Through these initiatives, positive behaviors are recognized and efforts are made to offer opportunities for student growth and reflection. The CARE Specialist supported site by organizing student success team meetings based on academic, behavioral, and attendance data. Alternatives to suspension were implemented including lunch time Level Up to provide students opportunities to reflect on their behaviors and make plans to restore harm they may have caused to the school community. An attendance team met regularly to strategize decreasing Chronic Absenteeism.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences noted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue with strategies to decrease suspensions and to increase attendance and engagement.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,499.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$151,499.00

Subtotal of additional federal funds included for this school: \$151,499.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$151,499.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Rachel Brakeman	Principal
Josh Kieselhorst	Classroom Teacher
Emily Kinder	Classroom Teacher
Devon Freitas	Other School Staff
Derek Glavich	Parent or Community Member
Sarah Woods	Other School Staff
Jeremy Fata	Parent or Community Member
Kerya McBeth	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 14, 2022.

Attested:



Principal, Rachel Brakeman on 12/14/2022



SSC Chairperson, Emily Kinder on 12/14/2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

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For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lafayette Elementary School	12-75515-6007793	12/15/22	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids survey was administered to a portion of students in 5th grade during the 2021-2022 school year. Results indicate that work needs to be done to ensure students feel an extended sense of connectedness with the school and that they have a stronger sense of perceived safety while on campus.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations by site administrator, site staff and district staff are conducted on a regular basis. Site goals around academics and school climate are a focus. Observations indicate a need for ongoing staff professional development in the adopted core curriculum--Fountas and Pinnell Classroom and Everyday Math, student engagement techniques, technology tools, restorative practices in relation to our PBIS implementation, and classroom management. Much of this aligns directly to our top three strategic plan goals.

New teachers are formally observed annually and established teachers are formally observed on a cycle pre-established by the district.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessments in all areas on an ongoing basis in order to drive instruction to support differentiated student learning.

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning. Staff utilize assessments from adopted curriculum and a pacing guide has been created to provide timely feedback. Staff are provided the opportunity to analyze student data and make instructional and curricular decisions based on student need. Additionally, staff are trained and utilize interim assessments to guide instruction in language arts and math.

## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to be responsive to student academic and social/emotional needs during COVID-19, the Learning Continuity and Attendance Plan was developed by the district in the 2020-2021 school year. This allowed for a smooth transition to in person learning for the 2021-2022 school year. In order to accurately gauge the loss of learning during distance learning, we have a collection of assessments in place for determining areas of need and how to address the holes in student's educational progress. We started the 2022-2023 school year with assessments in reading using RenLearn which provides teachers with both a math and reading level. We also administered the Fountas and Pinnell BAS reading assessment to all students in grades first through fifth. We also utilized IXL digital diagnostic in the areas of language arts and math to establish a baseline in these areas. We currently use the Humboldt County Core Growth assessment system for our TK-2nd grade students and teachers have time built into their instructional day specifically set aside to assess students. This measures skills in both language arts and math. Additionally, our district participated in CAASPP testing during the 2021-2022 school year and this information was reviewed once available.

We have implemented a schoolwide data tracking system that is updated every three months. The data is reviewed by our site data team and changes in instruction and intervention reflect the current student need. Staff are provided regular opportunities to reflect on student progress and teaching is modified as needed. There is an active Student Study Team at Lafayette Elementary that meets twice monthly to address academic, behavioral and other student concerns in partnership with families.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Lafayette School provides an academically challenging program for its 260 students with 10 regular education classroom teachers, one Special Day Class Teacher, one Resource Specialist Teacher and one EL Teacher, one Reading Intervention Teacher and a part time math Intervention Teacher. Students are supported by the services of a Speech Therapist, a School Psychologist, District Instructional Coaches, CARE Specialist and a School Nurse. Other personnel include our principal, a school secretary, a clerk typist, a library technician, literacy technicians, a math technician, an EL technician, three classroom aides, a clerk typist, two custodians, two food service worker, four cafeteria/playground monitors, a behavior interventionist, an after-school program coordinator, and recreation leaders.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and are provided with district adopted curriculum for all students; teachers are provided training/support on utilizing adopted materials.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is tied to content standards and data around those standards, site staff team-building and standards of the teaching profession.

Pre-service days are attended by all teachers TK-5. The pre-service days provide training around our district curricula in ELA, Math, and Social Emotional Development. A scope and sequence for SEL, as well as, a digital component were provided to teachers to explore and access. During the year, three days of ongoing professional development was attended by TK-5 teachers. Visible Learning with an emphasis on Learning Targets and Success Criteria was one theme for training. Accessing online resources such as IXL and Data sheets was a focus of on site trainings. Every other Monday, administrators and CARE specialists prepared professional development opportunities around Phonics progression, Universal Screening tool and SEL, Data Days, responding and diagnosing data, and writing.



Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
District-based instructional coaches (CARE Specialists) are available 5 days a week to teachers for ongoing professional development and support. Lafayette also utilizes teacher leaders to support peers, such as in the area of Language Arts, ELD and Math. Teachers also have ongoing access to administrative support as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly during planned collaboration time. Collaboration days rotate from teacher led to site/district administrator led on opposite weeks. Teachers also collaborate specifically around the area of writing every other month. They are given release time to work with grade alike colleagues and review student progress.

CARE specialists are targeted to specific areas of coaching: TK-2 ELA, TK-2 Math, 3-5th ELA, 3-5th Math. This allows coaching cycles to reach more teachers around content. New teachers are encouraged to complete at least one coaching cycle in the year. Teacher Academy is led by our CARE specialist. At the Academy, teachers collaborate around district initiatives, new teacher needs, and best practice in the teaching of reading, writing, and math. Many teachers attend the Academy regardless of years of service.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction and materials at Lafayette are aligned with the appropriate State standards. Teachers adhere to district developed pacing guides to ensure timely delivery of content.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Weekly schedules are reviewed by the instructional coach and administrator at the start of the school year to ensure teachers are providing the recommended instructional minutes in both language arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students at Lafayette Elementary have access to reading and math intervention. English Learners are provide ELD instruction daily. Students with IEPs and 504s are

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school board approves the standards-based instructional materials. Diverse standards-based curriculum is delivered in all classrooms.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

N/A

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Lafayette provides ELD instruction to all qualifying students. Indian Education services, special education services and intervention services in reading and math are all available to any student who needs it. Social emotional learning is offered to all students as well.

Evidence-based educational practices to raise student achievement

Differentiation is used in every classroom to address unique learning needs of each student. Universal Access in the form of guided reading is offered to all students daily. Literacy technicians, math technicians and classroom aides are utilized to support students in need of extra support and practice. Structured student talk is used to build communication skills and support critical thinking. All teachers are trained in various engagement strategies and instructional norms in order to support equity, develop relationships and checking for understanding.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students performing at least 2 years below grade level in reading skills are recommended for Reading Intervention. Through the BPST assessment, Reading Intervention and classroom teachers address phonics gaps in students through UFLI. Family and school may both request a student study team meeting be held to address under performance.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is made up of parents, teachers and other school personnel. They provide feedback on Title 1 programs and expenditures. The Site Council meets monthly and regular opportunities for input are embedded in each meeting.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Library technicians provide opportunities for students and classes to access quality literature to meet ELA standards. Math technician provides targeted support to underperforming students in the area of math in all grades. A fulltime reading intervention teacher is used to coordinate reading support across all grades. Small groups of students are provided reading intervention services on a daily basis. CARE specialist supports teacher growth and data collection, so teachers are building strong targeted lesson in the classroom to address diverse student needs. Social emotional learning is supported by the addition of supplemental materials and curriculum that align with the Second Step scope and sequence.

Fiscal support (EPC)

Lafayette Elementary in conjunction with the District, receives Title 1 funding that is identified and allocated based upon the student population and enrollment that is then utilized to provide Title 1 services. The School Site Council reviews progress monthly and provides ongoing input to the allocated expenditures.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Lafayette's School Site Council meets monthly in a virtual manner. School Site Council met to review 2021-2022 data on November 3rd, 2022. The current SSC consists of ten members and meets regularly in a virtual manner. At this meeting, stakeholders reviewed previous year's data, discussed Lafayette's academic and school climate, and input was elicited. At this meeting, School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. Stakeholders voted to approve the School Plan for Student Achievement on December 15th, 2022.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	5.95%	7.1%	5.98%	15	17	15
African American	1.19%	1.3%	1.99%	3	3	5
Asian	12.7%	12.6%	13.55%	32	30	34
Filipino	1.59%	0.8%	0.40%	4	2	1
Hispanic/Latino	30.56%	31.5%	31.87%	77	75	80
Pacific Islander	0%	%	0.40%	0		1
White	38.89%	36.6%	34.66%	98	87	87
Multiple/No Response	8.73%	10.1%	11.16%	22	24	28
Total Enrollment				252	238	251

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	61	48	60
Grade 1	27	44	39
Grade 2	43	27	43
Grade3	50	40	27
Grade 4	34	45	38
Grade 5	37	34	44
Total Enrollment	252	238	251

### Conclusions based on this data:

1. Lafayette's enrollment has shown a slight increase.
2. Student enrollment by subgroup has remained consistent over the years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	77	70	76	30.6%	29.40%	30.3%
Fluent English Proficient (FEP)	8	7	6	3.2%	2.90%	2.4%
Reclassified Fluent English Proficient (RFEP)	0	6		0.0%	2.50%	

### Conclusions based on this data:

1. The size of this student group remains consistent.
2. Continued support is needed in this area. EL tech was hired to support this need.
3. Students continue to need specific instruction in the area of language acquisition.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35	40	29	34	40	29	34	40	29	97.1	100.0	100.0
Grade 4	39	45	37	37	43	37	37	43	37	94.9	95.6	100.0
Grade 5	53	36	43	52	34	40	51	34	40	98.1	94.4	93.0
All Grades	127	121	109	123	117	106	122	117	106	96.9	96.7	97.2

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2354.	2345.	2366.	5.88	0.00	10.34	5.88	10.00	13.79	23.53	27.50	24.14	64.71	62.50	51.72
Grade 4	2398.	2392.	2405.	10.81	6.98	8.11	8.11	9.30	16.22	16.22	23.26	29.73	64.86	60.47	45.95
Grade 5	2427.	2443.	2442.	3.92	14.71	10.00	11.76	14.71	12.50	29.41	14.71	20.00	54.90	55.88	57.50
All Grades	N/A	N/A	N/A	6.56	6.84	9.43	9.02	11.11	14.15	23.77	22.22	24.53	60.66	59.83	51.89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	2.50	*	41.18	50.00	*	55.88	47.50	*
Grade 4	5.41	4.65	8.11	32.43	60.47	64.86	62.16	34.88	27.03
Grade 5	5.88	8.82	10.00	33.33	61.76	52.50	60.78	29.41	37.50
All Grades	4.92	5.13	8.49	35.25	57.26	57.55	59.84	37.61	33.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	0.00	*	41.18	50.00	*	55.88	50.00	*
Grade 4	8.11	4.65	5.41	40.54	34.88	45.95	51.35	60.47	48.65
Grade 5	5.88	2.94	7.50	41.18	52.94	40.00	52.94	44.12	52.50
All Grades	5.74	2.56	5.66	40.98	45.30	42.45	53.28	52.14	51.89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	2.50	*	52.94	62.50	*	44.12	35.00	*
Grade 4	5.41	4.65	2.70	70.27	67.44	67.57	24.32	27.91	29.73
Grade 5	5.88	2.94	7.50	49.02	70.59	75.00	45.10	26.47	17.50
All Grades	4.92	3.42	6.60	56.56	66.67	70.75	38.52	29.91	22.64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.88	5.00	*	41.18	62.50	*	52.94	32.50	*
Grade 4	8.11	2.33	8.11	32.43	72.09	70.27	59.46	25.58	21.62
Grade 5	5.88	8.82	15.00	39.22	58.82	57.50	54.90	32.35	27.50
All Grades	6.56	5.13	9.43	37.70	64.96	62.26	55.74	29.91	28.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Continued support is needed in this area and reading intervention is a continuous need.
- There is a need for professional development around newly adopted Language Arts curriculum.
- The implementation of data days around the area of writing needs to continue in order to support students with critical thinking skills.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35	40	29	34	40	29	34	40	29	97.1	100.0	100.0
Grade 4	39	45	37	37	43	37	37	43	37	94.9	95.6	100.0
Grade 5	53	36	43	52	33	40	52	33	40	98.1	91.7	93.0
All Grades	127	121	109	123	116	106	123	116	106	96.9	95.9	97.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2367.	2352.	2400.	0.00	7.50	10.34	11.76	10.00	27.59	32.35	15.00	24.14	55.88	67.50	37.93
Grade 4	2434.	2401.	2414.	13.51	4.65	5.41	16.22	11.63	16.22	24.32	25.58	32.43	45.95	58.14	45.95
Grade 5	2429.	2423.	2447.	0.00	3.03	2.50	15.38	3.03	12.50	19.23	33.33	32.50	65.38	60.61	52.50
All Grades	N/A	N/A	N/A	4.07	5.17	5.66	14.63	8.62	17.92	24.39	24.14	30.19	56.91	62.07	46.23

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	0.00	10.00	*	32.35	30.00	*	67.65	60.00	*
Grade 4	18.92	6.98	8.11	27.03	37.21	35.14	54.05	55.81	56.76
Grade 5	1.92	3.03	7.50	26.92	33.33	35.00	71.15	63.64	57.50
All Grades	6.50	6.90	10.38	28.46	33.62	41.51	65.04	59.48	48.11

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	7.50	*	41.18	30.00	*	55.88	62.50	*
Grade 4	10.81	9.30	5.41	37.84	27.91	45.95	51.35	62.79	48.65
Grade 5	5.77	3.03	2.50	30.77	48.48	45.00	63.46	48.48	52.50
All Grades	6.50	6.90	8.49	35.77	34.48	44.34	57.72	58.62	47.17

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	0.00	5.00	*	52.94	55.00	*	47.06	40.00	*
Grade 4	18.92	4.65	2.70	32.43	65.12	56.76	48.65	30.23	40.54
Grade 5	1.92	3.03	7.50	40.38	63.64	62.50	57.69	33.33	30.00
All Grades	6.50	4.31	4.72	41.46	61.21	59.43	52.03	34.48	35.85

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Continued support is needed in this area. To further increase mathematics comprehension, a math technician and a part-time math intervention teacher were hired.
2. Professional developments in the area of Everyday Mathematics will be implemented during the 2021-22 school year to support student achievement in the area of mathematics.
3. Constructing Meaning strategies will be professionally developed specifically in the area of writing about math.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1412.3	*	1426.5	1433.5	*	1435.5	1362.1	*	1405.2	12	10	22
<b>1</b>	1455.0	*	*	1466.0	*	*	1443.4	*	*	15	10	9
<b>2</b>	1474.8	*	*	1478.5	*	*	1470.9	*	*	18	10	10
<b>3</b>	1491.7	1490.8	1505.5	1489.8	1492.6	1519.1	1493.0	1488.4	1491.8	15	14	11
<b>4</b>	*	1500.2	1517.5	*	1502.8	1530.5	*	1496.8	1504.1	10	13	13
<b>5</b>	1514.5	1517.7	1526.8	1521.3	1516.4	1529.6	1507.2	1518.4	1523.5	12	12	13
<b>All Grades</b>										82	69	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	0.00	*	13.64	41.67	*	31.82	50.00	*	36.36	8.33	*	18.18	12	*	22
<b>1</b>	0.00	*	*	53.33	*	*	40.00	*	*	6.67	*	*	15	*	*
<b>2</b>	11.11	*	*	38.89	*	*	38.89	*	*	11.11	*	*	18	*	*
<b>3</b>	13.33	7.14	18.18	46.67	50.00	45.45	20.00	35.71	36.36	20.00	7.14	0.00	15	14	11
<b>4</b>	*	15.38	15.38	*	30.77	46.15	*	38.46	30.77	*	15.38	7.69	*	13	13
<b>5</b>	25.00	16.67	30.77	16.67	41.67	23.08	33.33	25.00	30.77	25.00	16.67	15.38	12	12	13
<b>All Grades</b>	12.20	7.25	16.67	40.24	39.13	32.05	34.15	34.78	33.33	13.41	18.84	17.95	82	69	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	8.33	*	18.18	58.33	*	31.82	25.00	*	36.36	8.33	*	13.64	12	*	22
<b>1</b>	20.00	*	*	40.00	*	*	40.00	*	*	0.00	*	*	15	*	*
<b>2</b>	16.67	*	*	61.11	*	*	16.67	*	*	5.56	*	*	18	*	*
<b>3</b>	40.00	35.71	45.45	26.67	42.86	45.45	13.33	14.29	9.09	20.00	7.14	0.00	15	14	11
<b>4</b>	*	38.46	53.85	*	46.15	38.46	*	0.00	7.69	*	15.38	0.00	*	13	13
<b>5</b>	33.33	41.67	53.85	41.67	41.67	30.77	8.33	16.67	0.00	16.67	0.00	15.38	12	12	13
<b>All Grades</b>	28.05	28.99	33.33	43.90	46.38	37.18	18.29	14.49	19.23	9.76	10.14	10.26	82	69	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	0.00	*	9.09	8.33	*	18.18	66.67	*	50.00	25.00	*	22.73	12	*	22
<b>1</b>	0.00	*	*	33.33	*	*	46.67	*	*	20.00	*	*	15	*	*
<b>2</b>	11.11	*	*	11.11	*	*	38.89	*	*	38.89	*	*	18	*	*
<b>3</b>	0.00	0.00	9.09	46.67	21.43	18.18	26.67	57.14	45.45	26.67	21.43	27.27	15	14	11
<b>4</b>	*	7.69	0.00	*	23.08	23.08	*	23.08	53.85	*	46.15	23.08	*	13	13
<b>5</b>	8.33	8.33	15.38	8.33	16.67	15.38	50.00	41.67	38.46	33.33	33.33	30.77	12	12	13
<b>All Grades</b>	4.88	4.35	6.41	21.95	15.94	16.67	43.90	36.23	42.31	29.27	43.48	34.62	82	69	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	0.00	*	22.73	91.67	*	72.73	8.33	*	4.55	12	*	22
<b>1</b>	46.67	*	*	46.67	*	*	6.67	*	*	15	*	*
<b>2</b>	33.33	*	*	61.11	*	*	5.56	*	*	18	*	*
<b>3</b>	13.33	14.29	45.45	60.00	78.57	54.55	26.67	7.14	0.00	15	14	11
<b>4</b>	*	38.46	23.08	*	53.85	69.23	*	7.69	7.69	*	13	13
<b>5</b>	25.00	16.67	23.08	58.33	83.33	61.54	16.67	0.00	15.38	12	12	13
<b>All Grades</b>	26.83	27.54	26.92	60.98	65.22	64.10	12.20	7.25	8.97	82	69	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	16.67	*	13.64	75.00	*	59.09	8.33	*	27.27	12	*	22
<b>1</b>	13.33	*	*	80.00	*	*	6.67	*	*	15	*	*
<b>2</b>	11.11	*	*	77.78	*	*	11.11	*	*	18	*	*
<b>3</b>	60.00	50.00	72.73	20.00	42.86	27.27	20.00	7.14	0.00	15	14	11
<b>4</b>	*	61.54	69.23	*	23.08	30.77	*	15.38	0.00	*	13	13
<b>5</b>	66.67	50.00	69.23	8.33	50.00	15.38	25.00	0.00	15.38	12	12	13
<b>All Grades</b>	39.02	36.23	39.74	47.56	53.62	46.15	13.41	10.14	14.10	82	69	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	9.09	83.33	*	77.27	16.67	*	13.64	12	*	22
1	20.00	*	*	60.00	*	*	20.00	*	*	15	*	*
2	11.11	*	*	55.56	*	*	33.33	*	*	18	*	*
3	0.00	0.00	9.09	60.00	64.29	54.55	40.00	35.71	36.36	15	14	11
4	*	7.69	7.69	*	38.46	46.15	*	53.85	46.15	*	13	13
5	8.33	16.67	15.38	58.33	41.67	38.46	33.33	41.67	46.15	12	12	13
All Grades	8.54	7.25	10.26	60.98	44.93	51.28	30.49	47.83	38.46	82	69	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*	22.73	41.67	*	50.00	50.00	*	27.27	12	*	22
1	6.67	*	*	73.33	*	*	20.00	*	*	15	*	*
2	5.56	*	*	72.22	*	*	22.22	*	*	18	*	*
3	0.00	7.14	18.18	93.33	85.71	72.73	6.67	7.14	9.09	15	14	11
4	*	15.38	7.69	*	61.54	92.31	*	23.08	0.00	*	13	13
5	8.33	16.67	23.08	66.67	66.67	69.23	25.00	16.67	7.69	12	12	13
All Grades	6.10	11.59	14.10	69.51	56.52	62.82	24.39	31.88	23.08	82	69	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. A full-time EL teacher will continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.
2. A 4 hour EL tech will continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.
3. Professional development for classroom teachers will continue in the area of best teaching practices for English Language Learners.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
251	85.7	30.3	2.0
Total Number of Students enrolled in Lafayette Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	76	30.3
Foster Youth	5	2.0
Homeless	14	5.6
Socioeconomically Disadvantaged	215	85.7
Students with Disabilities	52	20.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	2.0
American Indian	15	6.0
Asian	34	13.5
Filipino	1	0.4
Hispanic	80	31.9
Two or More Races	28	11.2
Pacific Islander	1	0.4
White	87	34.7

**Conclusions based on this data:**

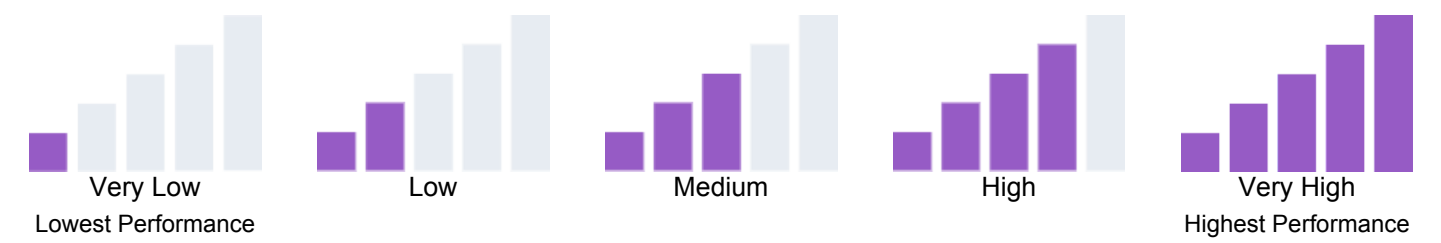
1. Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of language arts.
2. Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of math.
3. Lafayette has a diverse student population. Continued work with Culturally Responsive Teaching is needed.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Chronic Absenteeism</b>  Very High	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Low		
<b>English Learner Progress</b>  Medium		

#### Conclusions based on this data:

- Due to small declines in Language Arts and Math scores, there is a great need for continued support is needed in these areas. There were improvements in both attendance and suspension rates. There is a need to continue implementation of strategies to address both of these areas.
- Teachers will support students in the area of Language arts through the implementation of Fountas and Pinnell Classroom in grades TK-5. Reading intervention support should continue to be offered.



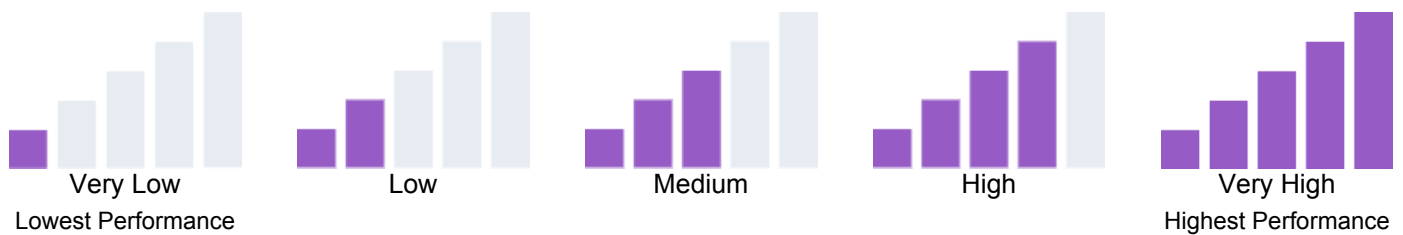
3. Teachers will support students in the area of mathemantics through the use of Everyday Math materials.

# School and Student Performance Data

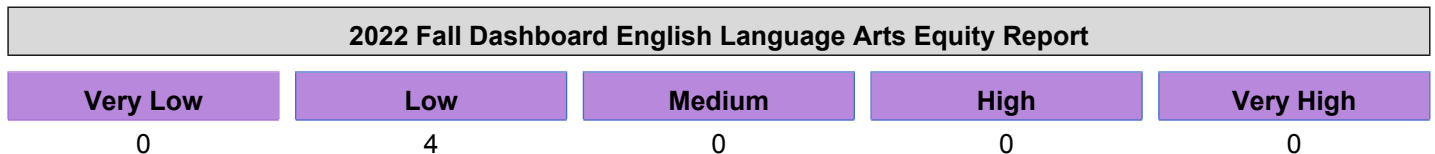
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

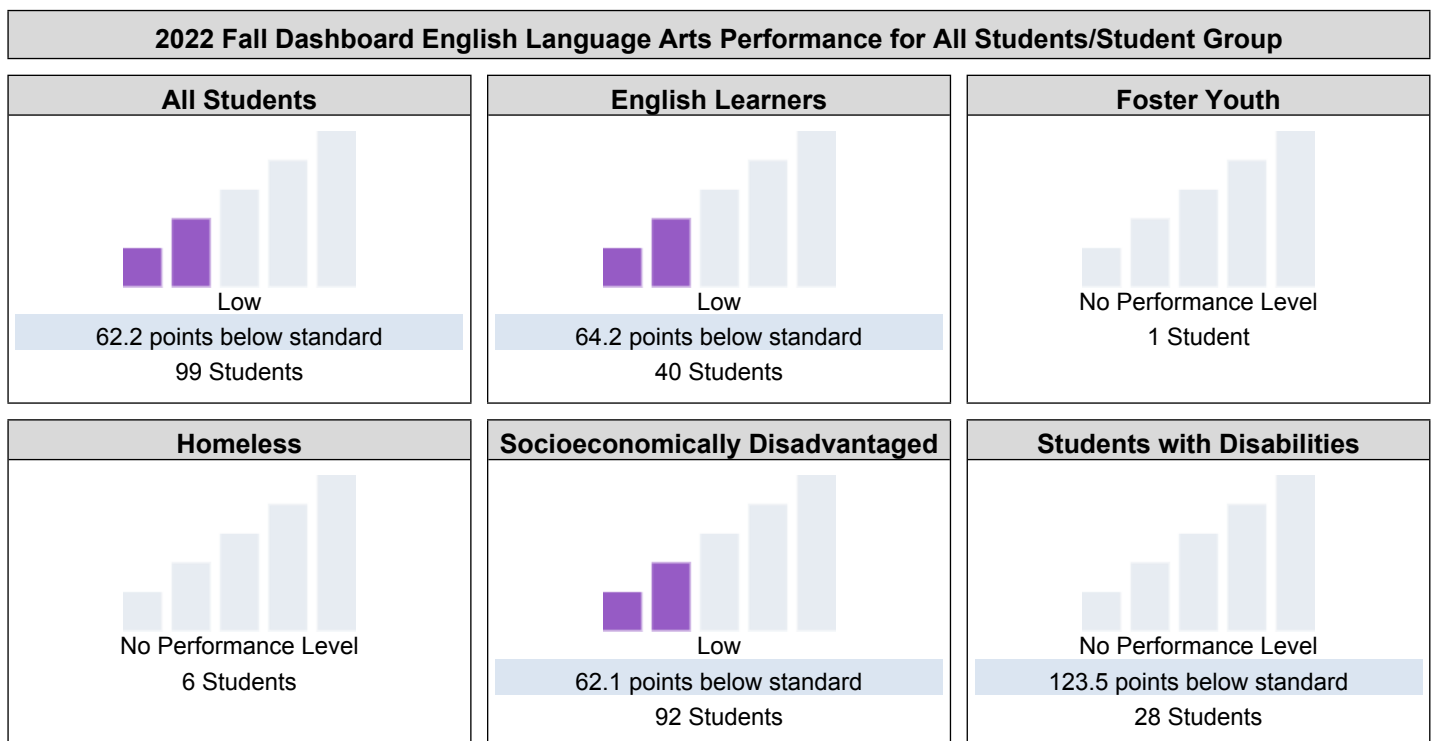
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



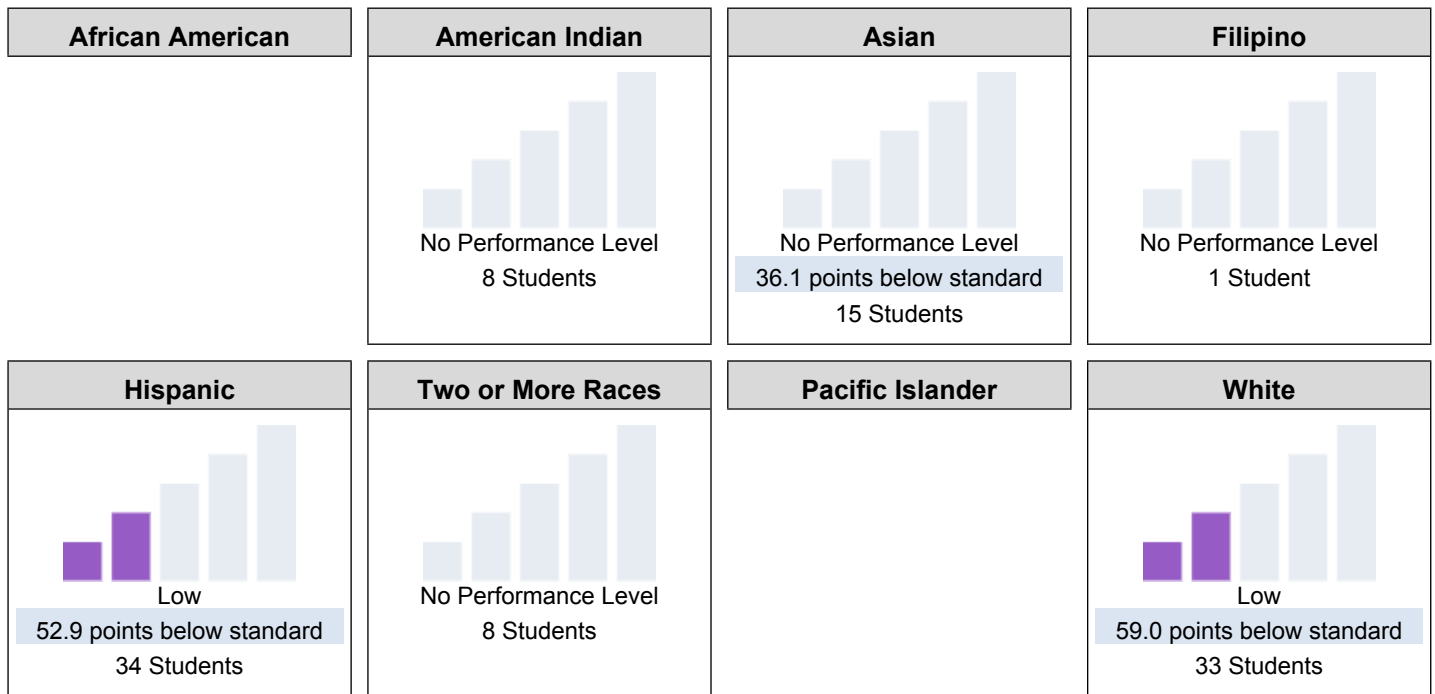
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72.1 points below standard 37 Students	3 Students	62.6 points below standard 58 Students

#### Conclusions based on this data:

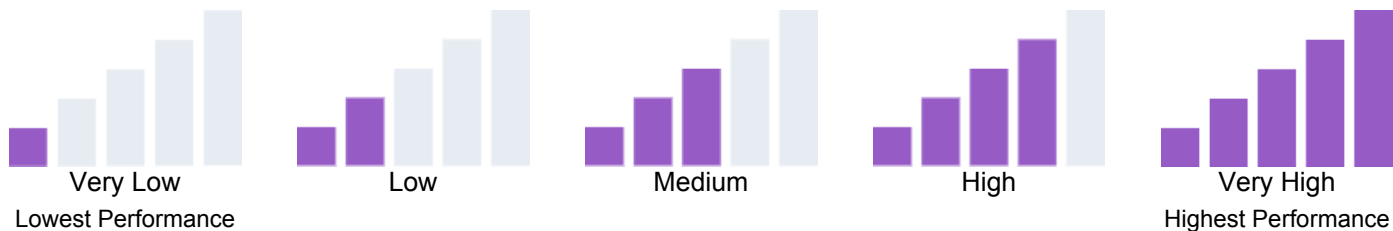
1. Students identified as American Indian declined significantly by 44.1 points.
2. Students identified as English Learner only were identified as below standard, but increased by 4.5 points.
3. Students identified as students with disabilities remain below standard and decreased by 32.8 points.

# School and Student Performance Data

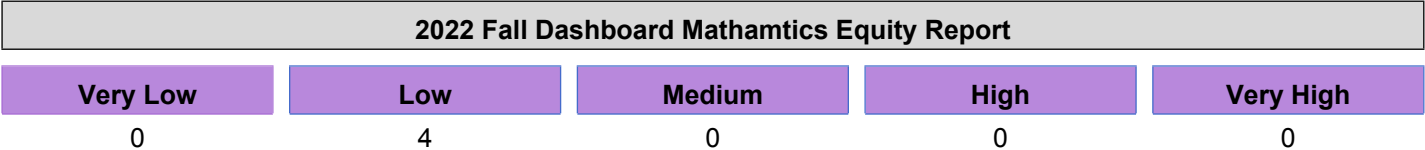
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

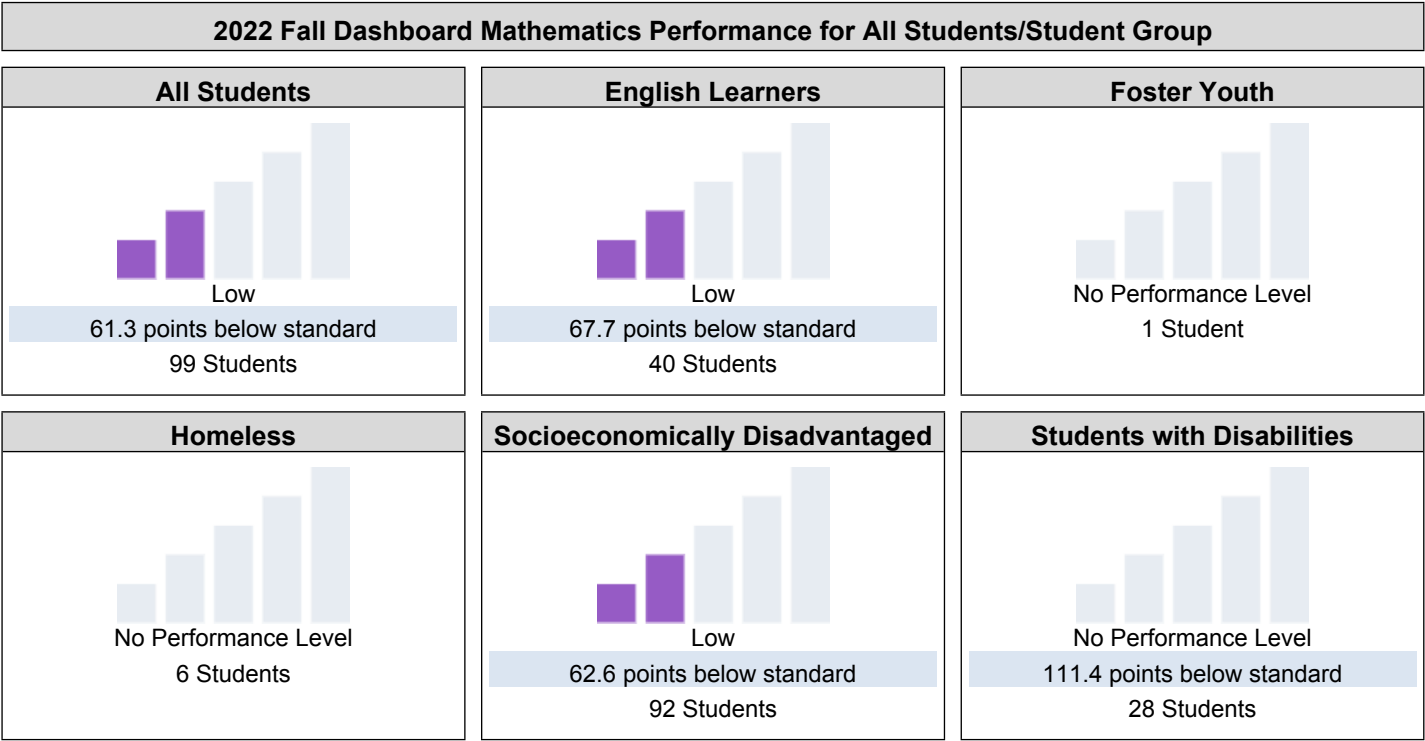
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



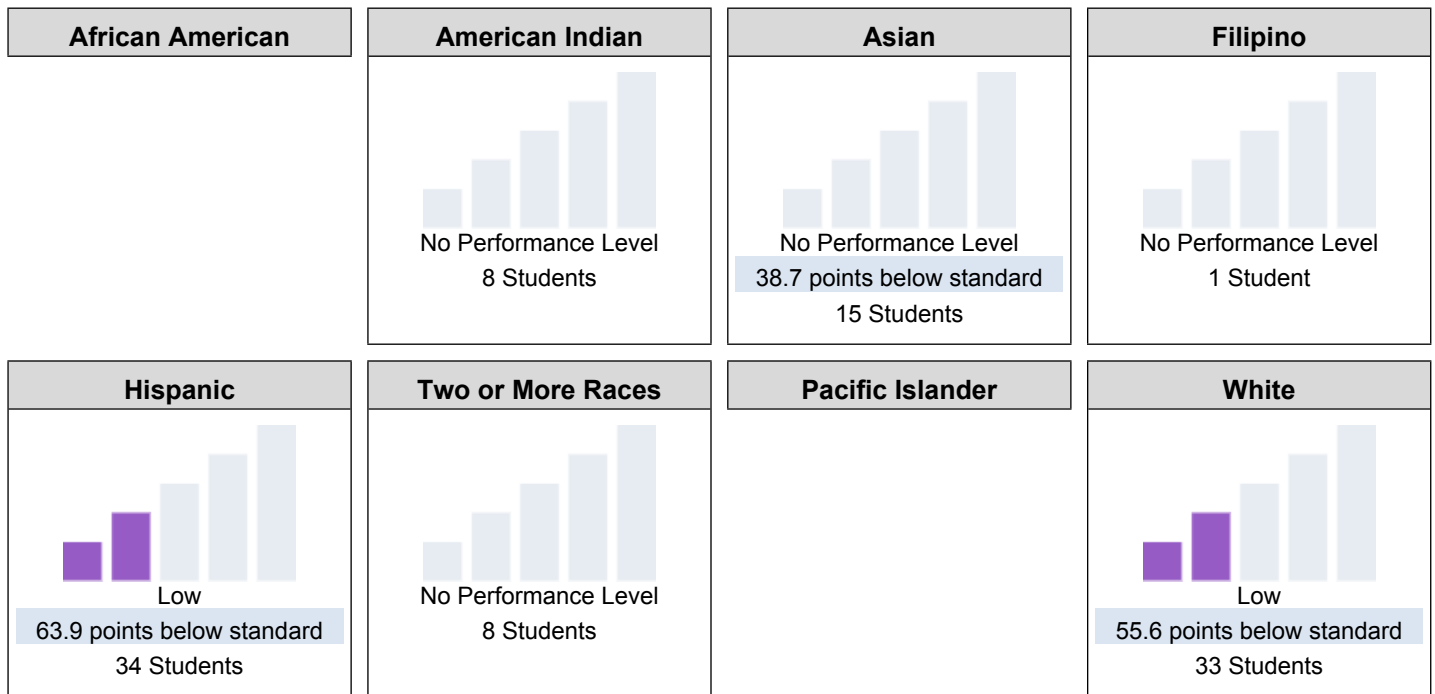
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72.7 points below standard 37 Students	3 Students	57.8 points below standard 58 Students

### Conclusions based on this data:

1. Students identified as English Learner Only were identified as below standard; but increased by 9.1 points.
2. All students were identified as below standard and declined by 5.1 points.
3. Students with disabilities were identified as below standard and declined significantly by 32.3 points.

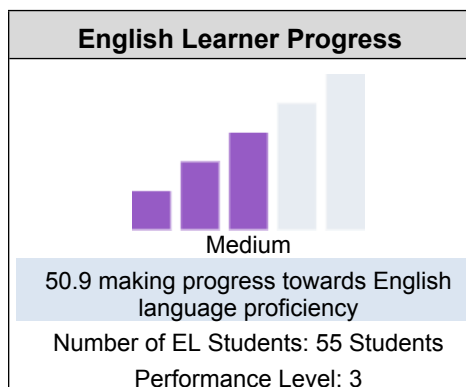
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	19	2	26

#### Conclusions based on this data:

1. Almost half of the students identified as English learners are making progress towards English proficiency. Actions and Services need to focus on providing support for students in all Proficiency categories.
2. Students at levels 2 and 3 need additional support in the area of language development in order to move to the next stage.
3. The need for EL support at our school is evident.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

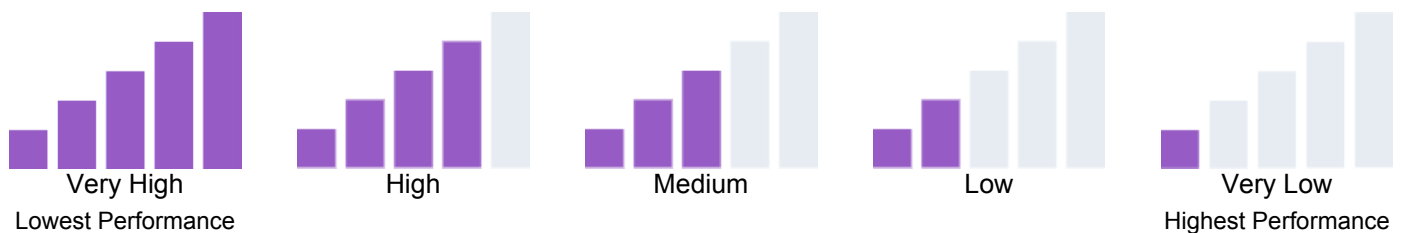
- 1.

# School and Student Performance Data

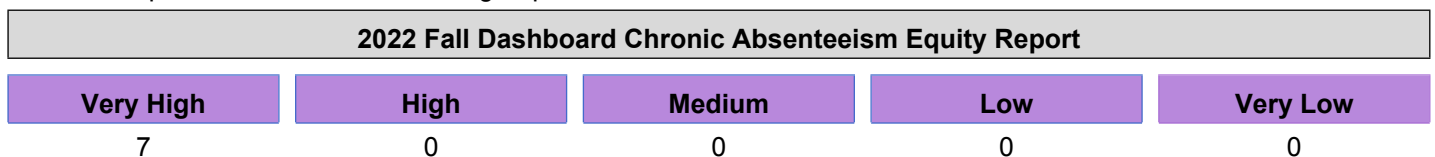
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

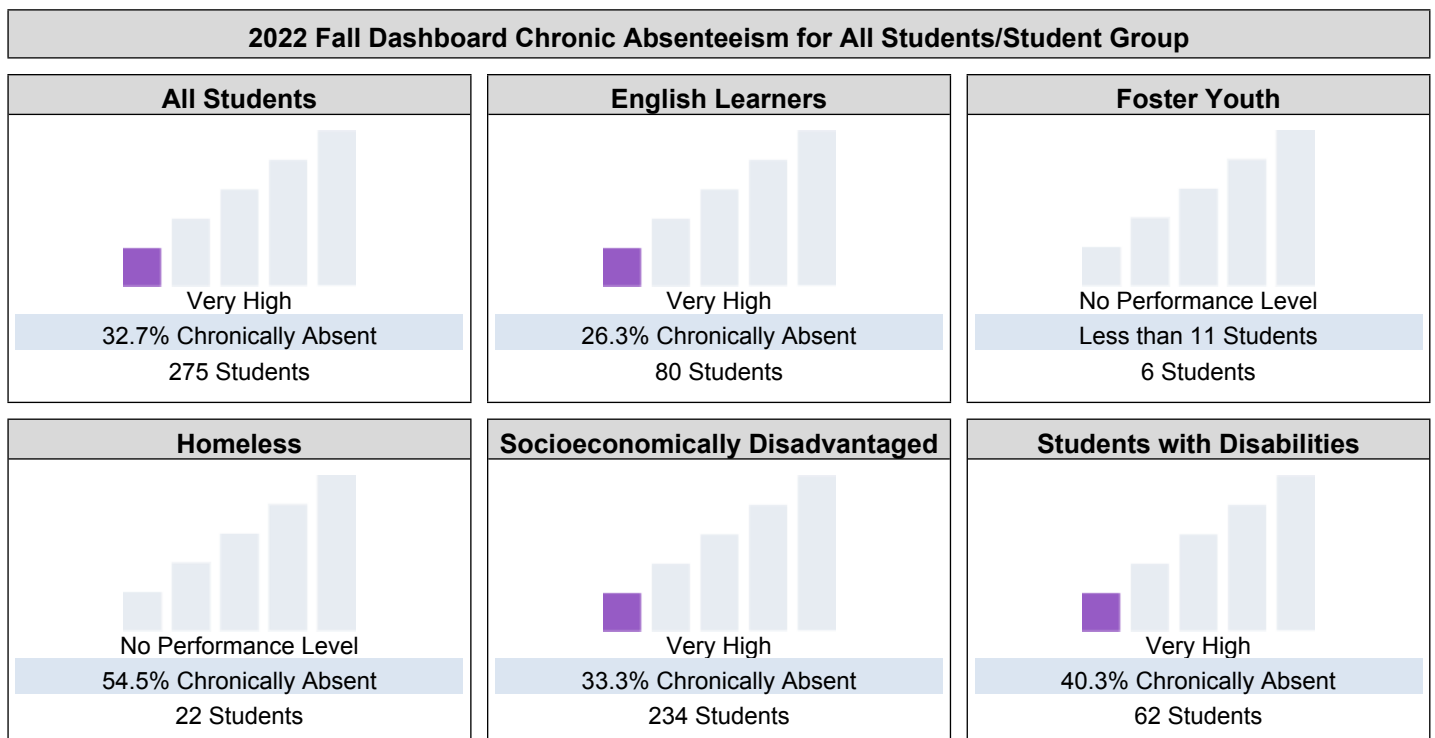
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

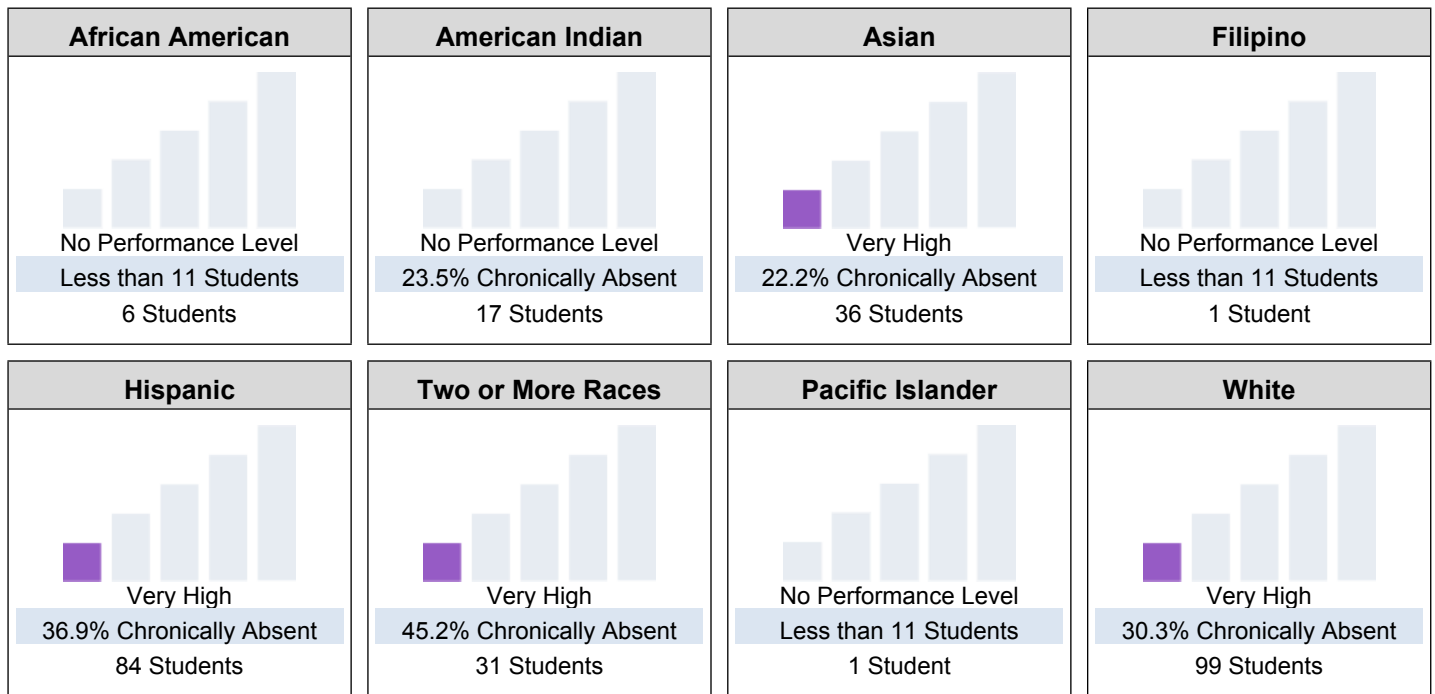


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. In 2019, All students decreased in the area of chronically absent by 1.4%. However, the need to get all students to school each day, ready to learn, continues.
2. In 2019, the student group identified as Homeless is the only group that increased in the area of chronically absent while all other subgroups maintained or declined.
3. Supports and education regarding regular attendance need to be clearly communicated to all families and students.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

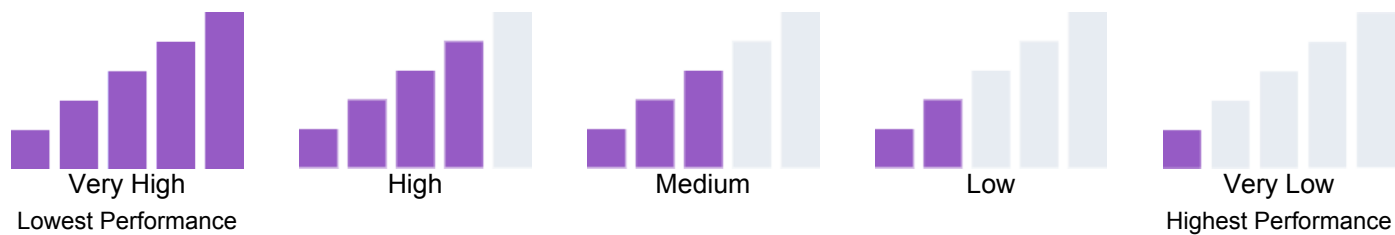
1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



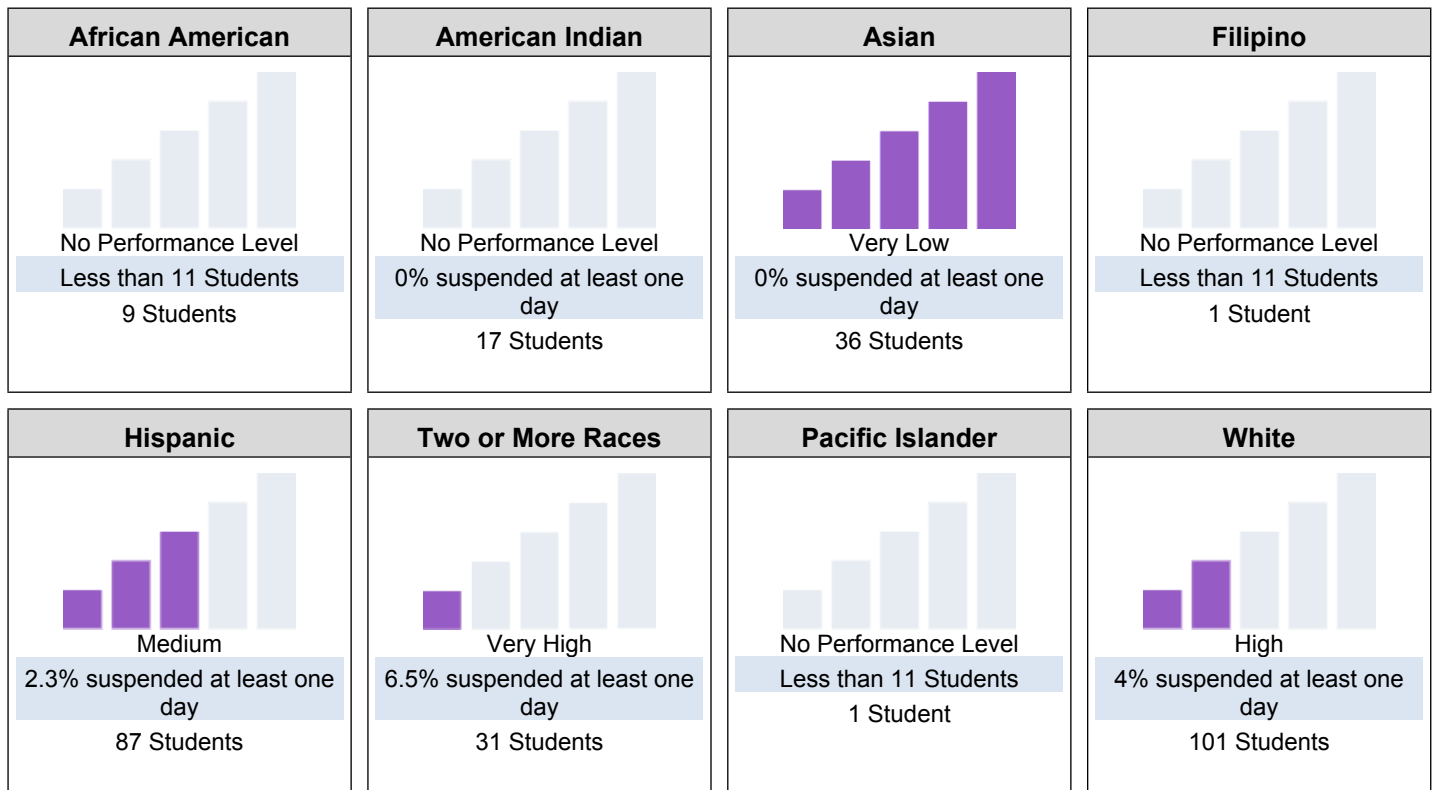
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	2	3	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b> <p>Medium</p> <p>2.8% suspended at least one day</p> <p>283 Students</p>	<b>English Learners</b> <p>Medium</p> <p>1.2% suspended at least one day</p> <p>82 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>0% suspended at least one day</p> <p>24 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Medium</p> <p>2.5% suspended at least one day</p> <p>240 Students</p>	<b>Students with Disabilities</b> <p>High</p> <p>4.6% suspended at least one day</p> <p>65 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. 2019 data reflected an significant decrease in suspensions.
2. Our data indicated 8 subgroups 4 of which had a significant number of students to be identified on the dashboard.
3. Work with restorative practices and other means of correction need to continue.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

## Goal 1

1.Lafayette Elementary will increase school-wide math and reading scores by 5% each June as measured through the CAASPP (SBAC) and multiple measures including Curriculum and Teacher Based Assessments and CAASPP Interim Assessments.

## Identified Need

This plan is written to reflect the data that was collected in 2021-2022. CAASPP was administered in the 2020-2021 school year but not in a traditional manner. Results indicate that there is a need to improve language arts scores.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	22% of students met or exceeded Overall Achievement for All Student in Language Arts. 17% of students met or exceeded Overall Achievement for all students in math.	Increased proficiency on grade level standards.
Benchmark Assessment System (BAS)	To be determined	To be determined

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure all students and staff have access to CCSS aligned curriculum and additional supplemental curriculum. Ensure that all students and staff have access to adequate school supplies and materials in order to support curriculum implementation.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Library Technician

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13000

Source(s)

Title I

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

CARE Specialist-Provide instructional coaching and behavior support to all teachers.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

47000

Source(s)

Title I

### **Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Provide release time and/or paid outside of contract time for certificated and classified collaboration and professional development.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students (potentially)

**Strategy/Activity**

Provide a Reading Intervention Teacher

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

55000

Source(s)

Title I

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Math Technician

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000	Title I

**Strategy/Activity 7**  
**Students to be Served by this Strategy/Activity**  
 (Identify either All Students or one or more specific student groups)  
 all students

Strategy/Activity  
 Substitute coverage for Student Study Team meetings

**Proposed Expenditures for this Strategy/Activity**  
 List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.  
 Due to the COVID-19 pandemic, 2019-2020 school year came with it's own unique changes and challenges. School closures began in March of 2020 and continued through the end of the school year. The following analysis captures the implementation of strategies and activities both in-person and virtually. It should be noted that some outcomes were challenging to obtain due to the closures. The hybrid learning model continued for the entire 2020-2021 school year. The 2021-2022 school year started with in-person learning but with a number of social distancing modifications. An in person model was maintained for the entire school year. The 2022-2023 school year, instruction and learning has returned to a model similar to pre-Covid.
 

- During the 2019-2020 school year, Lafayette implemented a new Language Arts curriculum (Fountas and Pinnell Classroom) in grades tk-3. There were opportunities for staff to collaborate and observe around the implementation. Many classrooms were outfitted with materials to better support this new curriculum as well. This work continued in the 2020-2021 and the 2021-2022 school years. Lnaguage Arts continues to be a focus for the 2022-2023 school year.
- Lafayette staff also continued ongoing work around writing instruction. The focus was shifted from opinion writing to narrative writing. Grade level teams met regularly with the site principal and CARE specialist to collaborate and analyze student writing skills. This



work continued in the 2020-2021 and the 2021-2022 school years. Opinion writing is the focus for the 2022-2023 school year.

- The Lafayette Library was open to all students during the 2019-2020 school year. The library technician worked closely with district personnel to support staff and students in both academics and enrichment through library materials. The Library was also open during the 2020-2021 and the 2021-2022 school years and safety protocols will diligently followed. The Library has returned to regular operations in the 2022-2023 school year.
- ELD technician supported and implemented ELD instruction in grades k-5th in both "pull-out" and "push-in" models. The technician worked closely with our EL Teacher to meet student needs.
- The CARE Specialist supported site by organizing monthly student success team meetings based on academic, behavioral, and attendance data. Staff were able to attend these meetings and significant data collection and reflection continued throughout the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to Covid-19 pandemic and the fact that the CAASPP assessment was not administered in 2019-2020 academic data is limited. During the 2020-2021 school year, assessment delivery was modified and limited. The 2021-2022 assessment data will serve as a baseline for this plan.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

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

## Goal 2

Increase student engagement and decrease chronically absent rate by 5%. Maintain suspension rates below 5% for all students and subgroups.

## Identified Need

Chronic absenteeism continues to be an issue. Continue education of students and families about the need to be to school each day, on time ready to learn.  
Social emotional learning and positive school culture continue to be an area of growth for Lafayette Elementary.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	32.7% of students were chronically absent in the 2021-2022 school year.	16% or less of students will be chronically absent in the 2022-2023 school year.
California Dashboard	During the 2021-2022 school year 2.8% of students were suspended according to the California Dashboard.	Decrease suspension rate by 2.0% to meet Goal 2.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Increase positive school climate and engagement through Positive Behavior Interventions and Supports and Restorative Practice Implementation

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000

Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students/English learners

### Strategy/Activity

Parent teacher conference, special meetings, phone calls and support in languages other than English.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Supplemental funds and resources to support social emotional learning

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the COVID-19 pandemic, 2019-2020 school year came with it's own unique changes and challenges. School closures began in March of 2020 and continued through the end of the school year. The 2020-2021 school year continued in a hybrid model and the 2021-2022 was an in-person learning model with many social distancing requirements. The 2022-2023 learning model has returned to pre-Covid expectations.

This year there was a major effort and intentionality to implement other means of correction when addressing student behaviors. Social circles, community building activities, and restorative practices are strategies utilized on a regular basis to create a sense of community in order for students to feel a part of the school community and reduce behaviors. In addition, there has been a concerted effort to reduce absenteeism and tardies. As a school, we created a compelling scoreboard to track data and address issues. Attendance Student/Success Study Teams and referrals to SARB increased in the 2019-2020 school year in order to address barriers preventing students from regularly attending school. Attendance continued to be a challenge with protocols and guidelines being used to prevent the spread of Covid-19. Many students had to stay home for extended amounts of time during the 2021-2022 school year.

The CARE Specialist supported site by organizing monthly student success team meetings based on academic, behavioral, and attendance data. Staff were able to attend these meetings and significant data collection and reflection continued throughout the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue with strategies to decrease suspensions and increase attendance and engagement.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$149,000.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$143,000.00

Subtotal of additional federal funds included for this school: \$143,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$6,000.00

Subtotal of state or local funds included for this school: \$6,000.00

Total of federal, state, and/or local funds for this school: \$149,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Quincy Brownfield	Principal
Harmony Pelren	Classroom Teacher
Jason Abaya	Classroom Teacher
Heidi Schlesiger	Classroom Teacher
Megan Teagarden	Other School Staff
Deysi Beltran	Parent or Community Member
Cynthia Bones	Parent or Community Member
Leigha Bartley	Parent or Community Member
Nikki Colon	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 20th, 2021.

Attested:

Principal, Quincy Brownfield on 10/20/21

SSC Chairperson, Heidi Schlesiger on 12/15/22

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary School	12-75515-6007827	December 14, 2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Using indicators of student achievement and school quality, Washington's SPSA targets student and educator engagement, school climate, access to and completion of coursework, and pupil readiness. We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals. Goal 1 All students will demonstrate college and career readiness in clean and modernized schools. Goal 2 All students will learn in a safe, supportive, and culturally responsive environment where students, families, and the community are valued, connected, and engaged.

Our attendance, suspension, and PBIS (SWIS) data indicate a need to continue to focus on creating a safe, supportive, and culturally responsive environment where all stakeholders feel valued, connected, and engaged.

Decrease the percentage of chronically absent students from 12.4% of students to less than 9% of students.



# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids survey was administered to a portion of student in the 5th grade during the spring of 2022. Results indicated that work needs to be done to ensure students feel an extended sense of connectedness with the school.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations by site and district staff were conducted on a regular basis. Site goals around academic achievement and school climate were a focus. Observations indicate a need for staff professional development on positive behavior interventions and supports, restorative practices, classroom management and support for implementing Core Curriculum.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning. The Eureka City Schools Elementary team was trained in elements of the district LCAP. The county coordinator along with District and Site coaches/staff facilitated trainings for staff to analyze our CAASPP data. Our school grade level teams set goals for student improvement that are based on the CAASPP results and are aligned with the districts LCAP goals.

Staff utilize assessments from adopted curriculum and a pacing guide has been created to provide timely feedback. Staff are provided the opportunity to analyze student data and make instructional and curricular decisions based on student need. Additionally, staff are trained and utilize interim assessments to guide instruction in language arts and math.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to be responsive to student academic and social/emotional needs during COVID-19, the Learning Continuity and Attendance Plan was developed by the district in the 2020-2021 school year. This allowed for a smooth transition to in person learning for the 2021-2022 school year. In order to accurately gauge the loss of learning during distance learning, we have a collection of assessments in place for determining areas of need and how to address the holes in student's educational progress. We started the 2022-2023 school year teachers administered the Fountas and Pinnell BAS reading assessment to all students in grades first through fifth. We also utilized IXL digital diagnostic in the areas of language

arts and math to establish a baseline in these areas. We currently use the Humboldt County Core Growth assessment system for our TK-2nd grade students and teachers have time built into their instructional day specifically set aside to assess students. This measures skills in both language arts and math. Additionally, our district participated in CAASPP testing during the 2021-2022 school year and this information was reviewed once available.

We have implemented a schoolwide data tracking system that is updated every three months. The data is reviewed by our site data team and changes in instruction and intervention reflect the current student need. Staff are provided regular opportunities to reflect on student progress and teaching is modified as needed. There is an active Student Study Team at Washington Elementary that meets twice weekly to address academic, behavioral and other student concerns in partnership with families.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Washington Elementary School provides an academically challenging program for its 490 students with 19 general education

classroom teachers, one Special Day Class Teacher, two Resource Specialist Teacher, 1.5 FTE Reading Intervention teacher, 1.0 ELD teachers, .5 FTE Math Intervention Teacher, part time Social Worker and Intern, and one TOSA.

Student

instruction is supported by the services of a speech therapist, a school psychologist, and a school nurse. Other personnel include our principal, a school secretary, a library technician, literacy technicians, math technician, a clerk typist, two

custodians, a food service worker, four cafeteria/playground monitors, an after-school program coordinator, two behavior support aides, Instructional aides in TK-3 has been added 2021-2022 school year.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and are provided with district adopted curriculum for all students; teachers are provided training/support on utilizing adopted materials.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is tied to content standards and data around those standards, site staff team-building, and standards of the teaching profession.

Pre-service days are attended by all teachers TK-5. The pre-service days provide training around our district curricula in ELA, Math, and Social-Emotional Development. A scope and sequence for SEL, as well as, a digital component were provided to teachers to explore and access. During the year, three days of ongoing professional development were attended by TK-5 teachers. Visible Learning with an emphasis on Learning Targets and Success Criteria was one theme for training. Accessing online resources such as IXL and Datasheets was a focus of on site trainings. Every other Monday, administrators and CARE specialists prepared professional development opportunities around Phonics progression, SEL, Data Days, responding and diagnosing data, and writing.

progression, Universal Screening tool and SEL, Data Days, responding and diagnosing data, and writing.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
District-based instructional coaches (CARE Specialists) are available 5 days a week to teachers for ongoing professional development and support. Lafayette also utilizes teacher leaders to support peers, such as in the area of Language Arts, ELD and Math. Teacher also have ongoing access to administrative support as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Students dismiss early on Mondays to allow for collaboration across TK-5. Every other Monday is facilitated by administrator, and other Mondays by teacher grade level teams. CARE is an active part of establishing this development time. Focus is on ELA, math, and social emotional learning.  
CARE specialists are targeted to specific areas of coaching: TK-2 ELA, TK-2 Math, 3-5th ELA, 3-5th Math. This allows coaching cycles to reach more teachers around content. New teachers are encouraged to complete at least one coaching cycle in the year. Teacher Academy is led by our CARE specialist. At the Academy, teachers collaborate around district initiatives, new teacher needs, and best practice in the teaching of reading, writing, and math. Many teachers attend the Academy regardless of years of service.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction and materials at Washington is aligned with the appropriate State standards. Teachers adhere to district developed pacing guides to ensure timely delivery of content and assessments.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Weekly schedules are reviewed by the instructional coach and administrator at the start of the school year to ensure teachers are providing the recommended instructional minutes in both language arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students at Washington Elementary have access to reading and math intervention. English Learners are provided ELD instruction daily. Students with IEPs and 504s have access to these supplemental services as they are needed in their goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school board approves the standards-based instructional materials. Diverse standards-based curriculum is delivered in all classrooms.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

School provides ELD instruction to all qualifying students. Indian Education services, special education services and intervention services in reading and math are all available to any student who needs it. Social emotional learning is offered to all students as well.

## Evidence-based educational practices to raise student achievement

Differentiation is used in every classroom to address unique learning needs of each student. Universal Access in the form of guided reading is offered to all students daily. Literacy technicians, math technicians and classroom aides are utilized to support students in need of extra support and practice. Structured student talk is used to build communication skills and support critical thinking. All teachers are trained in various engagement strategies and instructional norms in order to support equity, develop relationships and checking for understanding.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students performing at least 2 years below grade level in reading skills are recommended for Reading Intervention. Through the BPST assessment, Reading Intervention and classroom teachers address phonics gaps in students through UFLI. Family and school may both request a student study team meeting be held to address under performance.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is made up of parents, teachers and other school personnel. They provide feedback on Title 1 programs and expenditures. The Site Council meets monthly and regular opportunities for input are embedded in each meeting.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Library technicians provide opportunities for students and classes to access quality literature to meet ELA standards. CARE specialist supports teacher growth and data collection, so teachers are building strong targeted lesson in the classroom to address diverse student needs. We have added additional hours to our monitors to allow for lower student to adult ration.

Through PIQE, both EL and non- EL families/parents access information to understand and clarify the educational systems. The overview of school systems and stakeholders is explained to parents. Parents become more familiar with the school system, so they can easily navigate the school to support their child.

Social emotional learning is supported by the addition of supplemental materials and curriculum that align with the Second Step scope and sequence.

## Fiscal support (EPC)

Washington Elementary in conjunction with the District, receives Title 1 funding that is identified and allocated based upon the student population and enrollment that is then utilized to provide Title 1 services. The School Site Council reviews progress monthly and provides ongoing input to the allocated expenditures.

Teachers are trained on completing a digital BTF to track behavior incidents for schoolwide decision making around school climate.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

School Site Council, English Learner Advisory Committee, and Parent Teacher Association met in November and December 2022. At these meetings, stakeholders reviewed the previous year's data, discussed school academic goals and school climate, and elicited input. School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. School Site Council members voted to approve the draft budget; changes can be made as indicated once data from 2022-23 is available and reviewed.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	6.11%	4.9%	4.69%	28	22	23
African American	0.66%	0.7%	0.82%	3	3	4
Asian	7.42%	9.1%	10.20%	34	41	50
Filipino	1.09%	0.9%	0.41%	5	4	2
Hispanic/Latino	20.96%	22.7%	22.24%	96	102	109
Pacific Islander	1.09%	0.7%	0.61%	5	3	3
White	48.91%	47.7%	47.55%	224	214	233
Multiple/No Response	13.76%	13.4%	13.47%	63	60	66
Total Enrollment				458	449	490

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	91	92	99
Grade 1	75	76	76
Grade 2	80	75	84
Grade3	70	77	81
Grade 4	68	67	83
Grade 5	74	62	67
Total Enrollment	458	449	490

### Conclusions based on this data:

- Kindergarten enrollment has increased
- Our Asian population has increased

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	58	55	61	12.7%	12.20%	12.4%
Fluent English Proficient (FEP)	8	10	11	1.7%	2.20%	2.2%
Reclassified Fluent English Proficient (RFEP)	4	1		6.0%	0.20%	

### Conclusions based on this data:

1. We have had a decrease in reclassified Fluent English Proficient

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	80	81	69	70	79	69	70	79	100	87.5	97.5
Grade 4	75	67	80	73	58	77	73	58	77	97.3	86.6	96.3
Grade 5	80	63	70	78	61	70	78	61	70	97.5	96.8	100.0
All Grades	224	210	231	220	189	226	220	189	226	98.2	90.0	97.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2392.	2378.	2366.	14.49	8.57	7.59	15.94	15.71	15.19	33.33	35.71	26.58	36.23	40.00	50.63
Grade 4	2430.	2437.	2414.	16.44	10.34	6.49	13.70	25.86	20.78	27.40	18.97	24.68	42.47	44.83	48.05
Grade 5	2488.	2466.	2494.	17.95	14.75	11.43	29.49	16.39	40.00	20.51	22.95	22.86	32.05	45.90	25.71
All Grades	N/A	N/A	N/A	16.36	11.11	8.41	20.00	19.05	24.78	26.82	26.46	24.78	36.82	43.39	42.04

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49	7.14	6.33	53.62	57.14	44.30	31.88	35.71	49.37
Grade 4	12.33	12.07	9.09	50.68	60.34	68.83	36.99	27.59	22.08
Grade 5	20.51	13.11	8.57	50.00	65.57	72.86	29.49	21.31	18.57
All Grades	15.91	10.58	7.96	51.36	60.85	61.50	32.73	28.57	30.53

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49	1.45	5.06	49.28	60.87	50.63	36.23	37.68	44.30
Grade 4	10.96	5.17	3.90	45.21	60.34	46.75	43.84	34.48	49.35
Grade 5	25.64	11.48	11.43	41.03	42.62	58.57	33.33	45.90	30.00
All Grades	17.27	5.85	6.64	45.00	54.79	51.77	37.73	39.36	41.59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.25	2.86	5.06	60.87	75.71	70.89	31.88	21.43	24.05
Grade 4	9.59	8.62	3.90	69.86	75.86	71.43	20.55	15.52	24.68
Grade 5	10.26	11.48	11.43	62.82	77.05	78.57	26.92	11.48	10.00
All Grades	9.09	7.41	6.64	64.55	76.19	73.45	26.36	16.40	19.91

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49	12.86	8.86	52.17	60.00	58.23	33.33	27.14	32.91
Grade 4	12.33	5.17	3.90	52.05	79.31	63.64	35.62	15.52	32.47
Grade 5	24.36	13.11	18.57	46.15	52.46	64.29	29.49	34.43	17.14
All Grades	17.27	10.58	10.18	50.00	63.49	61.95	32.73	25.93	27.88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 70% of 3rd and 4th graders nearly met or did not meet the standard
- 44% of 4th graders scored "standard not met" in writing
- Only 7% of 3rd graders score above standard in listening.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	80	81	69	73	79	69	73	79	98.6	91.3	97.5
Grade 4	75	67	80	73	61	77	73	60	77	97.3	91.0	96.3
Grade 5	80	63	70	78	61	70	78	61	70	97.5	96.8	100.0
All Grades	225	210	231	220	195	226	220	194	226	97.8	92.9	97.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2414.	2392.	2404.	15.94	9.59	12.66	26.09	27.40	24.05	26.09	17.81	30.38	31.88	45.21	32.91
Grade 4	2465.	2447.	2433.	15.07	6.67	7.79	23.29	26.67	20.78	36.99	40.00	32.47	24.66	26.67	38.96
Grade 5	2481.	2489.	2498.	14.10	21.31	15.71	17.95	13.11	27.14	33.33	34.43	32.86	34.62	31.15	24.29
All Grades	N/A	N/A	N/A	15.00	12.37	11.95	22.27	22.68	23.89	32.27	29.90	31.86	30.45	35.05	32.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.29	16.44	15.19	37.68	43.84	51.90	42.03	39.73	32.91
Grade 4	26.03	8.33	12.99	38.36	43.33	44.16	35.62	48.33	42.86
Grade 5	20.51	22.95	14.29	33.33	45.90	57.14	46.15	31.15	28.57
All Grades	22.27	15.98	14.16	36.36	44.33	50.88	41.36	39.69	34.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.74	17.81	13.92	53.62	43.84	58.23	24.64	38.36	27.85
Grade 4	16.44	13.33	11.69	49.32	55.00	46.75	34.25	31.67	41.56
Grade 5	14.10	18.03	15.71	44.87	49.18	62.86	41.03	32.79	21.43
All Grades	17.27	16.49	13.72	49.09	48.97	55.75	33.64	34.54	30.53

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.99	9.59	13.92	37.68	56.16	56.96	33.33	34.25	29.11
Grade 4	20.55	6.67	3.90	43.84	66.67	62.34	35.62	26.67	33.77
Grade 5	11.54	14.75	8.57	50.00	55.74	74.29	38.46	29.51	17.14
All Grades	20.00	10.31	8.85	44.09	59.28	64.16	35.91	30.41	26.99

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Continued support is needed in this area and reading intervention is a continuous need.
- Digging deeper into ELA progress, This year, we are piloting a phonics progression program K-3 with all teaches K-5 trained by our reading intervention teacher. Materials for both half pint decodables and UFLI phonics progression have been issued to teachers.
- Instructional support in K-5 grade classrooms for small group instruction, while focusing reading specialist on 2-5th grade students. Designing a strong word study and writing component of reading program. Three ECS experts will lead writing units with teachers from November 2022- March 2023.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1415.4	*	*	1426.5	*	*	1388.9	*	*	13	8	9
1	1447.9	*	*	1466.5	*	*	1428.7	*	*	11	8	6
2	*	1484.0	*	*	1478.1	*	*	1489.5	*	10	12	8
3	*	1472.5	1482.3	*	1468.8	1500.0	*	1475.6	1463.9	8	12	11
4	1523.3	*	1496.6	1519.9	*	1502.3	1526.1	*	1490.4	11	9	12
5	*	*	*	*	*	*	*	*	*	10	7	8
All Grades										63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*	*	46.15	*	*	38.46	*	*	7.69	*	*	13	*	*
1	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11	*	*
2	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*
3	*	8.33	0.00	*	25.00	45.45	*	41.67	45.45	*	25.00	9.09	*	12	11
4	18.18	*	16.67	63.64	*	50.00	18.18	*	25.00	0.00	*	8.33	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	10.71	9.26	46.03	32.14	44.44	26.98	41.07	33.33	7.94	16.07	12.96	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.38	*	*	46.15	*	*	30.77	*	*	7.69	*	*	13	*	*
1	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11	*	*
2	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*
3	*	16.67	36.36	*	50.00	63.64	*	16.67	0.00	*	16.67	0.00	*	12	11
4	54.55	*	50.00	36.36	*	33.33	9.09	*	8.33	0.00	*	8.33	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.51	16.07	31.48	39.68	48.21	46.30	17.46	26.79	14.81	6.35	8.93	7.41	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*	*	23.08	*	*	46.15	*	*	23.08	*	*	13	*	*
1	0.00	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*	*
2	*	16.67	*	*	25.00	*	*	50.00	*	*	8.33	*	*	12	*
3	*	8.33	0.00	*	0.00	0.00	*	58.33	63.64	*	33.33	36.36	*	12	11
4	0.00	*	0.00	63.64	*	8.33	27.27	*	58.33	9.09	*	33.33	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.94	7.14	3.70	36.51	12.50	12.96	36.51	50.00	51.85	19.05	30.36	31.48	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	30.77	*	*	61.54	*	*	7.69	*	*	13	*	*
1	54.55	*	*	36.36	*	*	9.09	*	*	11	*	*
2	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
3	*	8.33	36.36	*	83.33	63.64	*	8.33	0.00	*	12	11
4	27.27	*	41.67	63.64	*	41.67	9.09	*	16.67	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.16	21.43	33.33	61.90	67.86	59.26	7.94	10.71	7.41	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.08	*	*	69.23	*	*	7.69	*	*	13	*	*
1	9.09	*	*	63.64	*	*	27.27	*	*	11	*	*
2	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
3	*	16.67	45.45	*	66.67	54.55	*	16.67	0.00	*	12	11
4	81.82	*	75.00	18.18	*	8.33	0.00	*	16.67	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.79	26.79	48.15	41.27	60.71	40.74	7.94	12.50	11.11	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
1	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
2	*	16.67	*	*	75.00	*	*	8.33	*	*	12	*
3	*	8.33	0.00	*	25.00	18.18	*	66.67	81.82	*	12	11
4	9.09	*	0.00	81.82	*	58.33	9.09	*	41.67	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.94	7.14	9.26	71.43	55.36	42.59	20.63	37.50	48.15	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.08	*	*	38.46	*	*	38.46	*	*	13	*	*
1	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
2	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*
3	*	8.33	0.00	*	75.00	81.82	*	16.67	18.18	*	12	11
4	18.18	*	0.00	81.82	*	83.33	0.00	*	16.67	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.46	8.93	1.85	65.08	64.29	75.93	17.46	26.79	22.22	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Students continue to need specific instruction in the area of language acquisition.
2. Continue to fund ELD aide services for our TK-1 students. Teacher pushes into TK-K classrooms for oral language development across all early grades.
3. A full-time EL teacher will continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
490	67.1	12.4	1.2
Total Number of Students enrolled in Washington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	12.4
Foster Youth	6	1.2
Homeless	22	4.5
Socioeconomically Disadvantaged	329	67.1
Students with Disabilities	75	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian	23	4.7
Asian	50	10.2
Filipino	2	0.4
Hispanic	109	22.2
Two or More Races	66	13.5
Pacific Islander	3	0.6
White	233	47.6



**Conclusions based on this data:**

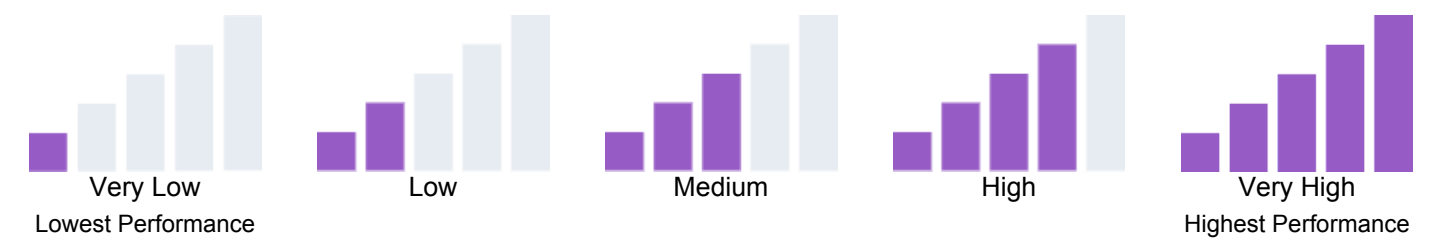
1. Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of language arts.
2. Washington has a diverse student population. Continued work with Culturally Responsive Teaching is needed.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Chronic Absenteeism</b>  Very High	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Low		
<b>English Learner Progress</b>  Medium		

#### Conclusions based on this data:

1. Mathematics has been the area of growth for Washington students since the adoption of a Common Core aligned math program, enabling teacher collaboration and correlation. Teachers need to be supported in continuing implementation of the program. This year, we have a full time math intervention teacher. Mornings this teacher pushes into our K-2nd grade math classes to teach small groups. Continue the math technician to support 3-5 students.

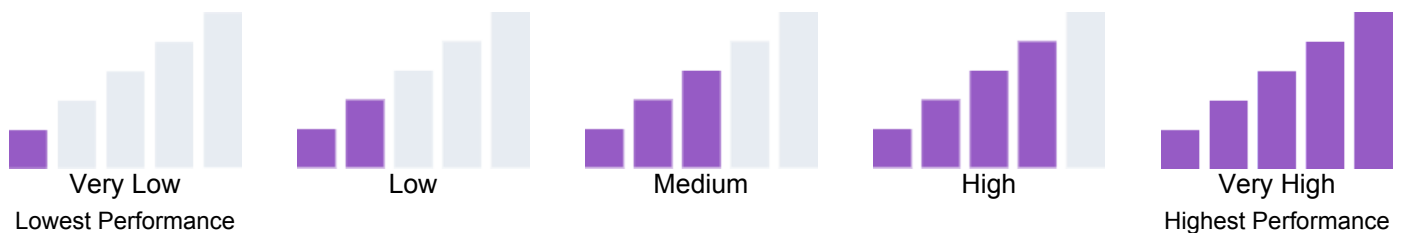
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                  |
| 2. Suspension rates needs to be a huge emphasis                                                                                                                                                                                                                                                                                                  |
| 3. Teachers will support students in the area of Language arts through the implementation of Fountas and Pinnell Classroom in grades TK-5. Additional supplemental materials are being used to support phonics instruction. We will train our staff with UFLI and half pint readers. Reading intervention support should continue to be offered. |

# School and Student Performance Data

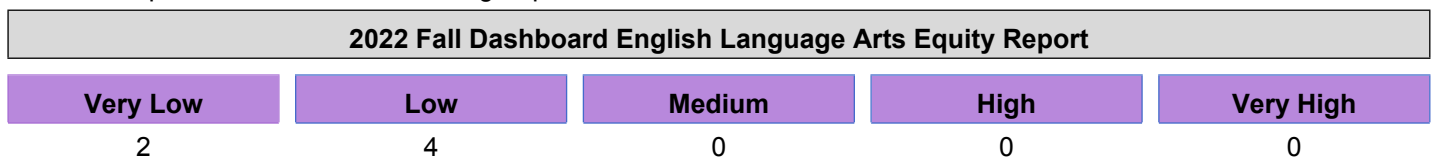
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

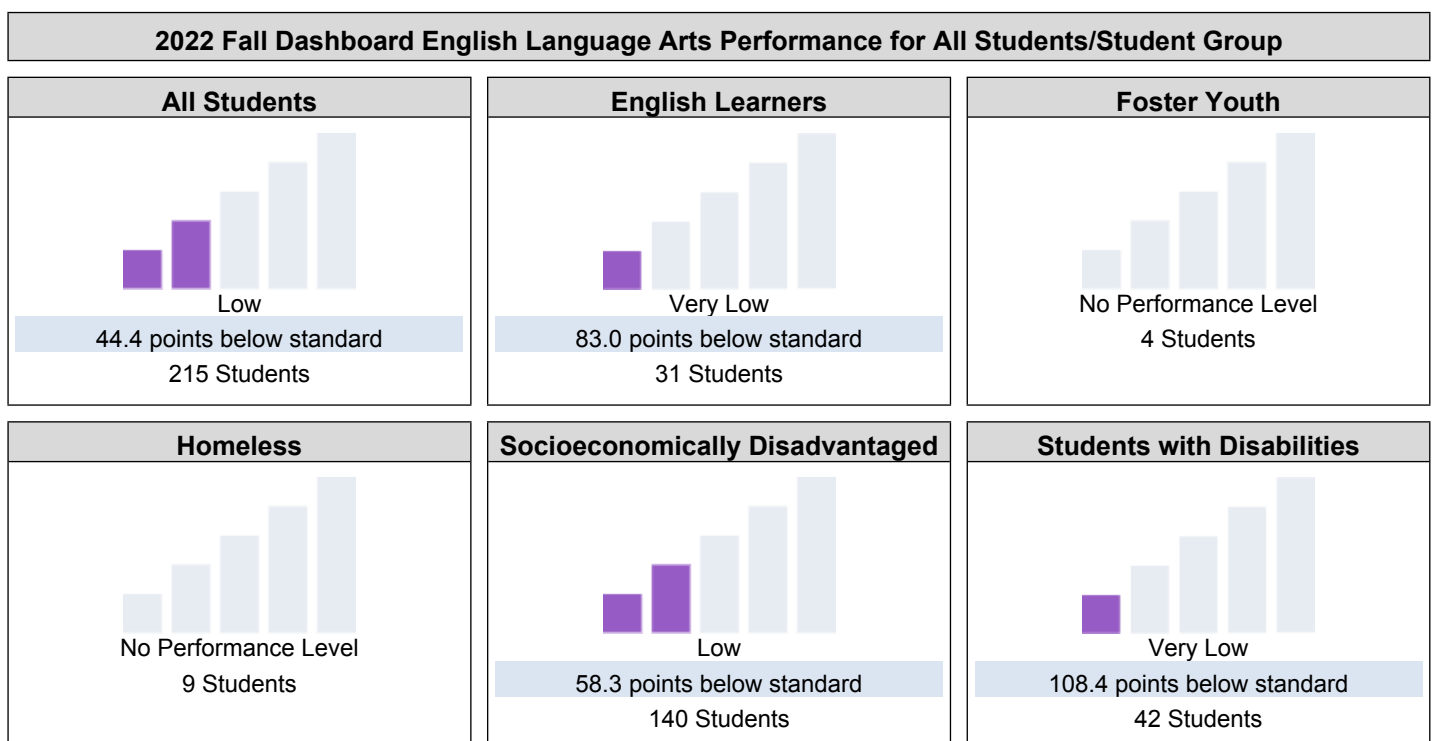
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



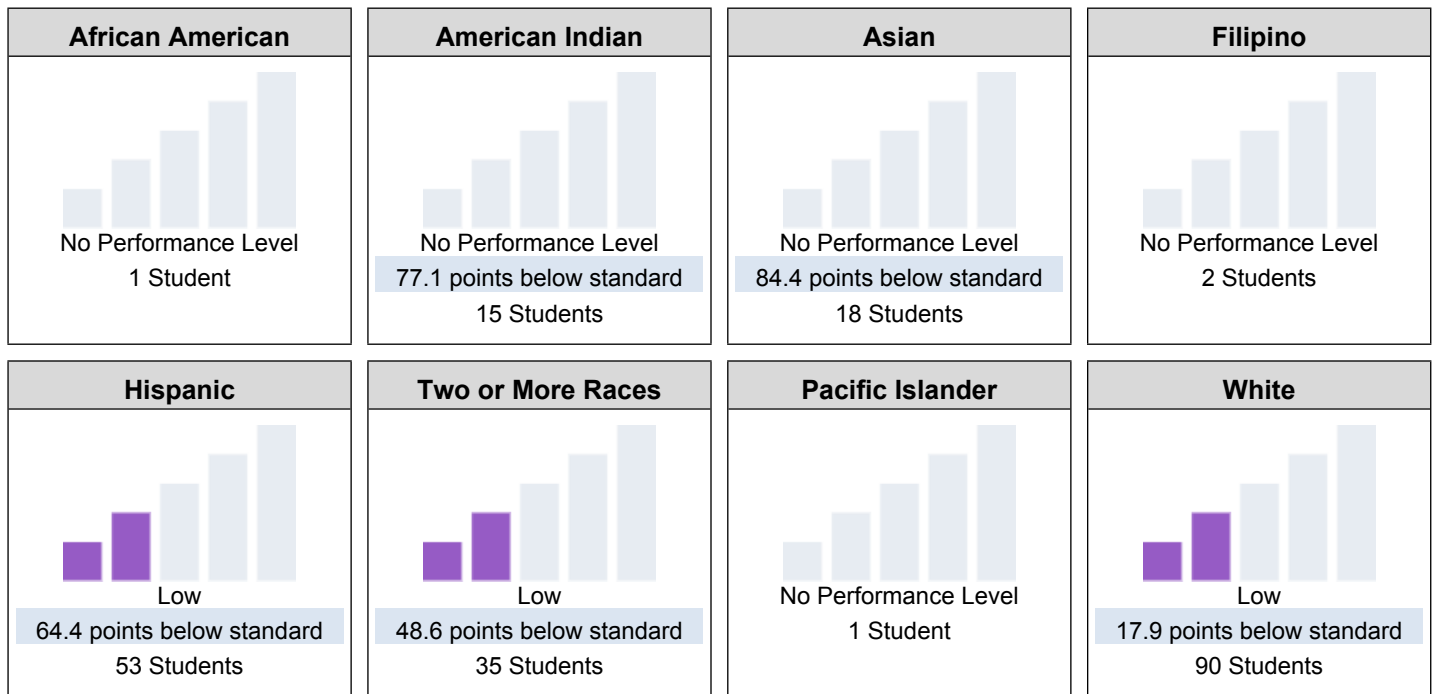
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.6 points below standard 29 Students	2 Students	38.4 points below standard 178 Students

#### Conclusions based on this data:

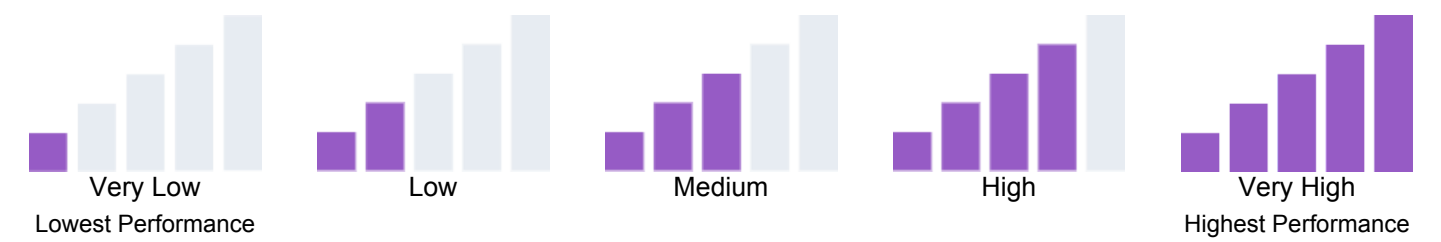
- 83% of EL scored below average
- Nearly 64.4% of Hispanic students scored below average
- 17.9% of students classified as white scored below average

# School and Student Performance Data

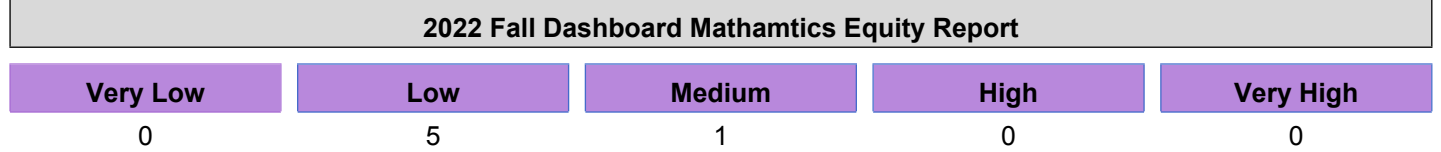
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

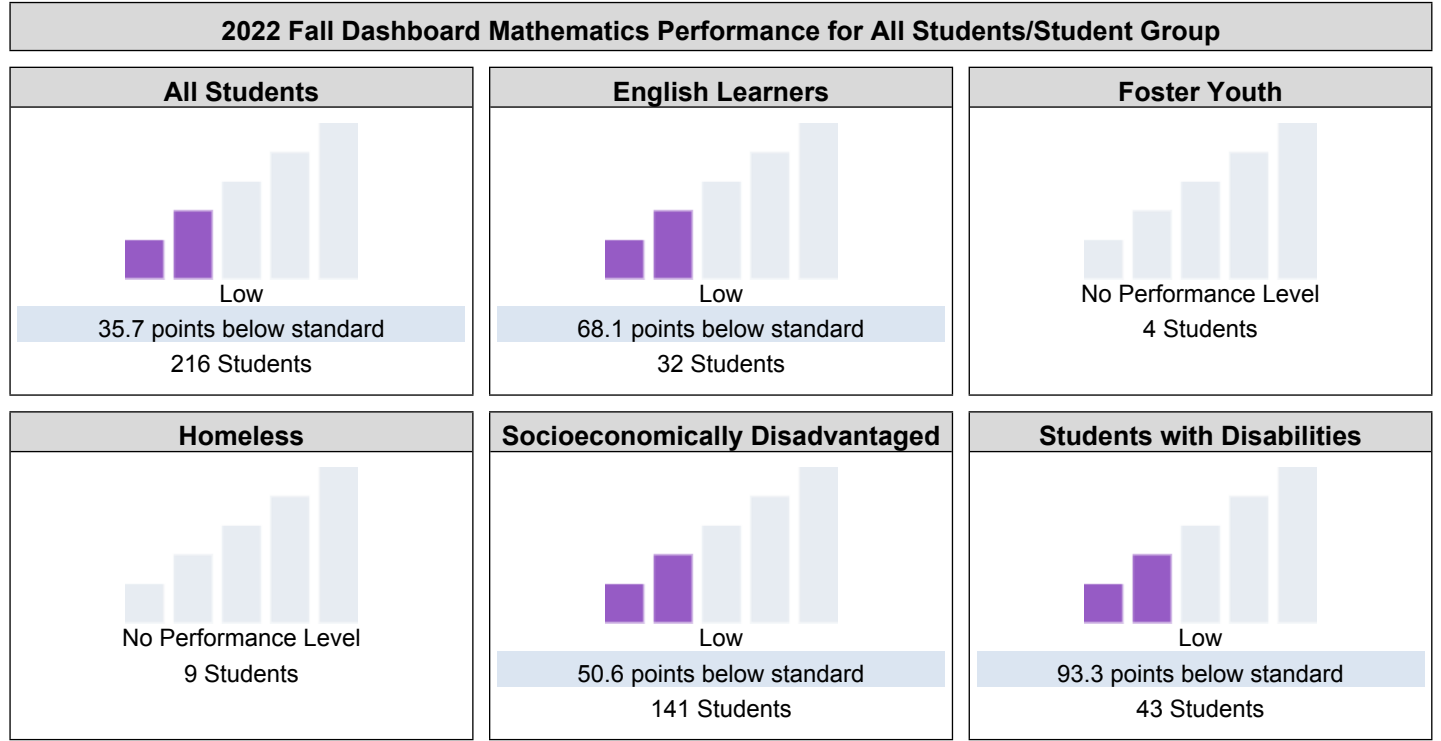
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



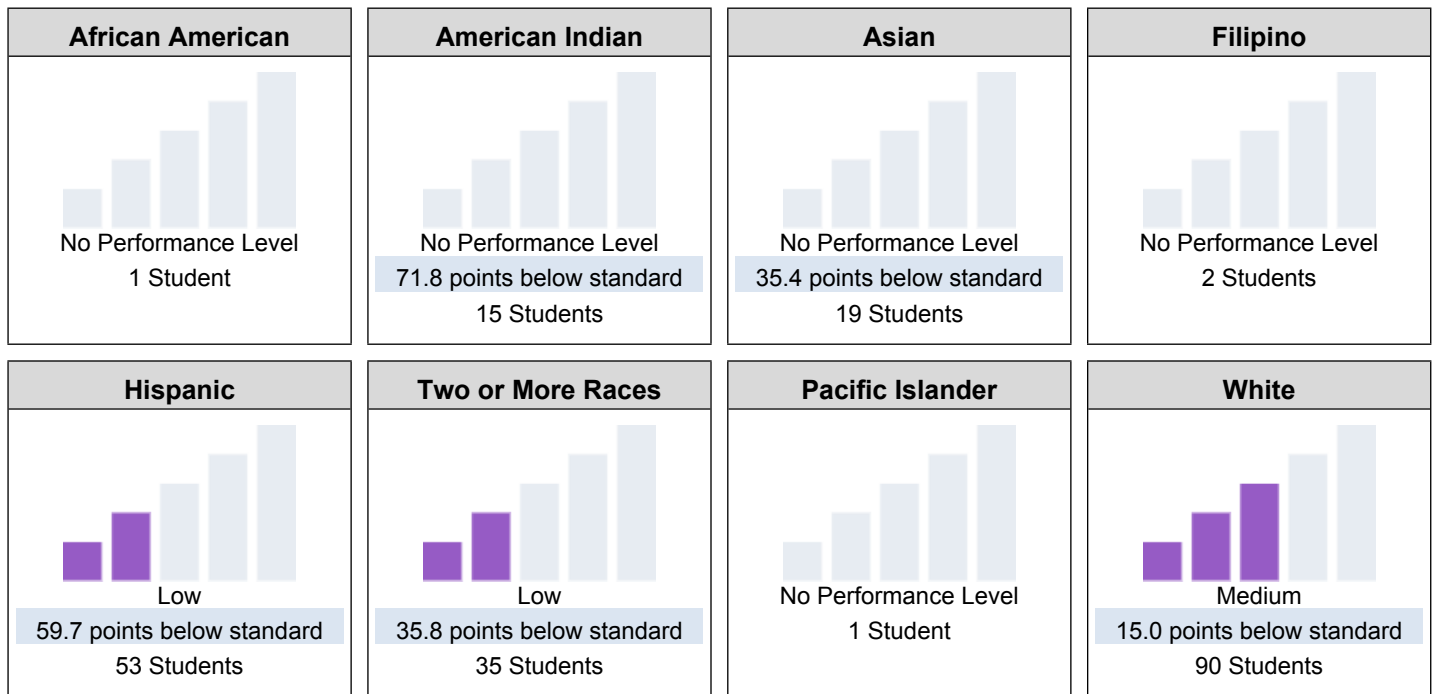
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.0 points below standard 30 Students	2 Students	30.1 points below standard 178 Students

#### Conclusions based on this data:

1. Our average for all students was 35.7% below standard
2. Our current English learners scored 79.0% below standard

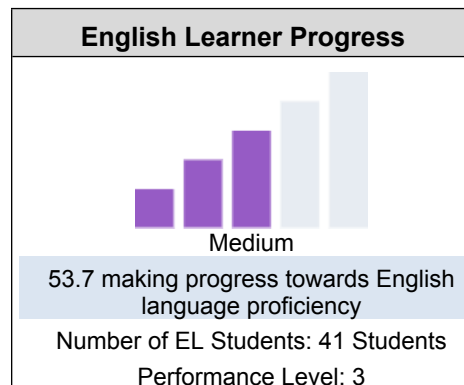
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	11	2	20

#### Conclusions based on this data:

1. Almost 54% of students progressed at least one level



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

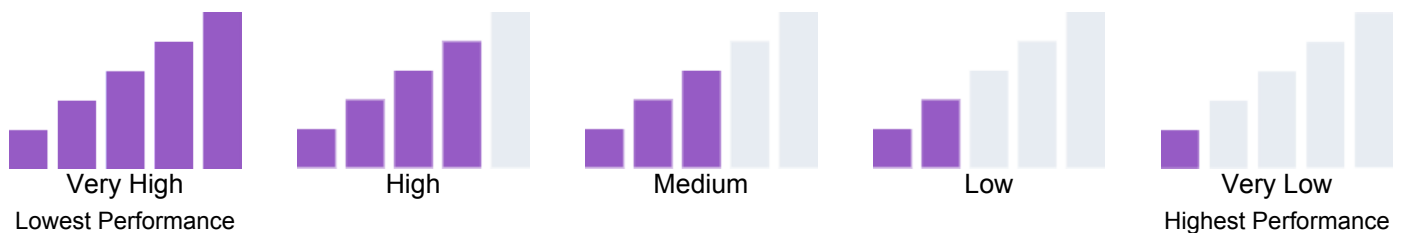
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# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



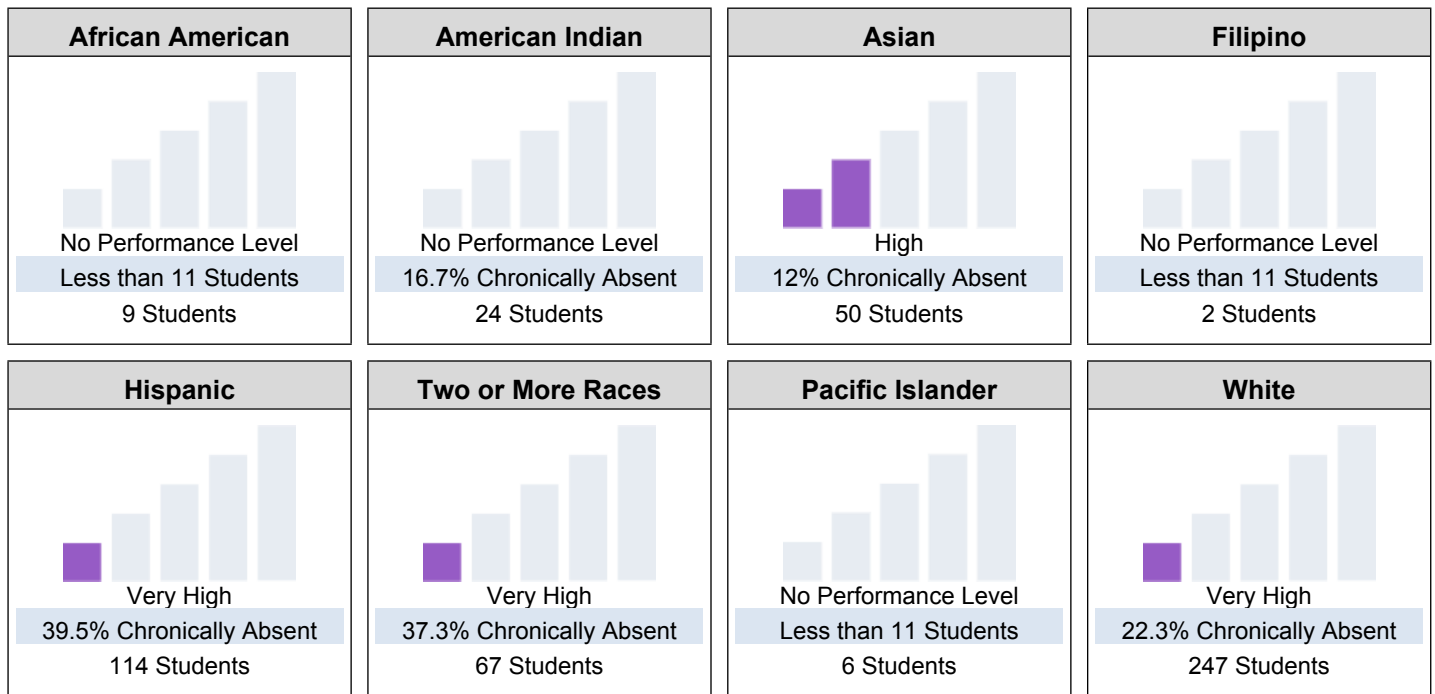
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b> <p>Very High</p> <p>27.6% Chronically Absent</p> <p>519 Students</p>	<b>English Learners</b> <p>Very High</p> <p>35.4% Chronically Absent</p> <p>65 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>8 Students</p>
<b>Homeless</b> <p>Very High</p> <p>51.5% Chronically Absent</p> <p>33 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>34.1% Chronically Absent</p> <p>355 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>30.3% Chronically Absent</p> <p>89 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Supports and education regarding regular attendance need to be clearly communicated to all families and students.
2. 34.4% of our English learners are chronically absent
3. 51.5% of our students homeless population are chronically absent

## School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

## 2022 Fall Dashboard Graduation Rate Equity Report

**Very Low**

**Low**

## Medium

High

**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

## 2022 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

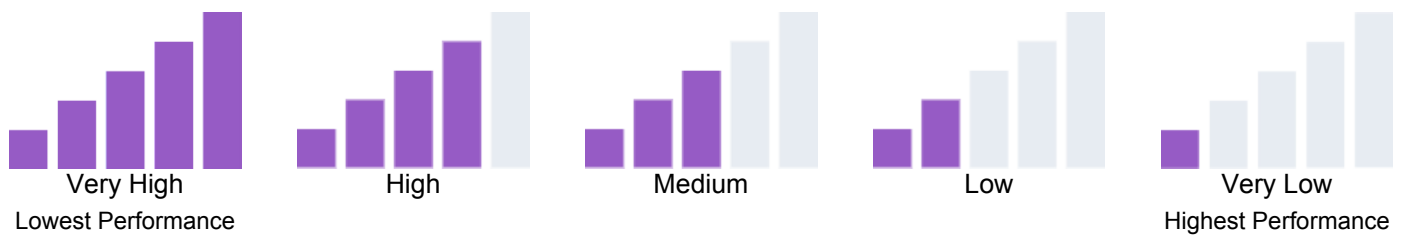
**1.**

# School and Student Performance Data

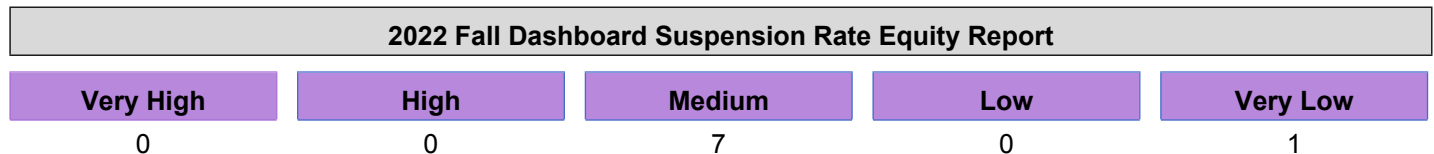
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

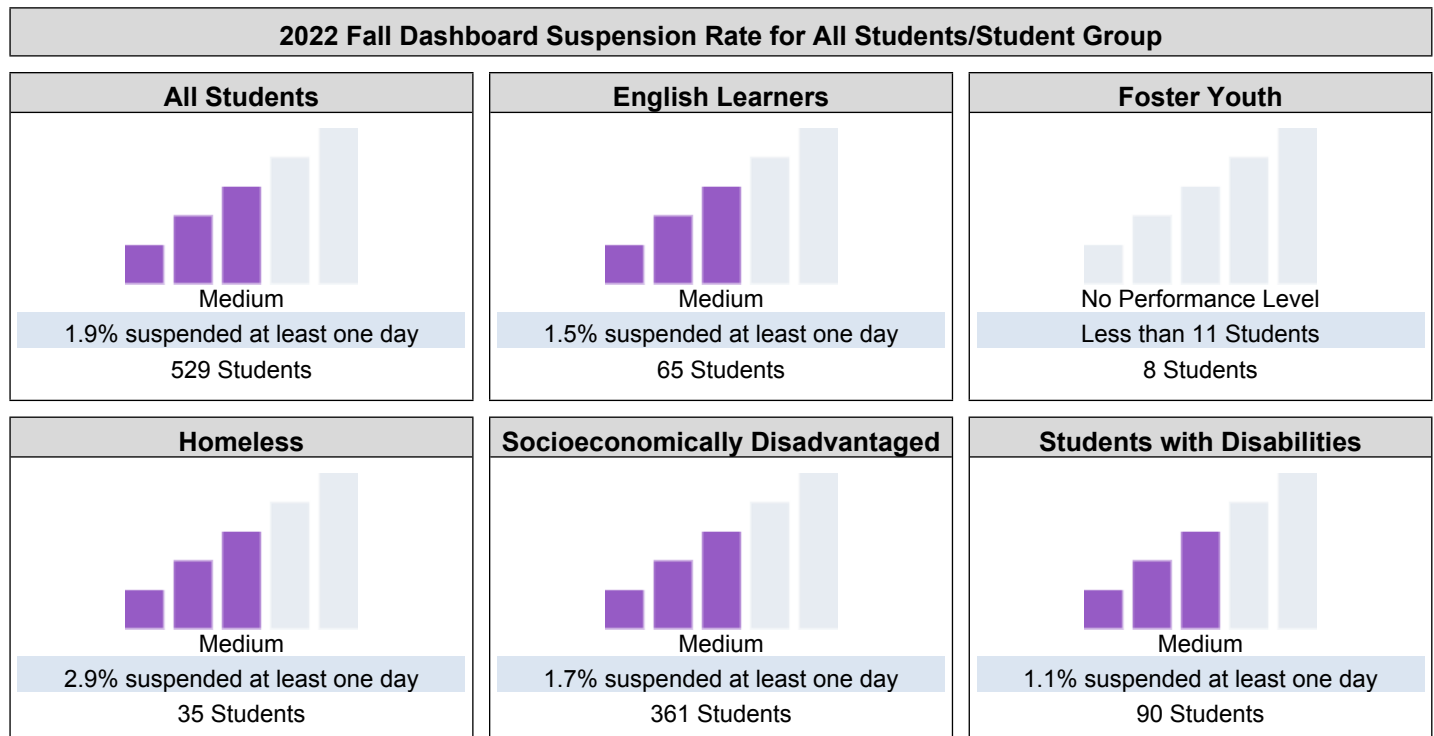
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



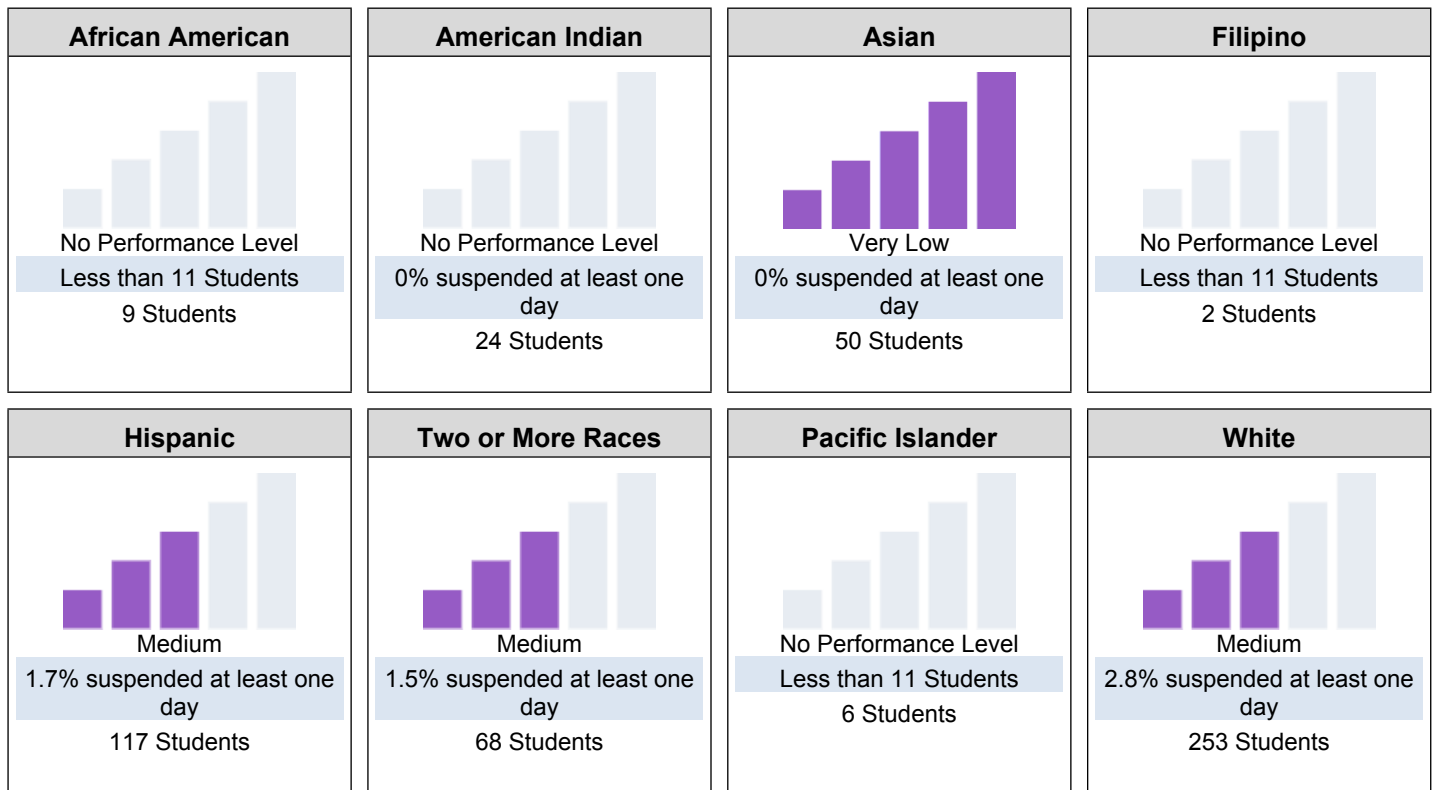
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. 1.9 % of our students have been suspended
2. 2.8% of our White students' have had a suspension

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

## Goal 1

Goal 1: - All students will demonstrate college and career readiness in clean and modernized schools.

## Identified Need

Student CAASPP results in ELA and Math indicate a need to continued work with staff and students in the area of improving academic skills.

Goal 1: Increase the number of students meeting or exceeding standards in Mathematics and Language Arts by 5% as measured by the California Assessment of Student Performance and Progress.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	26% of students scored met or exceeded in ELA and 35% scored met or exceeded in math	At least 90% of students make one year's growth as measured by CAASPP
K-5 Benchmark Assessment System (BAS)	TBD	All students grow one year on BAS, Core Growth assessments, BPST

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

December 2022-June 2023: Select acquire and implement intervention curriculum and CCSS-aligned supplemental materials, especially in English Language Arts, including classroom libraries with decodable text. Explore and purchase additional math numbers sense supplemental supplies and materials and math intervention materials. Principal, Leadership team, Intervention, and ELD Teachers Include purchasing supplementary materials and intervention support materials for targeted subgroups including purchasing materials and supplies to support new ELA materials adoption and integration with NGSS-related thematic units of study. Copier Maintenance.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000.00

Source(s)

Title I

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

August 2020- June 2021 Provide Library Tech Hours Principal, Leadership Team, Library Tech Employ library technician to provide academic supplemental resources, materials and technology, including access to the library for families before the school day.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$8,404

Source(s)

Title I

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

June 2022-June 2023 Provide Literacy Technicians to support the Reading Intervention Teacher in delivering Reading, Writing, and interventions. Provide Math Technician to support the math intervention program. Principal, Leadership Team. Employ Mathematics and Literacy Technicians to support Intervention teachers and classroom teachers in providing intervention services. Provide extra monitor support to create a safe and respectful playground.



### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$65,401

Title I

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

August 2022 June 2023 Provide funding to support the CARE Specialist position. Principal, Leadership Team Ensure CARE coach is utilizing time to be proactive in coaching teachers and literacy technicians to implement the newly adopted ELA curriculum and implementing best practices in instructional delivery, and support teaching staff in analyzing student ELA and Math data to collaborate around the next steps in instruction to achieve increasing student skill achievement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

47,616.00

Title I

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

August 2022-June 2021 Provide fees for teaching and math tech staff to attend professional development workshops in the area of Math Instruction, particularly with the goal of improving student skill with number sense and fact fluency.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students
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**Strategy/Activity**

August 2022 - June 2023 Provide release time and /or paid outside of contract time for certificated and classified collaboration and professional development. Principal, Leadership team, Collaboration schedule team, Instructional Coaches, Teacher Leaders, and Classified representatives Including providing collaboration and possibly extra hours for the selection of common assessments and common scoring guides, as well as release time for teachers to visit other teachers on or off-site for purposes of professional growth, as recommended by an instructional coach. Also includes classified extra hours to attend professional development.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students
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**Strategy/Activity**

August 2022 - June 2022 Develop and Refine our Student Study Team in order to identify students needing academic intervention and to assist teachers in identifying an providing appropriate modifications and instructional strategies to support our students Principal, Leadership Team, Student Success Team Includes providing release time for teachers who have referred students to attend regular Student Success Team meetings

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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3,000.00

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

August 2022 - June 2023 Parent Involvement/ Communication Provide printings and flyers to inform our parents of school events including Math/Literacy night, School Safety Prep Night, CCSS information, and other means to foster community in our school with parents and community members.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,306.00

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2021-2022 school year the Washington teaching staff focused on building student literacy skills. Students' reading skill was assessed over the school year, and staff reviewed data and received professional development in the area of guided reading and reading assessment. Many teaching staff also participated in the professional development of "Getting Reading Right", which supports the Science of Reading. In grade-level teams, with the site principal and instructional coach/reading intervention teacher, resource teacher, and ELD/reading intervention teacher support, teachers received ongoing professional development around ELA. Additionally, all teachers in grades 3-5 were responsible for giving at least three Interim assessments. District instructional coaches were available to support teachers in giving Interim assessments. Professional development was also provided around Interim assessments. Eureka City Schools follows a collaboration model to promote collaboration and provide professional development. Mondays are early release for students, and staff alternates between teacher-led and principal-led collaboration.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To be determined when 2018-19 CAASPP results are released.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

## Goal 2

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Our attendance, suspension and PBIS (SWIS) data indicate a need to continue to focus on creating a safe, supportive and culturally responsive environment where all stakeholders feel valued, connected and engaged.

Decrease the percentage of chronically absent students from 12.4% of students to less than 9% of students.

## Identified Need

Increase engagement, decrease chronically absent, Maintain suspension rates below 5%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	% of student chronically absent	Decrease number of chronically absent by 3%
SWIS/Powerschool incident management	% of students with BTF's (behavior tracking forms)/Suspensions	Continue to decrease number of suspensions and % of students suspended

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

August 2022- June 2023 Increase Positive School Climate through Positive Behavior Interventions and Supports and Restorative Practice Implementation. Principal, School Climate Team, Coaches, PBIS Team, and Staff Continue and enhance PBIS as well as receive training in Restorative

Practices and engagement strategies Provide extra monitor support at peak times Provide regular monitor training and coaching PBIS Training occurs with both the certificated and classified staff throughout the year. PBIS training occurs for students on the first day of school, after every break, and throughout the year. PBIS strategies are implemented yearlong and monitored by the PBIS team and administration.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Title I

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2022 - June 2023 Provide Student CARE Specialist Principal, Leadership Team Ensure CARE specialist is utilizing time to coordinate schoolwide PBIS teams and meetings including CICO, be proactive in providing behavior support coaching to staff in order to proactively support schoolwide prosocial behavior and positive classroom management, support student behavioral interventions, and organize and lead Student Study Teams.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

47,616.00

Source(s)

Title I

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2022 - June 2023 Develop and Refine our Student Study Team in order to identify students needing behavioral intervention and to assist teachers in identifying an providing appropriate modifications and instructional strategies to support our students Principal, Leadership Team, Student Success Team Includes providing release time for teachers who have referred students to attend regular Student Success Team meetings

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

Title I

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

August 2022 - June 2023 Provide a Student Success Team (Behavior Team) to identify students needing behavioral intervention. To provide additional adult support to assist in identifying and providing appropriate modifications and strategies which engage students in learning and improve attendance Principal, Student Study Team, and Support Personnel Includes Providing classroom support to implement teacher-created behavior plans and supports. Reviewed by Student Success Team each trimester.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Title I

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

August 2022 - June 2023 Outreach communications to families of English Learners, Foster and Homeless Youth, and socioeconomically disadvantaged students which highlight opportunities to participate in school events and decision-making forums Principal, Leadership Team, EL Coordinator, Interpreters Include providing translation and interpretive services and materials/supplies for meetings. Consultation and professional development from Marshall Family Resource Center/Homeless and Foster Youth Liaison or other agencies

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year there was a major effort to use implement other means of correction when addressing negative student behaviors. Social circles, community building activities, and restorative practices are strategies utilized on a regular basis to create a sense of community in order for students to feel a part of the school community and reduce negative/challenging behaviors. In addition, there has been a concerted effort to reduce absenteeism and tardies. As a school, we created a compelling scoreboard to track data and address issues.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To be determined when 2018-19 dashboard scores on attendance and suspension are released.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

3. PBIS Classroom matrix for each grade level, along with classroom procedures

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

Create zones for playground and cafeteria, rotate monitor coverage. Assign students as needed for disciplinary reasons.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$206,343.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$189,037.00

Subtotal of additional federal funds included for this school: \$189,037.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$17,306.00

Subtotal of state or local funds included for this school: \$17,306.00

Total of federal, state, and/or local funds for this school: \$206,343.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Teri Silvers	Principal
Mary Stone	Classroom Teacher
Lauren Coradines	Classroom Teacher
Rose Buchner	Classroom Teacher
Erin Barres	Other School Staff
Kristen Vogel	Other School Staff
Jessica King	Parent or Community Member
Julia Leanord	Parent or Community Member
Sydney Thorn	Parent or Community Member
Elisaveth Escalante	Parent or Community Member
Marie Carrick	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

## Signature

## Committee or Advisory Group Name

Other: Washington PBIS

Washington Site Based Leadership

Washington PTSA

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 14, 2022.

Attested:



Principal, Teri Silvers on Dec. 6, 2022

SSC Chairperson, Rose Buchner on Dec. 6, 2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

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For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winship Middle School	California	12/12/2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Winship Middle School will implement a Multi-Tiered System of Supports to meet the requirements of the Every Student Succeeding Act. Our two main goals focus on academic achievement and school climate. These goals are directly aligned with Eureka City Schools Local Control and Accountability Plan.

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

SCHOOL GOAL #1: 90% or more of the students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards. (Source Document: PowerSchool, MMARS, CA Dashboard, IXL)

#2: 90% or more of the students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards. (Source Document: PowerSchool, MMARS, CA Dashboard, IXL)

LCAP GOAL 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

SCHOOL GOAL #3: Increase student attendance and decrease referrals by 5% as measured by attendance rates, grades and SWIS data in order to improve student grades.



# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

On analyzing the California Healthy Kids Survey results for the 2021-22 school year and current SWIS data, it is apparent that there is work to be done at Winship Middle School. Data indicates that students continue to need support with behaviors and belongingness and consistently following the expectations for a safe, respectful, and responsible school environment. Some students continue to find it difficult to connect to school and adhere to the expectations due to trauma and the pandemic, especially in the area of mental health. This information will be shared with the SSC and the PBIS/Climate Committee in order to develop a plan to increase students' sense of belongingness on campus as well as an increased sense of expectation and support. Winship continues to reinvigorate initiatives that will increase students engagement thus decreasing their achievement gap. Strategies such as AVID and PBIS will be retaught and implemented in a systematic way ensuring that all students have access to these supports in order to increase their access to the CCCSS. In addition, teachers are currently being trained in Visible Learning with an initial focus on teacher clarity in order for students to deepen their understanding of the standards and develop a sense of self advocacy.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal and Assistant Principal conduct informal classroom and formal observations of teachers. Feedback is provided to the staff in order to fully support student learning. Last year, staff participated in the CALL Survey to assess climate, student learning, and behaviors within our district. In response, Winship has created a WEL team to analyze the data and build a site goal for supporting student achievement. One initiative that has been implemented as a result of this feedback is that teachers have the opportunity to observe other teachers in their classrooms. Teachers then participate in a debrief session to share what they have observed and be able to gather additional information from teacher regarding engagement and teaching strategies. Many teachers provide after school intervention opportunities to support student learning and the after school program is working to engage and support student learning as well.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessment results on a regular basis in order to drive instruction to support differentiated student learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Middle school departments across the district have developed common pacing guides and common assessments in order to have a basis for their discussions around student achievement. The site WEL Team, MTSS Team and the School Site Council analyze school Math and Language Arts CAASPP data, particularly in regards to previously underperforming subgroups. Staff will analyze grades and performance of students by levels of engagement, participation, and classroom assessments.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All 20 teachers have their full credentials.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers meet regularly during scheduled collaboration time every other week and all teachers participate in administration led collaboration and professional development on alternating Mondays. In addition, the district provided 3 professional development days prior to the start of the 2022-2023 school year with an emphasis on Visible Learning, PBIS, and the site WEL goal. Teacher Clarity continues to be an emphasis of professional development during the additionally scheduled professional development days throughout the school year. (3 additional days)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing and regular staff development takes place every Monday as a scheduled early release day for students. Staff development is planned in conjunction with the Teacher's Leadership Team, the site administration, academic department teams, as well as in conjunction with the other district middle school. Data analysis of student achievement assessments is a regular part of staff collaboration.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At this time, instructional support is provided through administration and District Instructional Coaches. Teachers can work with lead teachers throughout the district to support them in their professional growth. New teachers are enrolled in NCTIP and assigned a mentor to support them through their induction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Bi-weekly teacher collaboration built into schedule.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

ECS department of Educational Services under the Assistant Superintendent and Director of Curriculum and Assessment analyze and review data in order to evaluate data. The District Curriculum Committee is being revised in order to have a process that involves experts on the content and standards evaluate and make recommendations for curriculum needs while seeking input from classroom teachers.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Winship maintains instructional minutes for all subjects that meet the state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Math intervention classes are scheduled into the Winship master schedule in collaboration with the respective academic departments.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Eureka City Schools ensures that all students have access to appropriate instructional materials. Extra textbooks and materials are available in the Winship library.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All Winship teachers and classrooms use School Board adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Winship provides intervention classes in Math that are supported by teachers credentialed in the respective subjects. In addition, Winship provides ELD services for students in their respective grades.

Evidence-based educational practices to raise student achievement

Teachers have received and continue to receive additional training in AVID strategies and Visible Learning with an initial focus on Teacher Clarity. ELA and Science teachers were provided opportunities for training in the Amplify Curriculum this year. In addition, Big Ideas Math training was provided at the start of the school year as well as a couple of sessions offered following the school day to support implementation.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The District provides an after-school program daily that includes tutoring. Additionally, Winship offers tutoring sessions 2-3 days a week after school supported by credentialed teachers. During the Summer of 2022 the district provided an extended learning opportunity for the full day to all middle school students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers and students are involved in planning ConApp programs through ELAC, DELAC, and LCAP meetings.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding provides targeted support through Math intervention courses. English Language Learners are supported through English Language Development courses. Indian Education funds a tutor two days a week. Some teachers are providing after school tutoring.



Fiscal support (EPC)

Site Funds, Title I

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

School Site Council, ELAC stakeholder meetings, staff meetings and PTSA meetings were used to gather information for the review and update of the SPSA.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	6.09%	7.9%	6.95%	21	29	29
African American	2.32%	1.6%	2.16%	8	6	9
Asian	8.12%	7.9%	8.63%	28	29	36
Filipino	0.29%	%	0.48%	1		2
Hispanic/Latino	25.51%	26.5%	24.94%	88	97	104
Pacific Islander	1.45%	1.6%	2.16%	5	6	9
White	45.51%	43.4%	43.88%	157	159	183
Multiple/No Response	10.72%	10.7%	10.79%	37	39	45
Total Enrollment				345	366	417

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	93	90	95
Grade 7	115	154	164
Grade 8	137	122	158
Total Enrollment	345	366	417

### Conclusions based on this data:

1. Enrollment increased for the 2021-2022 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	55	55	64	15.9%	15.00%	15.3%
Fluent English Proficient (FEP)	26	34	29	7.5%	9.30%	7.0%
Reclassified Fluent English Proficient (RFEP)	6	4		9.5%	1.10%	

### Conclusions based on this data:

1. Continued support is needed in this area.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	71	92	95	68	84	93	68	83	93	95.8	91.3	97.9
Grade 7	139	148	166	136	127	157	135	122	151	97.8	85.8	94.6
Grade 8	138	122	147	138	98	141	137	96	135	100	80.3	95.9
All Grades	348	362	408	342	309	391	340	301	379	98.3	85.4	95.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2460.	2456.	2456.	5.88	4.82	2.15	11.76	19.28	20.43	35.29	24.10	27.96	47.06	51.81	49.46
Grade 7	2487.	2478.	2482.	2.96	4.92	6.62	22.22	21.31	21.19	26.67	26.23	23.18	48.15	47.54	49.01
Grade 8	2496.	2497.	2483.	1.46	5.21	3.70	21.90	25.00	18.52	30.66	23.96	26.67	45.99	45.83	51.11
All Grades	N/A	N/A	N/A	2.94	4.98	4.49	20.00	21.93	20.05	30.00	24.92	25.59	47.06	48.17	49.87

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.82	10.84	6.45	42.65	53.01	54.84	48.53	36.14	38.71
Grade 7	8.15	10.66	7.43	45.19	51.64	60.81	46.67	37.70	31.76
Grade 8	11.03	11.58	7.52	42.65	49.47	46.62	46.32	38.95	45.86
All Grades	9.44	11.00	7.22	43.66	51.33	54.28	46.90	37.67	38.50

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.35	1.20	1.08	44.12	37.35	40.86	48.53	61.45	58.06
Grade 7	8.96	8.33	8.84	44.78	39.17	39.46	46.27	52.50	51.70
Grade 8	3.68	5.32	6.11	45.59	40.43	43.51	50.74	54.26	50.38
All Grades	6.51	5.39	5.93	44.97	39.06	41.24	48.52	55.56	52.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.35	6.02	7.53	51.47	68.67	65.59	41.18	25.30	26.88
Grade 7	6.67	2.46	8.00	54.81	68.85	68.00	38.52	28.69	24.00
Grade 8	3.68	9.38	8.21	67.65	67.71	67.91	28.68	22.92	23.88
All Grades	5.60	5.65	7.96	59.29	68.44	67.37	35.10	25.91	24.67

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.82	12.05	6.45	50.00	62.65	65.59	41.18	25.30	27.96
Grade 7	10.37	13.11	11.26	43.70	59.02	54.30	45.93	27.87	34.44
Grade 8	8.09	12.50	8.21	47.79	54.17	58.96	44.12	33.33	32.84
All Grades	9.14	12.62	8.99	46.61	58.47	58.73	44.25	28.90	32.28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Students continue to need support in this area.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	71	92	95	70	82	93	70	81	92	98.6	89.1	97.9
Grade 7	139	148	166	137	128	154	137	128	149	98.6	86.5	92.8
Grade 8	138	122	147	138	92	141	135	92	138	100	75.4	95.9
All Grades	348	362	408	345	302	388	342	301	379	99.1	83.4	95.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2460.	2451.	2445.	7.14	4.94	5.43	8.57	9.88	6.52	34.29	28.40	29.35	50.00	56.79	58.70
Grade 7	2459.	2465.	2459.	5.11	3.91	4.70	5.84	11.72	10.74	29.20	28.91	26.17	59.85	55.47	58.39
Grade 8	2520.	2499.	2465.	10.37	10.87	3.62	22.22	14.13	11.59	23.70	26.09	17.39	43.70	48.91	67.39
All Grades	N/A	N/A	N/A	7.60	6.31	4.49	12.87	11.96	10.03	28.07	27.91	23.75	51.46	53.82	61.74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	11.43	2.47	5.62	28.57	35.80	32.58	60.00	61.73	61.80
Grade 7	5.88	4.69	4.03	26.47	45.31	40.27	67.65	50.00	55.70
Grade 8	24.63	14.13	5.88	26.12	46.74	38.97	49.25	39.13	55.15
All Grades	14.41	6.98	5.08	26.76	43.19	37.97	58.82	49.83	56.95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	5.71	7.41	4.35	32.86	40.74	34.78	61.43	51.85	60.87
Grade 7	4.41	5.47	7.38	37.50	53.91	46.31	58.09	40.63	46.31
Grade 8	12.59	9.78	6.52	39.26	43.48	43.48	48.15	46.74	50.00
All Grades	7.92	7.31	6.33	37.24	47.18	42.48	54.84	45.51	51.19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	5.71	3.70	2.17	31.43	56.79	60.87	62.86	39.51	36.96
Grade 7	5.88	2.34	3.36	49.26	67.97	57.72	44.85	29.69	38.93
Grade 8	12.69	8.70	2.90	49.25	64.13	60.87	38.06	27.17	36.23
All Grades	8.53	4.65	2.90	45.59	63.79	59.63	45.88	31.56	37.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Students continue to need support in this area.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1522.7	1513.7	1527.4	1526.9	1526.3	1538.5	1518.2	1500.7	1515.8	15	21	23
7	1565.0	1529.1	1543.6	1576.5	1550.8	1561.5	1552.9	1506.8	1525.2	28	19	24
8	1583.1	1535.0	1540.4	1602.7	1549.2	1542.4	1563.0	1520.3	1537.9	15	18	19
All Grades										58	58	66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	6.67	9.52	13.04	60.00	33.33	43.48	26.67	47.62	26.09	6.67	9.52	17.39	15	21	23
7	46.43	36.84	12.50	25.00	21.05	33.33	21.43	26.32	50.00	7.14	15.79	4.17	28	19	24
8	33.33	27.78	15.79	46.67	33.33	36.84	20.00	22.22	36.84	0.00	16.67	10.53	15	18	19
All Grades	32.76	24.14	13.64	39.66	29.31	37.88	22.41	32.76	37.88	5.17	13.79	10.61	58	58	66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	33.33	28.57	52.17	46.67	57.14	30.43	13.33	9.52	13.04	6.67	4.76	4.35	15	21	23
7	60.71	52.63	25.00	17.86	26.32	62.50	14.29	15.79	8.33	7.14	5.26	4.17	28	19	24
8	66.67	38.89	31.58	33.33	44.44	47.37	0.00	0.00	15.79	0.00	16.67	5.26	15	18	19
All Grades	55.17	39.66	36.36	29.31	43.10	46.97	10.34	8.62	12.12	5.17	8.62	4.55	58	58	66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	6.67	4.76	0.00	13.33	4.76	17.39	46.67	38.10	43.48	33.33	52.38	39.13	15	21	23
7	7.14	0.00	4.17	46.43	26.32	12.50	32.14	31.58	54.17	14.29	42.11	29.17	28	19	24
8	6.67	16.67	5.26	46.67	16.67	31.58	40.00	33.33	42.11	6.67	33.33	21.05	15	18	19
All Grades	6.90	6.90	3.03	37.93	15.52	19.70	37.93	34.48	46.97	17.24	43.10	30.30	58	58	66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	6.67	9.52	13.04	66.67	57.14	65.22	26.67	33.33	21.74	15	21	23
7	10.71	15.79	8.33	60.71	73.68	66.67	28.57	10.53	25.00	28	19	24
8	26.67	27.78	5.26	66.67	61.11	78.95	6.67	11.11	15.79	15	18	19
All Grades	13.79	17.24	9.09	63.79	63.79	69.70	22.41	18.97	21.21	58	58	66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	60.00	76.19	78.26	33.33	19.05	17.39	6.67	4.76	4.35	15	21	23
7	85.71	78.95	87.50	7.14	15.79	12.50	7.14	5.26	0.00	28	19	24
8	86.67	83.33	57.89	13.33	0.00	36.84	0.00	16.67	5.26	15	18	19
All Grades	79.31	79.31	75.76	15.52	12.07	21.21	5.17	8.62	3.03	58	58	66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	0.00	9.52	4.35	53.33	14.29	34.78	46.67	76.19	60.87	15	21	23
7	7.14	16.67	4.17	53.57	38.89	50.00	39.29	44.44	45.83	28	18	24
8	20.00	22.22	10.53	53.33	22.22	36.84	26.67	55.56	52.63	15	18	19
All Grades	8.62	15.79	6.06	53.45	24.56	40.91	37.93	59.65	53.03	58	57	66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	26.67	0.00	8.70	60.00	90.48	78.26	13.33	9.52	13.04	15	21	23
7	21.43	0.00	0.00	71.43	78.95	91.67	7.14	21.05	8.33	28	19	24
8	0.00	0.00	0.00	100.00	77.78	89.47	0.00	22.22	10.53	15	18	19
All Grades	17.24	0.00	3.03	75.86	82.76	86.36	6.90	17.24	10.61	58	58	66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Continued support is needed in this area.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
417	65.9	15.3	1.2
Total Number of Students enrolled in Winship Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	15.3
Foster Youth	5	1.2
Homeless	25	6.0
Socioeconomically Disadvantaged	275	65.9
Students with Disabilities	70	16.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.2
American Indian	29	7.0
Asian	36	8.6
Filipino	2	0.5
Hispanic	104	24.9
Two or More Races	45	10.8
Pacific Islander	9	2.2
White	183	43.9

**Conclusions based on this data:**

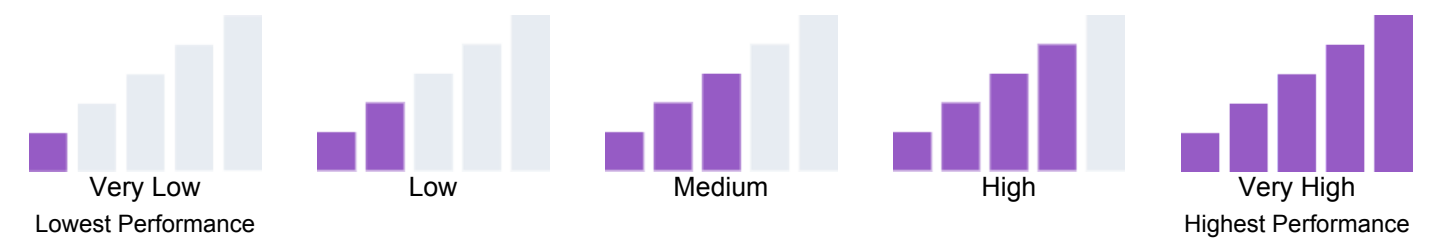
- 1. Diversity is a strength at Winship. Continued work with Culturally Responsive Teaching is needed.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <p>Very Low</p>	<div>Chronic Absenteeism</div> <p>Very High</p>	<div>Suspension Rate</div> <p>Very High</p>
<div>Mathematics</div> <p>Very Low</p>		
<div>English Learner Progress</div> <p>Low</p>		

#### Conclusions based on this data:

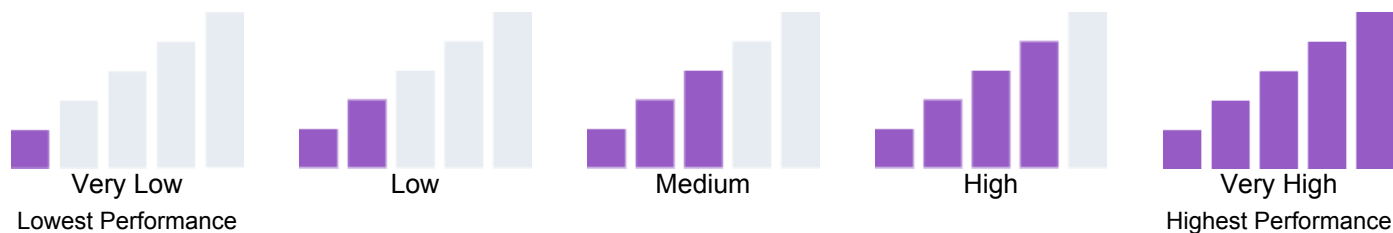
- Students continue to need support in these areas.

# School and Student Performance Data

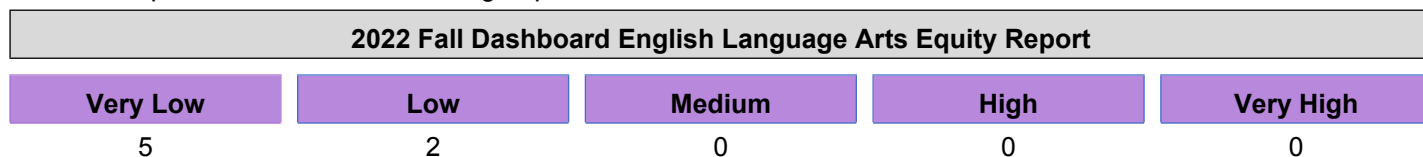
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

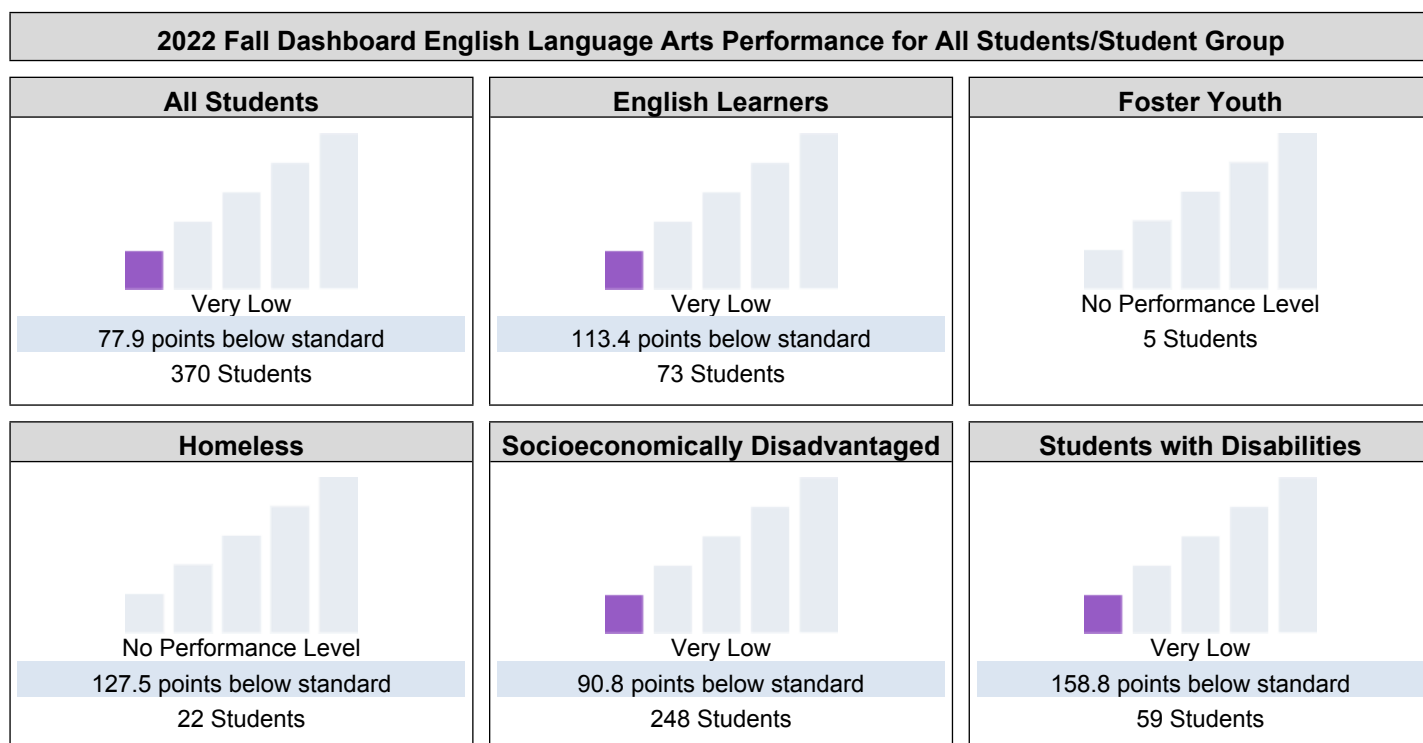
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



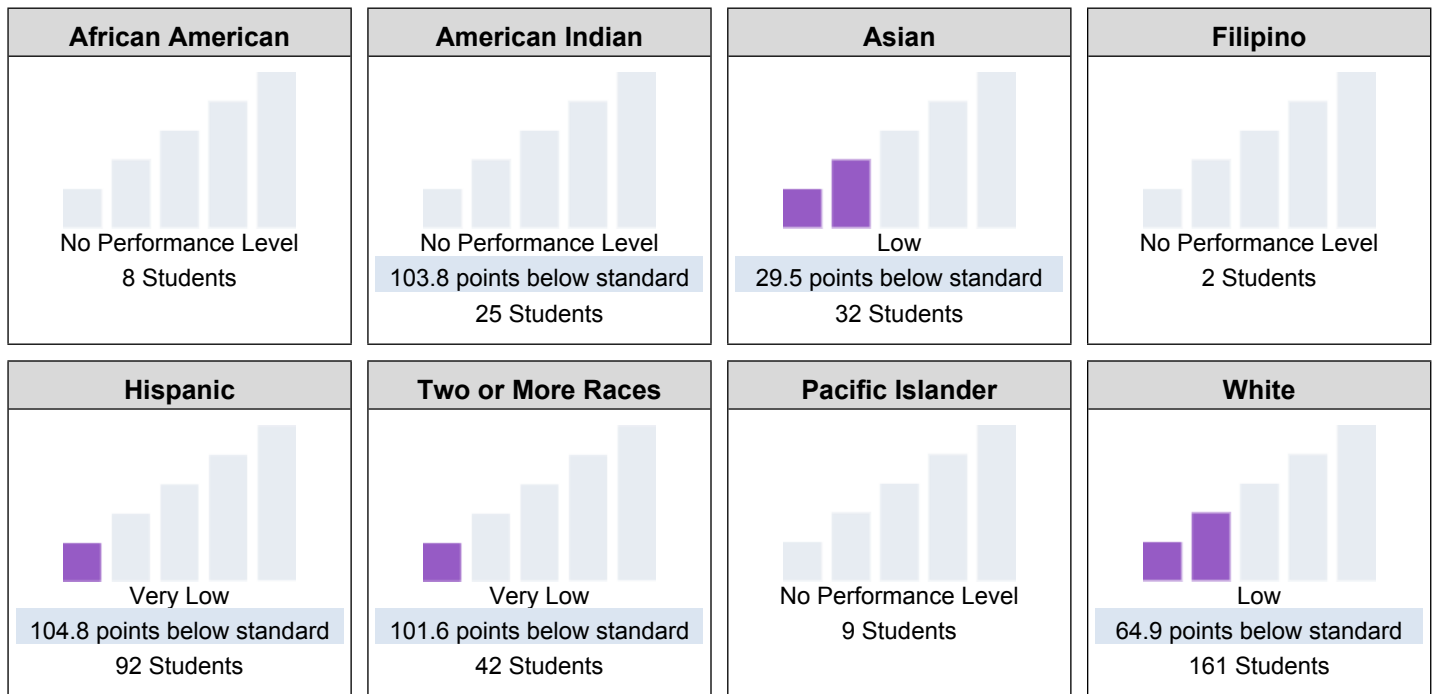
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
134.5 points below standard 63 Students	10 Students	73.1 points below standard 282 Students

#### Conclusions based on this data:

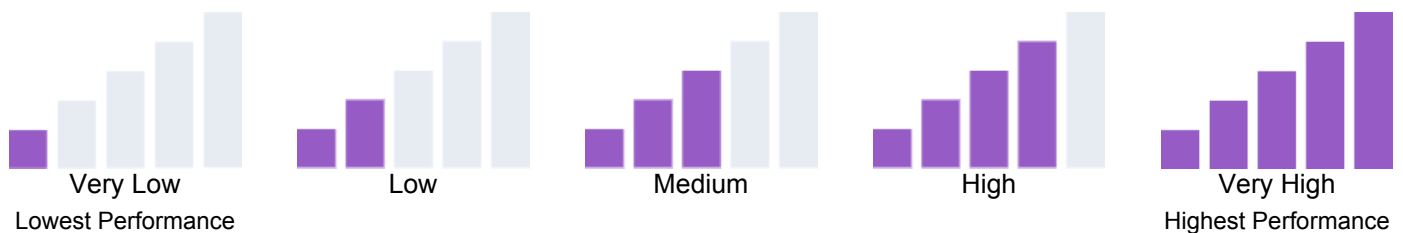
1. Students continue to need support in this area.

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

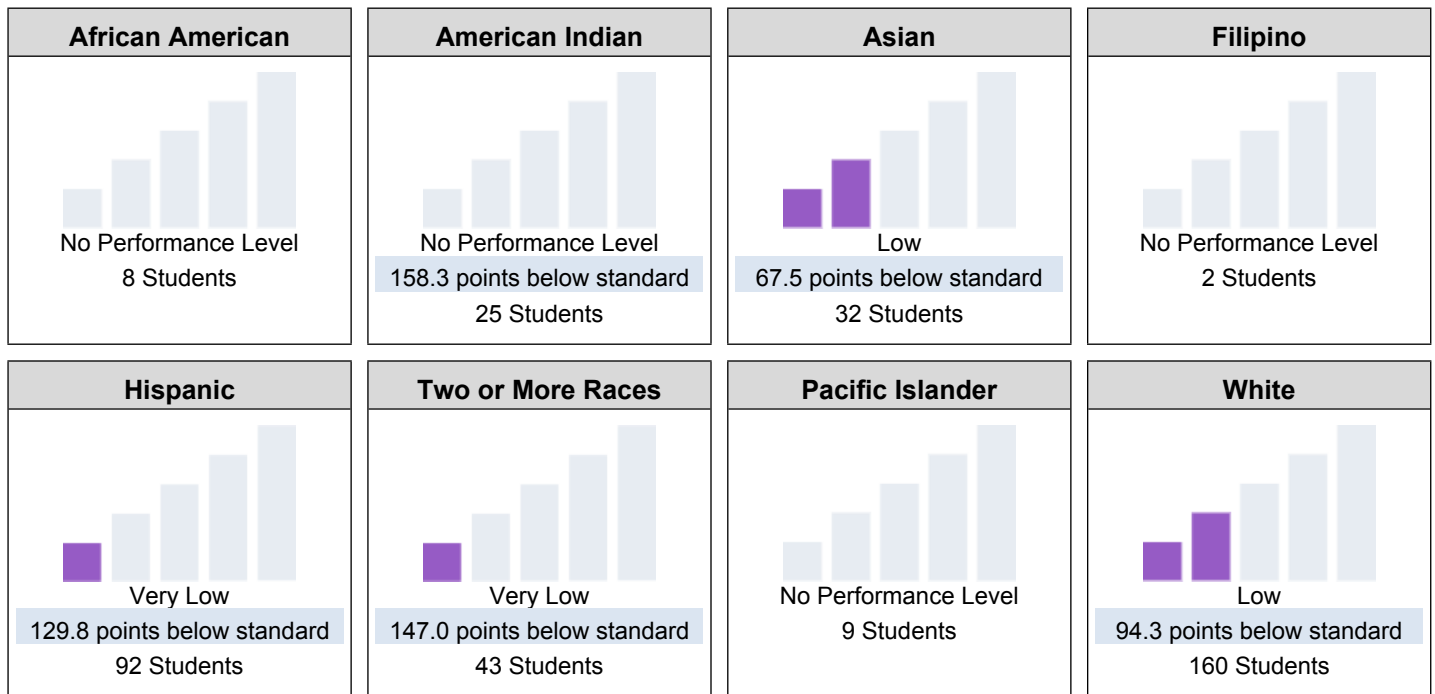
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
5	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b> <p>Very Low</p> <p>113.4 points below standard</p> <p>369 Students</p>	<b>English Learners</b> <p>Very Low</p> <p>137.8 points below standard</p> <p>73 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>5 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>176.5 points below standard</p> <p>23 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very Low</p> <p>128.2 points below standard</p> <p>247 Students</p>	<b>Students with Disabilities</b> <p>Very Low</p> <p>155.6 points below standard</p> <p>59 Students</p>



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
152.2 points below standard 63 Students	10 Students	109.4 points below standard 281 Students

#### Conclusions based on this data:

1. Students continue to need support in this area.

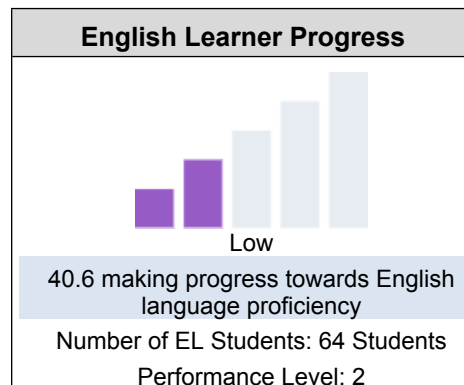
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20	18	5	21

#### Conclusions based on this data:

1. Students continue to need support in this area.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

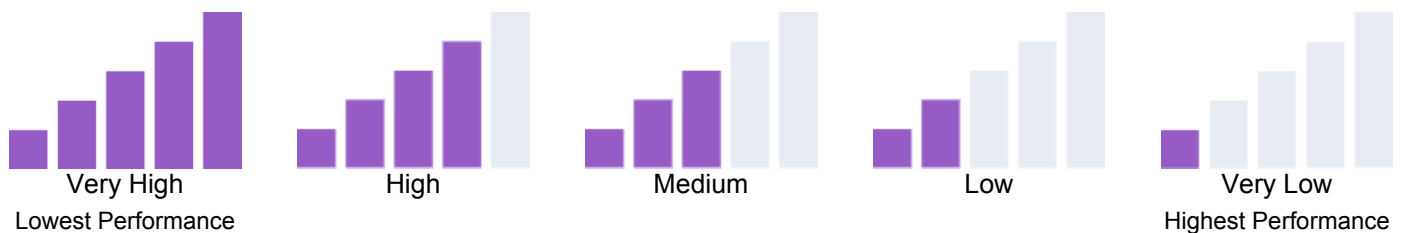
1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



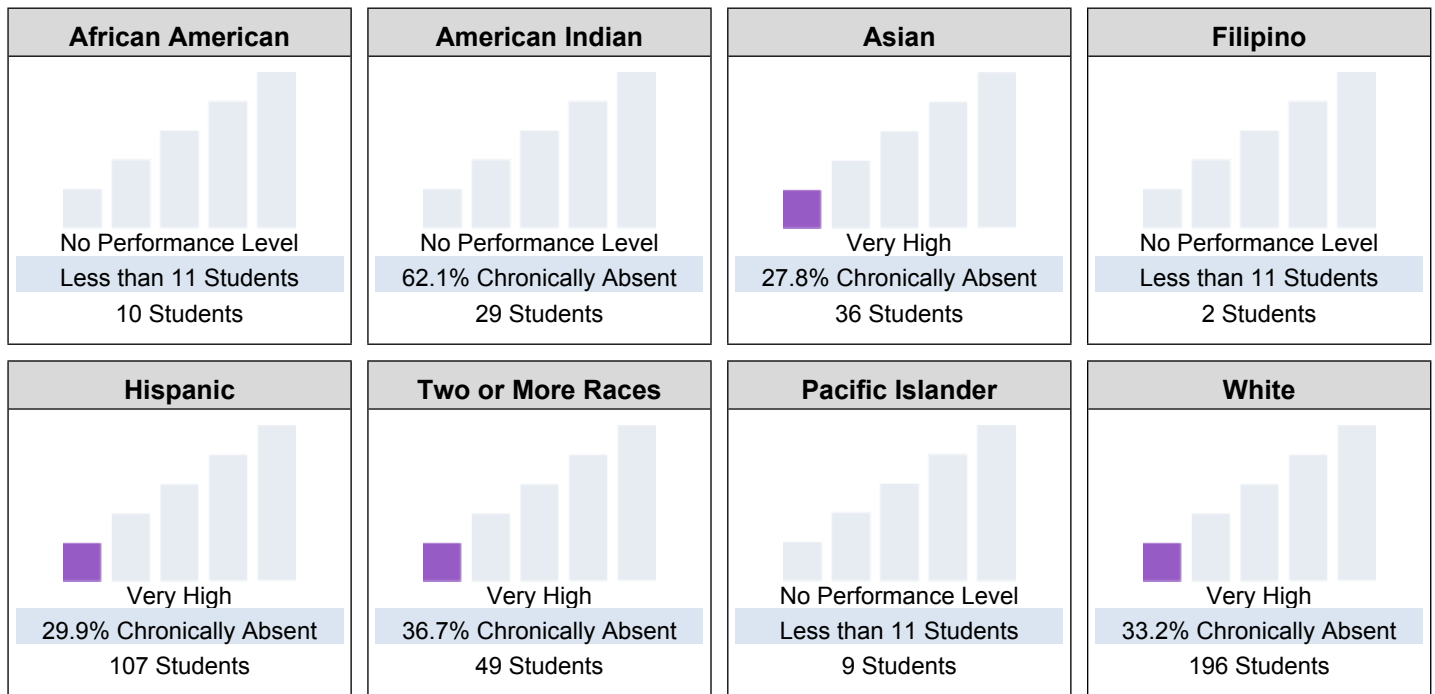
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
8	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b> <p>Very High</p> <p>34.7% Chronically Absent</p> <p>438 Students</p>	<b>English Learners</b> <p>Very High</p> <p>24.2% Chronically Absent</p> <p>66 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>72.7% Chronically Absent</p> <p>11 Students</p>
<b>Homeless</b> <p>Very High</p> <p>62.9% Chronically Absent</p> <p>35 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>39.1% Chronically Absent</p> <p>299 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>40.5% Chronically Absent</p> <p>74 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Students continue to need support in this area.

## School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low  
Lowest Performance

Low

## Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

## 2022 Fall Dashboard Graduation Rate Equity Report

## Very Low

**Low**

## Medium

## High

## Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

## 2022 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

Hispanic

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

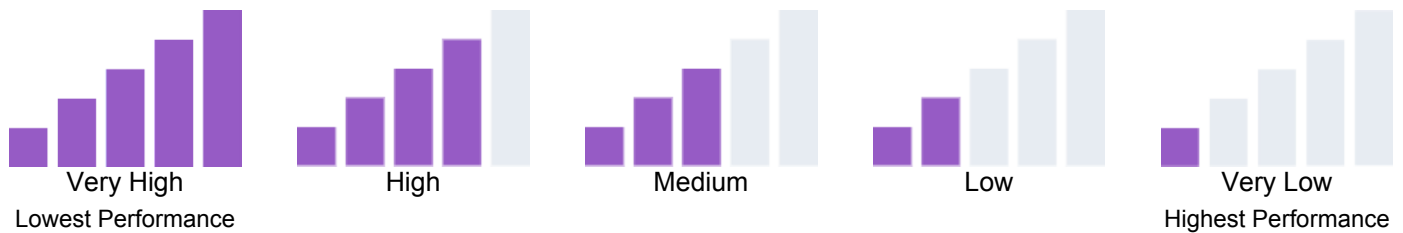
1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



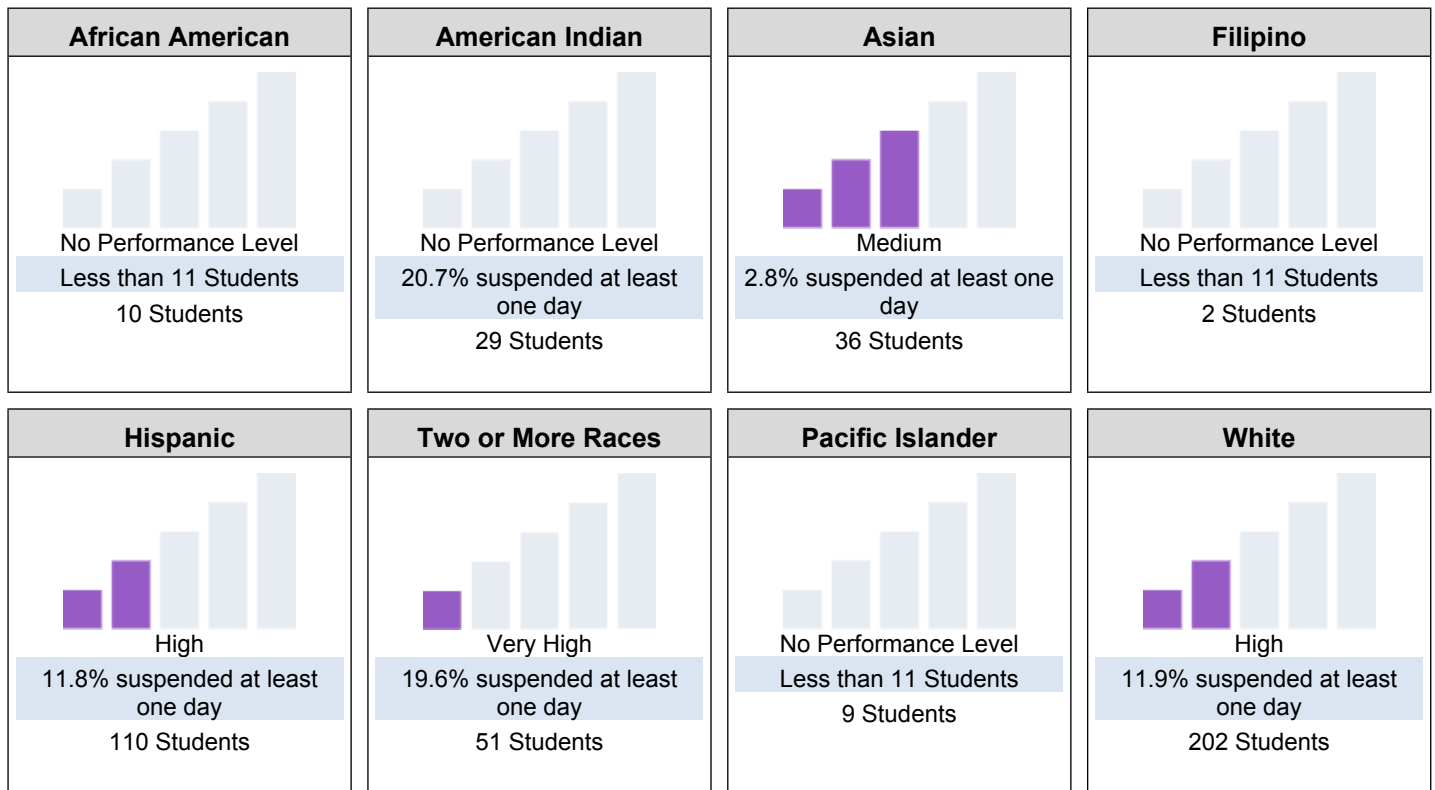
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
5	2	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b> <p>Very High</p> <p>12.5% suspended at least one day</p> <p>449 Students</p>	<b>English Learners</b> <p>Very High</p> <p>13.6% suspended at least one day</p> <p>66 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>18.2% suspended at least one day</p> <p>11 Students</p>
<b>Homeless</b> <p>Very High</p> <p>29.7% suspended at least one day</p> <p>37 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>15.6% suspended at least one day</p> <p>308 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>15.4% suspended at least one day</p> <p>78 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

- Students continue to need support in this area. Focus on continued decrease in suspensions and increasing alternatives to suspension.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

## Goal 1

90% or more of the students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards in both ELA and Mathematics. During the 2022-2023 Winship will implement school-wide multi-tiered systems of supports to address the needs of students in the areas of math and language arts.

## Identified Need

24.4% of students met or exceeded Overall Achievement for All Students in Language Arts. 14.32% of students met or exceeded Overall Achievement for All Students in Math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	24.4 % of students met or exceeded Overall Achievement for All Students in Language Arts 14.32% of students met or exceeded Overall Achievement for All Students in Math.	Increased proficiency towards grade level standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Support student's ability to access the common core state standards in Math and Language Arts. Increase students ability to access interventions and supports during the school day.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
41,858.00	Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide opportunities for students to access instructional materials, fiction and non fiction reading materials and a quiet work space. Increase library operating hours to 40 hours per week.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

21,119.00

Source(s)

Title I

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide materials and supplies. Purchase supplemental educational materials to support students and staff.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

Title I

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

### Strategy/Activity

Support English Language Learners in accessing the common core state standards in Math and Language Arts. Increase English Language Learner access to interventions and supports during the school day.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27,528.00	Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I
	Title I

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)


Source(s)

Title I
Title I
Title I

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

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Source(s)

Title I
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# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Winship Middle School implemented multitiered systems of supports to help increase student achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

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

## Goal 2

Increase student attendance and decrease referrals by 5% as measured by attendance rates, discipline reports, grades and SWIS data in order to improve student achievement.

## Identified Need

Attendance, SWIS, and Assessment data indicates a need for additional support in these areas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS Data, Attendance, Discipline Data, SIS	During the 2017-2018 school year, Winship had 179 suspension, 72 In School Suspensions and 2 Expulsions. Chronic absentee rates were at 16.7%. 2,850 Office Referrals were made by staff. 2019-2020 data unavailable	Increase student attendance and decrease referrals by 5% as measured by attendance rates, discipline reports, grades and SWIS data in order to improve student grades.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Create an alternative to out of school suspension for students. Provide behavior intervention support. Provide access to grade level curriculum, certificated staff, counseling support, restorative opportunities, social skill development, reflective activities and ongoing behavior monitoring.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
67,073.00	Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
--------------

#### Strategy/Activity

The Family Services Advocate will coordinate and implement parent involvement in students' educational programs; researching and acquiring a broad array of community resources to support family wellbeing; and facilitating positive parent, school, and student relationships. Supporting students and families with accessing resources and services to promote social-emotional well-being.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,591	Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
--------------

#### Strategy/Activity

Increase campus supervision. Provide intensive supervision of students before, after, and during school increasing students opportunities to participate in clubs and activities.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,895	Title I

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
--------------

### Strategy/Activity

Provide materials and supplies to support reinforcing safe, respectful, and responsible behaviors on campus.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

Title I

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Winship Middle School implemented multitiered systems of supports to help increase student achievement and student engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Family Services Advocate will coordinate and implement parent involvement in students' educational programs; researching and acquiring a broad array of community resources to support family wellbeing; and facilitating positive parent, school, and student relationships. Supporting



students and families with accessing resources and services to promote social-emotional well-being.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Certificated salaries to include assessment of EL students (including CELDT testing, EL folder updating, EL Teacher collaboration, etc.)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Other operating expenses that support EL instruction (including Rosetta Stone.)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Duplicating and supplies to support PBIS at our site. (Posters, flyers, bulk mailings, parent education-Title I Parent Involvement)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Hire classified personnel (monitor/s) to assist with student supervision. Supplemental monitor 3.5 hrs.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Purchase of planners/planner pages and other methods to enhance organizational skills and home-school communication. (Title I Parent Involvement)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Parent Involvement materials & supplies.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Certificated staff stipend.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$198,564.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$198,564.00

Subtotal of additional federal funds included for this school: \$198,564.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$198,564.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Kristi Puzz	Principal
Steven Couch	Other School Staff
Alyssa Biesecker	Classroom Teacher
Rachel De Mario	Classroom Teacher
Jerry Blackburn	Other School Staff
Su Karl	Parent or Community Member
Leigh Ann Lopez	Parent or Community Member
Christina Baxter	Parent or Community Member
Elaine Mu	Parent or Community Member
Karen Bazzano	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/12/2022.

Attested:



Principal, Kristi Puzz on 12-12-2022

SSC Chairperson, Leigh Ann Lopez on 12-12-2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Catherine L. Zane Middle School	12-75515-6057376	December 8, 2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Zane Middle School is situated on the beautiful north coast of California. Currently Zane has 439 students enrolled in grades 6th-8th with 73.48% of the population identified as low socio-economically disadvantaged. In analyzing data we have identified students in need of additional supports in the areas of Math and Language Arts. As result Zane provides intensive intervention classes for struggling students in those areas as well as increased access to reading materials, AVID instructional strategies and materials, and targeted classroom technology (LCAP Goal #1). In addition, students are provided the opportunity to receive tutoring sessions after school, 3 days a week, from credentialed teachers. In alignment with LCAP Goal #2, the school supports a Restorative Practices Specialist to enhance services for students in order to meet their social-emotional and safety needs. Zane is working to reimplement the extensive school-wide STEAM project to facilitate project based learning in order to increase student, family, and community involvement.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

On analyzing the California Healthy Kids Survey results for the 2021-22 school year and current SWIS data, it is apparent that there is work to be done at Zane Middle School. Data indicates that students continue to need support with behaviors and belongingness at school and consistently following the the expectations for a safe, respectful, and responsible school environment. A portion of students continue to find it difficult to connect to school and adhere to the expectations due to trauma and the pandemic especially in the area of mental health. This information will be shared with the SSC and the PBIS/Climate Committee in order to develop a plan to increase students sense of belongingness on campus as well as an increased sense of expectation and support. Zane continues to reinvigorate initiatives that will increase students engagement thus decreasing their achievement gap. Strategies such as AVID and PBIS will be retaught and implemented in a systematic way ensuring that all students have access to these supports in order to increase their access to the CCCSS. In addition, teacher's are currently being trained in Visible Learning with a starting point of Teacher Clarity in order for students to deepen their understanding of the standards and develop a sense of self-advocacy by knowing what to do when they don't know what to do.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal and Assistant Principal conduct informal classroom and formal observations of teachers. Feedback is provided to the staff in order to fully support student learning. Last year, staff participated in the CALL Survey to assess climate, student learning, and behaviors within our district. In response, Zane has created a WEL team to analyze the data and build a site goal for supporting student achievement. One initiative that has been implemented as a result of this feedback is that teachers have the opportunity to observe other teachers in their classrooms. Teachers then participate in a debrief session to share what they have observed and be able to gather additional information from teacher regarding engagement and teaching strategies. Many teachers provide after school intervention opportunities to support student learning and the after school program is working to engage and support student learning as well.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessment results on a regular basis in order to drive instruction to support differentiated student learning.



Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Middle school departments across the district have developed common pacing guides and common assessments in order to have a basis for their discussions around student achievement. The site WEL team, MTSS Team, and the School Site Council analyze school Math and Language Arts CAASPP data particularly in regards to previously underperforming subgroups. Staff will analyze grades and performance of students by levels of engagement, participation, and classroom assessments.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All 25 teachers at Zane have their full credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers meet regularly during scheduled collaboration time every other week and all teachers participate in administration led collaboration and professional development on alternating Mondays. In addition, the district provided 3 professional development days prior to the start of the 2022-23 school year with an emphasis on Visible Learning, PBIS, and WEL Goal. Teacher Clarity continues to be an emphasis of professional development during the additionally scheduled professional development days throughout the school year (3 days).

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing and regular staff development takes place every Monday as a scheduled early release day for students. Staff development is planned in conjunction with the Teacher's Leadership Team, the site administration, academic department teams, as well as in conjunction with the other district middle school. Data analysis of student achievement assessments is a regular part of staff collaborations.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At this time, instructional support is provided through administration and district instructional coaches. Teachers can work with lead teachers throughout the district to support them in their professional growth. New teachers are enrolled in NCTIP and assigned a mentor to support them through their induction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers typically meet by department on collaboration days, but some collaboration days are set aside for grade level collaboration or topic specific, especially in terms of looking at student behavior data.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

ECS department of Educational Services under the Assistant Superintendent and Director of Curriculum and Assessment analyze and review data in order to evaluate programs and student achievement. The District Curriculum Committee is being revised in order to have a process that involves experts on the content and standards in order to evaluate and make recommendations for curriculum needs while seeking input from classroom teachers.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Zane maintains instructional minutes for all subjects that meet the state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Math and ELA intervention classes are scheduled into the Zane master schedule in collaboration with the respective academic departments.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Eureka City Schools ensures that all students have access to appropriate instructional materials. Extra textbooks and materials are available in the Zane library.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All Zane teachers and classrooms use School Board adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Zane provides intervention classes in ELA and Math that are supported by teachers credentialed in the respective subjects. In addition, Zane provides ELD services for students in their respective grades.

Evidence-based educational practices to raise student achievement

Teachers have received and continue to receive additional training in Constructing Meaning and in AVID strategies. ELA and Science teachers were provided opportunities for training in the Amplify Curriculum this year. In addition, Big Ideas Math training was provided at the start of the school year as well as a couple of sessions offered following the school day to support implementation.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The District provides an after-school program daily that includes tutoring. Additionally, Zane offers tutoring sessions 3 days a week after school supported by credentialed teachers. During the Summer of 2022 the district provided an extended learning opportunity for the full day to all middle school students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers and students are involved in planning ConApp programs through ELAC, DELAC, and LCAP meetings.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding provides targeted support through Math and ELA intervention courses, and reading intervention supports and materials. English Language Learners are supported through three English Language Development courses. Indian Education funds a tutor two days a week. Teachers are providing after school tutoring.

Fiscal support (EPC)

Site funds, Title 1

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The School Site Council, the Zane WEL Team, the PBIS team, ELAC, and the community at large were consulted as part of the SPSA Annual Review and Update. Nomination forms for School Site Council are sent to all families in the Summer/Fall prior to the school year. School Site Council elections were held in September. Teachers and classified staff are nominated by and elected by the respective staffs. The Zane WEL Team is comprised of Lead teachers, administration, and classified staff; they meet with monthly. The PBIS team meets monthly and includes the Vice-Principal. The president of ELAC is invited to attend SSC meetings monthly and the teacher liaison for ELAC serves on the SSC and reports monthly to the committee . These groups are consulted in regular meetings regarding the SPSA. Parents and community members were notified of meetings by invites posted on site website, by an autodialer phone message to all parents/guardians, and posted to the Zane Facebook page.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	5.31%	5.0%	5.57%	33	27	26
African American	1.77%	2.9%	2.57%	11	16	12
Asian	11.09%	12.5%	13.06%	69	68	61
Filipino	0.8%	0.9%	0.64%	5	5	3
Hispanic/Latino	23.63%	22.5%	24.20%	147	123	113
Pacific Islander	1.29%	1.5%	2.14%	8	8	10
White	45.34%	44.5%	42.61%	282	243	199
Multiple/No Response	10.77%	10.3%	9.21%	67	56	43
Total Enrollment				622	546	467

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	165	133	121
Grade 7	225	192	156
Grade 8	232	221	190
Total Enrollment	622	546	467

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	83	73	85	13.3%	13.40%	18.2%
Fluent English Proficient (FEP)	53	55	45	8.5%	10.10%	9.6%
Reclassified Fluent English Proficient (RFEP)	13	13		15.3%	2.40%	

Conclusions based on this data:

1.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	152	140	127	147	132	121	147	132	121	96.7	94.3	95.3
Grade 7	229	191	153	219	183	147	219	180	147	95.6	95.8	96.1
Grade 8	205	223	185	199	207	179	199	205	178	97.1	92.8	96.8
All Grades	586	554	465	565	522	447	565	517	446	96.4	94.2	96.1

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2482.	2459.	2485.	2.72	4.55	8.26	27.89	18.94	23.97	34.01	24.24	27.27	35.37	52.27	40.50
Grade 7	2524.	2516.	2528.	9.59	12.78	15.65	29.22	23.89	30.61	29.22	24.44	17.69	31.96	38.89	36.05
Grade 8	2525.	2524.	2542.	8.54	4.88	12.36	29.65	27.32	30.34	26.63	36.59	30.34	35.18	31.22	26.97
All Grades	N/A	N/A	N/A	7.43	7.54	12.33	29.03	23.98	28.70	29.56	29.21	25.34	33.98	39.26	33.63

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	11.81	2.27	11.57	43.75	56.06	57.02	44.44	41.67	31.40
Grade 7	17.43	19.44	11.56	45.41	52.22	60.54	37.16	28.33	27.89
Grade 8	18.18	10.29	13.48	44.95	56.37	55.06	36.87	33.33	31.46
All Grades	16.25	11.43	12.33	44.82	54.84	57.40	38.93	33.72	30.27

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.64	5.30	4.96	52.78	43.94	44.63	39.58	50.76	50.41
Grade 7	14.61	16.67	21.77	50.68	43.89	48.30	34.70	39.44	29.93
Grade 8	10.55	6.40	11.80	51.26	58.13	61.80	38.19	35.47	26.40
All Grades	11.39	9.71	13.23	51.42	49.51	52.69	37.19	40.78	34.08

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	6.25	11.36	14.05	72.92	66.67	71.07	20.83	21.97	14.88
Grade 7	12.33	7.78	13.61	69.86	75.56	68.71	17.81	16.67	17.69
Grade 8	10.61	7.35	11.80	66.67	72.55	74.16	22.73	20.10	14.04
All Grades	10.16	8.53	13.00	69.52	72.09	71.52	20.32	19.38	15.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	14.58	9.09	16.53	52.78	62.12	61.98	32.64	28.79	21.49
Grade 7	20.18	17.22	20.41	51.38	63.89	53.74	28.44	18.89	25.85
Grade 8	14.65	17.65	16.85	51.52	64.71	69.10	33.84	17.65	14.04
All Grades	16.79	15.31	17.94	51.79	63.76	62.11	31.43	20.93	19.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. ELA scores are flat. Increase focus on writing across the curriculum, CM strategies, and AVID strategies across all content areas.
2. Reading is a relative weakness. Increase focus on delivering reading support materials through increased technology in ELA and ELD classrooms.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	152	140	127	144	132	121	144	132	121	94.7	94.3	95.3
Grade 7	230	191	153	222	185	147	222	184	147	96.5	96.9	96.1
Grade 8	205	223	185	196	206	179	196	206	179	95.6	92.4	96.8
All Grades	587	554	465	562	523	447	562	522	447	95.7	94.4	96.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2494.	2439.	2465.	7.64	3.03	9.92	17.36	9.85	15.70	37.50	23.48	18.18	37.50	63.64	56.20
Grade 7	2504.	2476.	2477.	10.36	7.07	6.12	18.47	9.24	18.37	30.63	32.07	21.09	40.54	51.63	54.42
Grade 8	2515.	2488.	2502.	13.27	7.28	7.82	15.31	10.68	13.41	27.04	25.24	29.05	44.39	56.80	49.72
All Grades	N/A	N/A	N/A	10.68	6.13	7.83	17.08	9.96	15.66	31.14	27.20	23.49	41.10	56.70	53.02

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	13.99	3.03	8.26	40.56	32.58	39.67	45.45	64.39	52.07
Grade 7	17.19	6.52	7.48	33.48	47.28	41.50	49.32	46.20	51.02
Grade 8	13.78	7.28	8.94	37.24	46.60	48.04	48.98	46.12	43.02
All Grades	15.18	5.94	8.28	36.61	43.30	43.62	48.21	50.77	48.10

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.64	6.06	9.09	47.22	41.67	43.80	45.14	52.27	47.11
Grade 7	12.16	5.98	6.80	48.65	55.98	51.02	39.19	38.04	42.18
Grade 8	13.27	6.80	7.82	41.33	53.40	62.57	45.41	39.81	29.61
All Grades	11.39	6.32	7.83	45.73	51.34	53.69	42.88	42.34	38.48

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.33	5.30	9.92	50.69	53.03	57.02	40.97	41.67	33.06
Grade 7	11.26	4.35	10.20	59.01	71.74	59.18	29.73	23.91	30.61
Grade 8	10.20	6.80	7.82	52.04	62.14	58.10	37.76	31.07	34.08
All Grades	10.14	5.56	9.17	54.45	63.22	58.17	35.41	31.23	32.66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Math scores are flat. Increase emphasis on training in the CPM curriculum.
2. Concepts & Procedures is a relative weakness. Make this a focus of Math Department PD.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1528.3	1513.7	1536.0	1522.1	1510.5	1544.2	1533.8	1516.3	1527.3	24	28	30
7	1531.7	1537.3	1555.5	1526.8	1548.9	1571.4	1536.3	1525.0	1539.0	25	27	28
8	1577.6	1539.3	1566.2	1577.9	1547.3	1578.6	1576.6	1530.9	1553.3	17	20	22
All Grades										66	75	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	29.17	7.14	23.33	29.17	39.29	43.33	25.00	42.86	26.67	16.67	10.71	6.67	24	28	30
7	20.00	26.92	39.29	40.00	30.77	32.14	16.00	19.23	21.43	24.00	23.08	7.14	25	26	28
8	23.53	30.00	31.82	58.82	25.00	50.00	11.76	20.00	9.09	5.88	25.00	9.09	17	20	22
All Grades	24.24	20.27	31.25	40.91	32.43	41.25	18.18	28.38	20.00	16.67	18.92	7.50	66	74	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	29.17	28.57	50.00	50.00	46.43	36.67	12.50	14.29	10.00	8.33	10.71	3.33	24	28	30
7	32.00	46.15	46.43	32.00	30.77	32.14	12.00	7.69	17.86	24.00	15.38	3.57	25	26	28
8	47.06	35.00	63.64	41.18	30.00	22.73	5.88	15.00	4.55	5.88	20.00	9.09	17	20	22
All Grades	34.85	36.49	52.50	40.91	36.49	31.25	10.61	12.16	11.25	13.64	14.86	5.00	66	74	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	8.33	0.00	3.33	33.33	21.43	23.33	45.83	53.57	50.00	12.50	25.00	23.33	24	28	30
7	0.00	7.69	3.57	40.00	26.92	28.57	28.00	42.31	53.57	32.00	23.08	14.29	25	26	28
8	17.65	5.00	13.64	64.71	30.00	36.36	11.76	35.00	36.36	5.88	30.00	13.64	17	20	22
All Grades	7.58	4.05	6.25	43.94	25.68	28.75	30.30	44.59	47.50	18.18	25.68	17.50	66	74	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	25.00	17.86	13.33	54.17	53.57	76.67	20.83	28.57	10.00	24	28	30
7	12.00	19.23	17.86	56.00	65.38	57.14	32.00	15.38	25.00	25	26	28
8	29.41	20.00	13.64	58.82	60.00	77.27	11.76	20.00	9.09	17	20	22
All Grades	21.21	18.92	15.00	56.06	59.46	70.00	22.73	21.62	15.00	66	74	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	33.33	60.71	65.52	58.33	25.00	31.03	8.33	14.29	3.45	24	28	29
7	64.00	64.00	82.14	16.00	20.00	14.29	20.00	16.00	3.57	25	25	28
8	52.94	50.00	72.73	41.18	40.00	18.18	5.88	10.00	9.09	17	20	22
All Grades	50.00	58.90	73.42	37.88	27.40	21.52	12.12	13.70	5.06	66	73	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	4.17	0.00	3.33	54.17	46.43	50.00	41.67	53.57	46.67	24	28	30
7	4.00	11.54	14.29	44.00	42.31	42.86	52.00	46.15	42.86	25	26	28
8	35.29	20.00	18.18	52.94	20.00	40.91	11.76	60.00	40.91	17	20	22
All Grades	12.12	9.46	11.25	50.00	37.84	45.00	37.88	52.70	43.75	66	74	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	37.50	10.71	10.00	54.17	82.14	86.67	8.33	7.14	3.33	24	28	30
7	8.00	12.00	7.14	88.00	72.00	85.71	4.00	16.00	7.14	25	25	28
8	0.00	0.00	4.55	100.00	85.00	86.36	0.00	15.00	9.09	17	20	22
All Grades	16.67	8.22	7.50	78.79	79.45	86.25	4.55	12.33	6.25	66	73	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. ELD students are lagging in Written Language as compared to Oral Language. Increase emphasis on writing.
2. There is a high proportion of Level 4 students. Focus on how to get these students to the Reclassified level.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
467	73.7	18.2	0.9
Total Number of Students enrolled in Catherine L. Zane Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	18.2
Foster Youth	4	0.9
Homeless	29	6.2
Socioeconomically Disadvantaged	344	73.7
Students with Disabilities	67	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.6
American Indian	26	5.6
Asian	61	13.1
Filipino	3	0.6
Hispanic	113	24.2
Two or More Races	43	9.2
Pacific Islander	10	2.1
White	199	42.6

### Conclusions based on this data:

1.

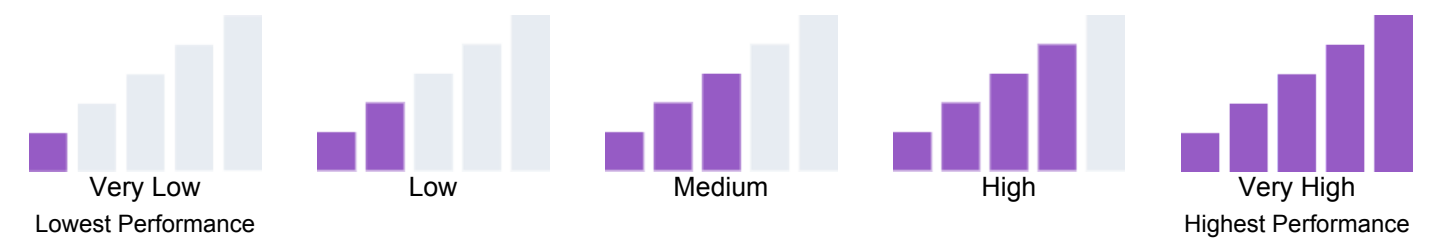


# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>High</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>High</div>		

#### Conclusions based on this data:

1. Zane will focus on Restorative Practices and alternatives to suspension.
2. Zane administration will regularly meet with students and families regarding student attendance.

3. Teacher Professional Development will focus on improving ELA and Math student performance. Professional development will focus on our Visible Learning Path with an emphasis in Teacher Clarity.

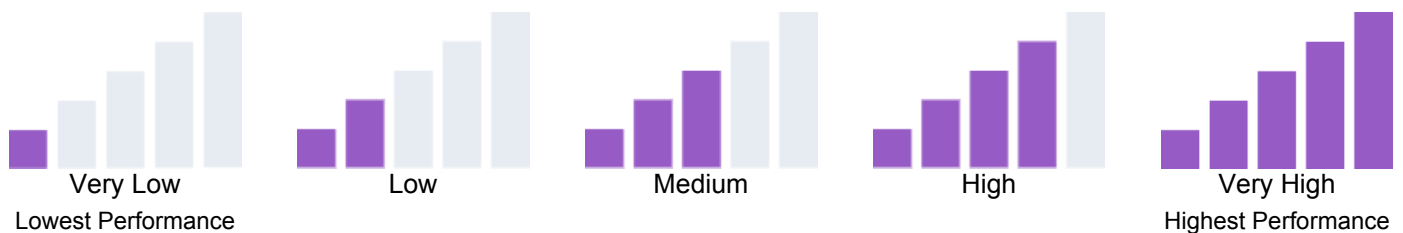


# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



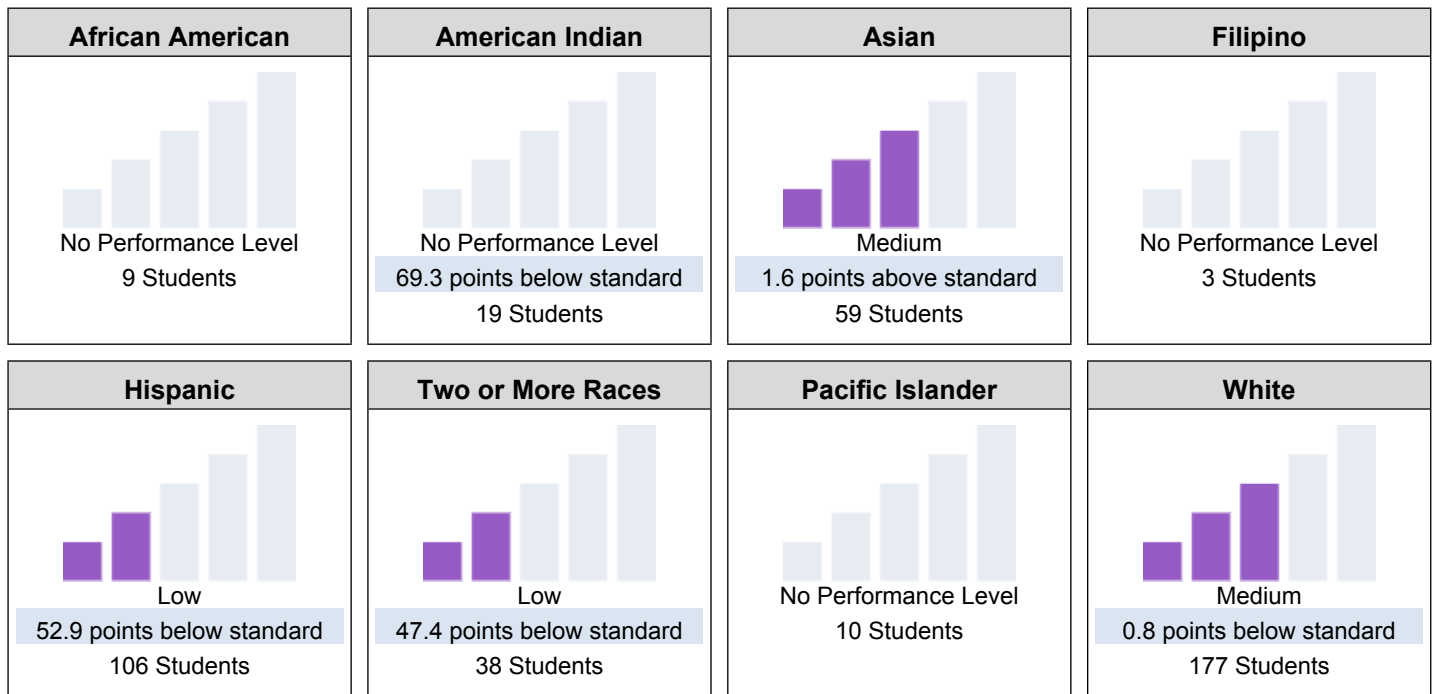
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	4	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b> <p>Low</p> <p>24.6 points below standard</p> <p>421 Students</p>	<b>English Learners</b> <p>Low</p> <p>47.8 points below standard</p> <p>108 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>4 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>82.7 points below standard</p> <p>21 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Low</p> <p>41.7 points below standard</p> <p>307 Students</p>	<b>Students with Disabilities</b> <p>Very Low</p> <p>139.1 points below standard</p> <p>63 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.4 points below standard 79 Students	49.3 points above standard 29 Students	18.2 points below standard 297 Students

#### Conclusions based on this data:

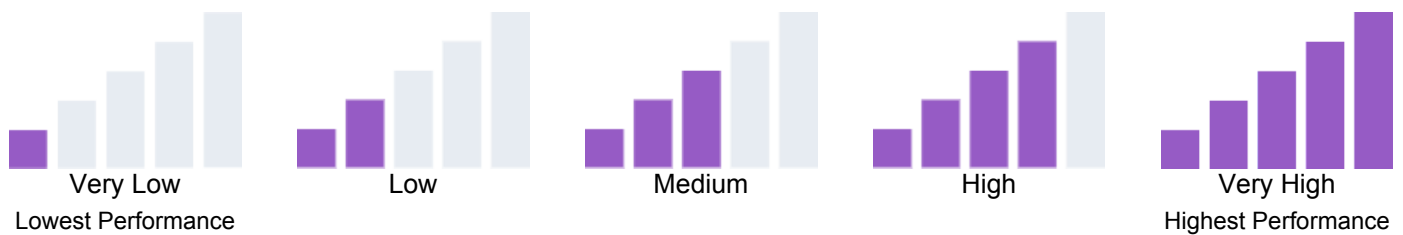
1. Student subgroups, particularly Homeless and Socioeconomically Disadvantaged students are significantly underperforming in English Language Arts. Focus on targeting individual students for ELA intervention classes.
2. Teacher Professional Development at Zane will focus on Visible Learning.
3. ELA intervention will be better integrated with grade level curriculum in order to better meet individual student needs. Intervention teachers will be teaching the same grade level as their intervention class.

# School and Student Performance Data

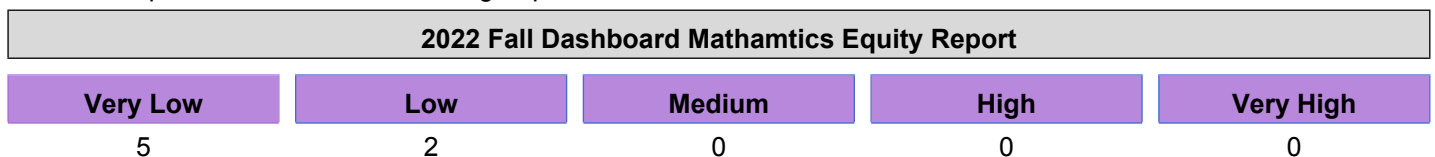
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

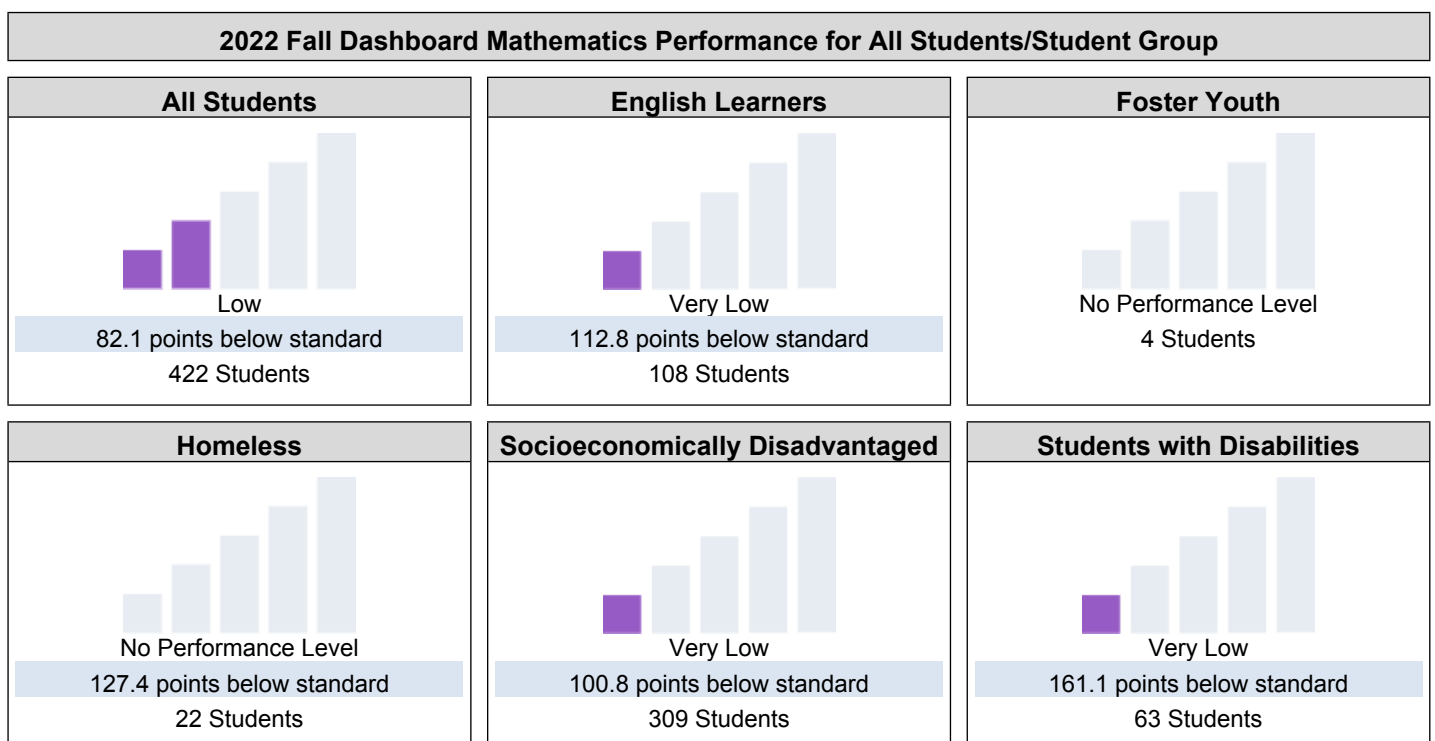
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



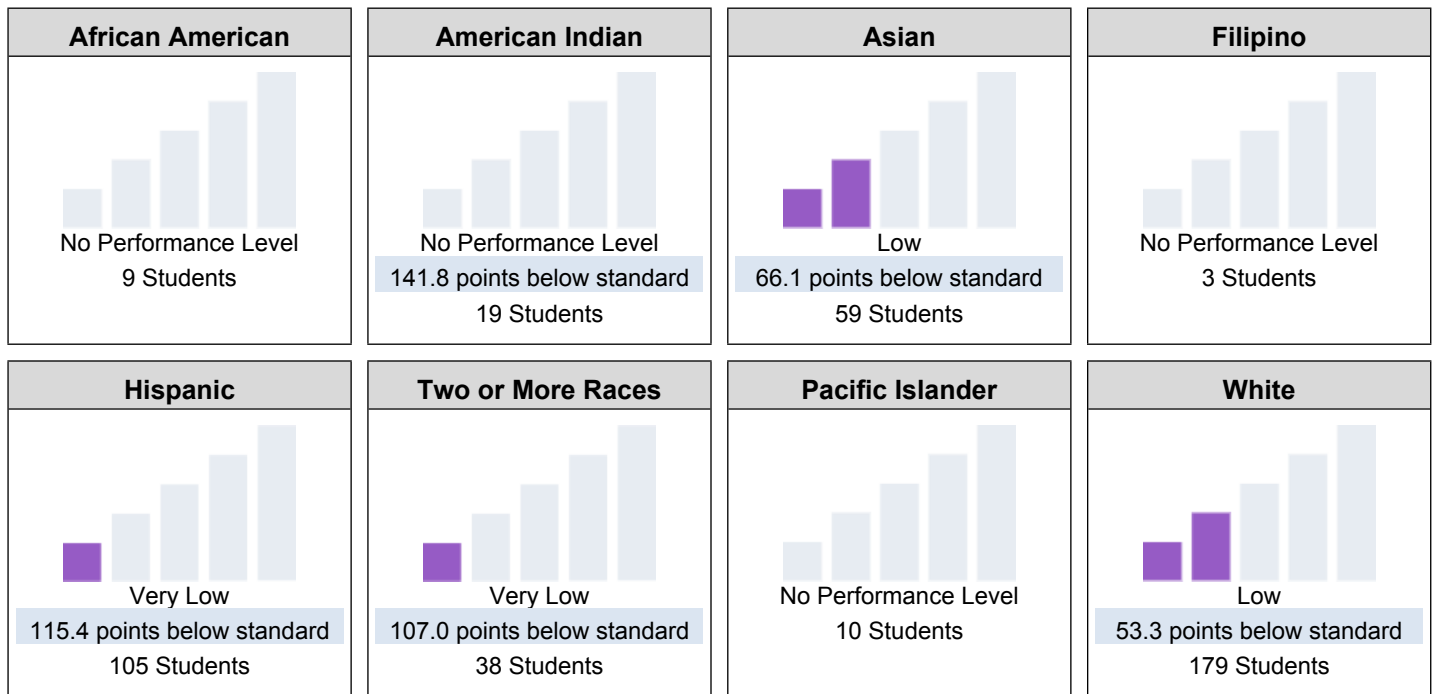
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
147.1 points below standard 79 Students	19.3 points below standard 29 Students	72.8 points below standard 298 Students

#### Conclusions based on this data:

1. Math performance was low and relatively flat. Teachers have implemented a new curriculum this year, Big Ideas Math. They had an opportunity at the beginning of the school year to be trained.
2. ECS has implemented the use of IXL in order to serve students in targeted areas needed to support growth in the area of mathematics.
3. Zane will provide a Math Intervention class for 7th and 8th grade students in addition to their grade level Math class.

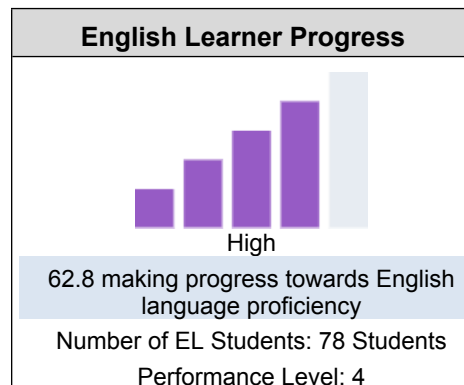
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	22	8	41

#### Conclusions based on this data:

1. English Learners Level 1 and 2 are provided with an extra support class to target their English Development needs.
2. ELD students scoring level 3 or 4 on the ELPAC are supported in a co taught ELA class.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

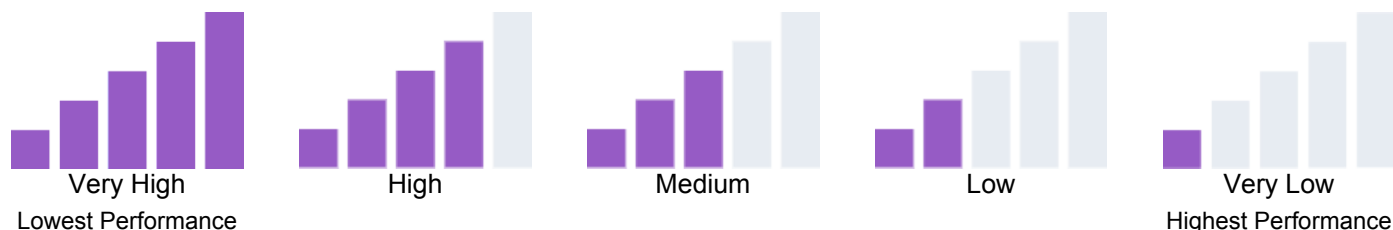
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# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



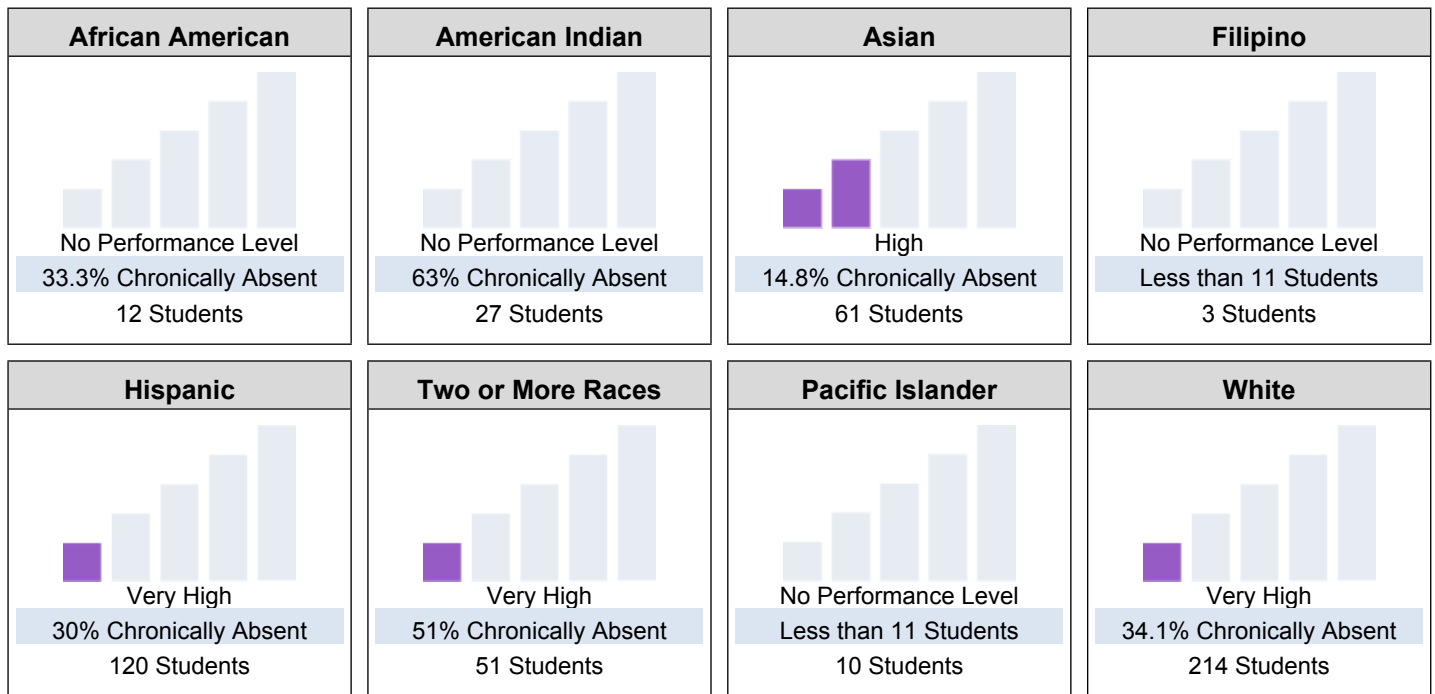
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Very High 33.7% Chronically Absent 498 Students	<b>English Learners</b>  Very High 25.3% Chronically Absent 95 Students	<b>Foster Youth</b>  No Performance Level Less than 11 Students 8 Students
<b>Homeless</b>  Very High 51.2% Chronically Absent 41 Students	<b>Socioeconomically Disadvantaged</b>  Very High 38.6% Chronically Absent 378 Students	<b>Students with Disabilities</b>  Very High 50% Chronically Absent 76 Students

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Chronic absenteeism is high especially among Homeless students and Students with Disabilities. Zane will provide SART meetings with families and students to increase their engagement. Zane has a CARE team that meets weekly to case students with specific needs to determine the best intervention possible.
2. Racial subgroups are overrepresented in chronic absenteeism. Zane needs to reach out to students and families through SSTs and SART meetings to increase attendance.
3. Work in collaboration with the SARB board to re-engage families in the education of their students.



## School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

## 2022 Fall Dashboard Graduation Rate Equity Report

**Very Low**

**Low**

## Medium

High

## Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

## 2022 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

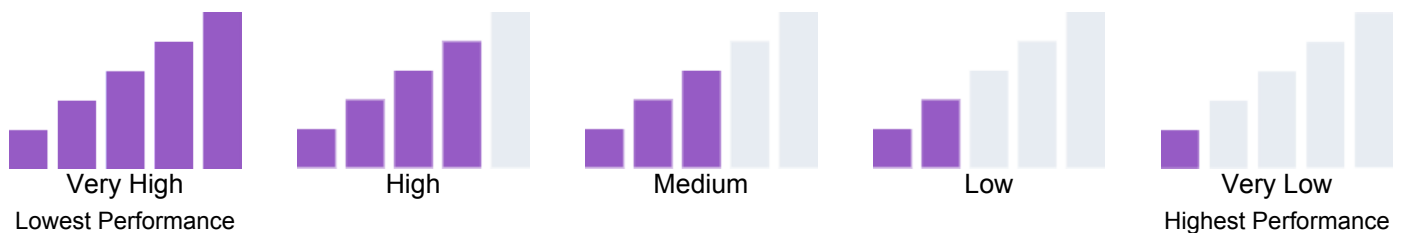
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# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



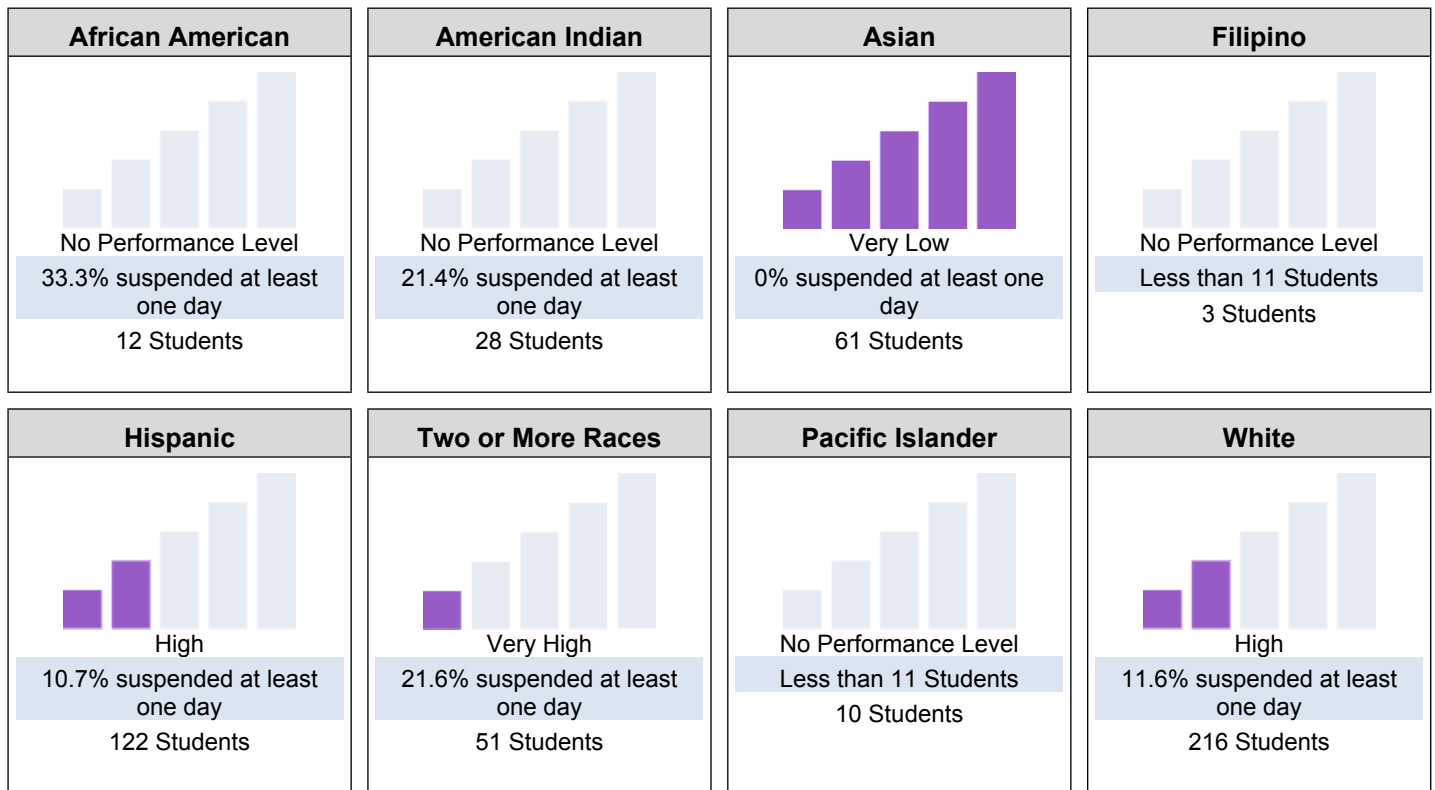
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
4	2	1	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>11.7% suspended at least one day</p> <p>503 Students</p>	<p>Medium</p> <p>7.4% suspended at least one day</p> <p>95 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>8 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>19.5% suspended at least one day</p> <p>41 Students</p>	<p>Very High</p> <p>13.1% suspended at least one day</p> <p>382 Students</p>	<p>Very High</p> <p>22.1% suspended at least one day</p> <p>77 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Suspension rates increased significantly among Students with Disabilities and most racial minorities.
2. Zane will continue to focus on alternatives to suspension and use restorative practices to promote belongingness at school.
3. Zane will hire a restorative practices specialist to support alternatives to suspension.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

## Goal 1

1. Math- 90+% or more of the Students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: PowerSchool, MMARS, CA Dashboard, IXL.
2. ELA- 90+% or more of the Students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: PowerSchool, MMARS, CA Dashboard, IXL.

## Identified Need

On the most recent CAASPP state test, 37% of Zane Students Met or Exceeded State Standards in English Language Arts (ELA) and 28.6% of Zane Students Met or Exceeded State Standards in Mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Summative Assessments in English Language Arts and Mathematics (Total of % Standard Exceeded + % Standard Met for all students).	On the 2019 Smarter Balanced Summative Assessments in ELA, 8.75% of the students exceeded standard and 28.21% met standard = 36.96% in ELA. On the Smarter Balanced Summative Assessments in Math, 11.99% of the students exceeded standard and 16.64% met standard = 28.63% in Math.	5% increase to 42% Meets or Exceeds in ELA and 33.63% in Mathematics.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

During the 2022-2023 school year, Zane will implement school-wide multi-tiered systems of support to address the needs of students in the areas of math and language arts. Support student's ability to access the common core state standards in Math and Language Arts

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31,986

Source(s)

Title I

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support English Language Learners in accessing the common core state standards in Math and Language Arts

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,036

Source(s)

Title I

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Provide opportunities for students to access instructional materials, fiction and non fiction reading materials and a quiet work space.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

21,102

Source(s)

Title I

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Student Study Teams to identify students needing academic intervention and to assist teachers in identifying and providing modifications and instructional strategies.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I

750

Title I

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Provide student binders and binder supplies to support school-wide AVID strategies.
- 2.. Provide teachers with release time to collaborate around AVID strategies, professional development, and analyze student data

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000

Title I

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Zane works in collaboration with Artists in Residence to provide STEAM activities enriching student engagement, curriculum, and language opportunities for ELD students.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000

Title I

#### **Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

To support MTSS strategies, Zane offers afterschool tutoring 3 days a week to support students in their learning.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide materials, technology, and supports to students and teachers.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

To provide all teachers with professional development opportunities in order to strengthen their skills and engagement strategies in order to increase student learning.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide health and welfare benefits for those serving all students with academic supports

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31,670

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2021-22 CAASPP results showed incremental growth for students. There is much work to be done to close the opportunity/academic gap for students. Systems and programs are implemented to serve students needed support to make growth towards the standards. Zane has implemented new science and math curriculum this year to address the needs of students in these areas, as well as IXL to support in the areas of math and English Language arts. Students are identified by teacher input, benchmark assessments, grades, and CAASPP results to receive intervention. Afterschool tutoring is available to all students 3 days a week to support students in accessing the standards being addressed in their classes. On-going analysis of data is being implemented in order to respond to our students needs through the CARE team and increasing opportunities for teachers to collaborate around data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be updated according to the feedback provided by the School Site Council following an analysis of current needs of the school site. Some areas of this goal will remain intact as the need for direct student services continues to be a priority for Zane Middle School.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

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

## Goal 2

Increase student attendance and decrease referrals by 5% as measured by attendance rates, grades and SWIS data in order to improve student grades.

## Identified Need

Assessment data indicates a need for additional support in these areas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student suspension data, Chronic Absenteeism data.	According to the Fall 2019 CA Dashboard, 9.2% of students were suspended at least once. 17.5% of students were deemed chronically absent.	Suspensions to 7.8%. Chronically Absent to 15.5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide materials and supplies to support reinforcing safe, respectful, and responsible behaviors on campus.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Under the general supervision of School Administrators, the Restorative Justice Support Specialist provides behavior intervention support to the entire school community through consistent application of restorative practices, cognitive behavioral interventions, trauma informed instructional strategies and individualized (Tier III) behavioral supports.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40,000

Source(s)

Title I

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Increase campus supervision

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,940

Source(s)

Title I

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide Student Study Teams to identify students needing behavioral supports and to assist teachers in identifying and providing appropriate modifications and strategies which engage students in learning and improve attendance.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000	Title I
750	Title I

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Outreach communications and activities to families of English Learners, Foster and Homeless Youth, and socioeconomically disadvantaged students which highlight opportunities to participate and/or access school events and decision making forums.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide Saturday School opportunities for students as an alternate to suspension; thus keeping students in school for reflection and additional academic support to increase engagement and decrease behaviors.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide Health and Welfare benefits to those supporting all students in the area of behavior and academics.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

29,235

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2021-22 school year, Zane continued with the implementation of PBIS. There was a functioning PBIS leadership team to analyze school data and identify needs and problem areas on campus. As a means of increasing student engagement and decreasing our chronic absenteeism rate, a number of systems and supports were implemented or continued from the previous year. PBIS and Restorative Practices have been utilized for a number of years in Eureka City Schools. Through these initiatives, positive behaviors are recognized and efforts are made to offer opportunities for student growth and reflection. The SSC position was filled and alternatives to suspension were implemented including lunch time rule school to provide students opportunities to reflect on their behaviors and make plans to restore harm they may have caused the school community.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Continue to implement PBIS School-wide.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Implement PBIS in each classroom

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$235,469.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$235,469.00

Subtotal of additional federal funds included for this school: \$235,469.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$235,469.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Tammi Wagner	Principal
Kari Gonsalves	Other School Staff
Debbie Weist	Other School Staff
Paige Boone	Classroom Teacher
Debbie Carpenter	Classroom Teacher
Hillary Sicaud	Classroom Teacher
Megan Goutcher	Parent or Community Member
Sarah Battle	Parent or Community Member
Kristi Landry	Parent or Community Member
Caitlin Taylor	Secondary Student
Jaleah Williams	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: Zane PBIS Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/8/22.

Attested:

Principal, Tammi Wagner on 12/8/22

SSC Chairperson, Deborah Weist on 12/8/22

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Zoe Barnum High School	12-75515-1232057	1/11/2023	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Zoe Barnum High School's Plan for Student Achievement contains measurable goals to guide our priorities for student achievement for 2022-2023 school year that are in line with our Eureka City School's Local Control and Accountability Plan (LCAP) goals. rating.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

A state level plan is created to meet the federally mandated Every Student Succeeds Act (ESSA). Eureka City Schools then creates the LCAP to address how students in our district will meet the requirements defined in the ESSA State Plan. Zoe Barnum High School's SPSA is developed by the school's leadership group (administration & all site teachers) and uses the goals from our district's LCAP to create targets based on the unique needs of our continuation high school students at Zoe Barnum High School. Our SPSA addresses both the the academic gaps evident in their progress as they strive to meet the graduation requirements set by Eureka City Schools and addresses student's



motivation, classroom engagement, and instructional practices, while preparing our students for careers and/or post-secondary educational opportunities.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal regularly conducts informal classroom and formal observations of teachers. Feedback is provided to the staff in order to fully support student learning. This year has been a challenging year as far as analyzing student engagement as we are conducting classes utilizing a Distance Learning Platform. The attendance rate for the 2020-21 school year is down and we believe that engagement and work completion are concerns at this time. Providing meaningful, engaging lessons and positive community involvement are high priorities for the school.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Review of assessment data from the CASSPP, in the areas of English/Language Arts, mathematics, and science is done each year by staff by mid-October. Interim CAASPP testing is done at least twice a year and results are reviewed by teachers. Also, local summative assessments are done in classes and reviewed by teachers.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff has meet the high qualified status as determined by our personnel office at Eureka City Schools.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Credentialed teachers all have appropriate credentials for the subjects in which they teach according to personnel office of Eureka City Schools.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development takes place five days throughout the school year. Staff development is determined by site, district, and determined needs based on student outcomes. Teachers are also encouraged to attend professional development outside the district on an as needed basis.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

School has a instructional coach which provides support in content, methodologies, and teaching strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Board Approved, State Adopted, Common Core Aligned.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Schedule meets the recommendation of instructional minutes for a continuation high school.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Compliance with Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are used in all content areas.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

AVID, Constructing Meaning, CTE, hands-on, CSI resource.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Marshall Family Resources, Bridges to Success (Mental Health grant), attendance intervention, chronic absentee prevention coordinator, District wide PD, Indian ed, technology

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

the Consolidated Application is made available to public for review during board meetings.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EL Title 3, Title 1, Title 6 Indian Education, Title 2 professional development.

Fiscal support (EPC)

Site funds, Title 1

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Stakeholder groups (teachers, classified, parent and students) were elected in December 2022 for a one year term. The student was nominated by peers and elected via paper ballot. Parents were informed that there are two seats available for the 2022-23 school year. One parent was elected via Google Forms on 12/9/22. All School Site Council members had input on SPSA plan.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	12.7%	10.1%	9.59%	8	7	7
African American	0%	1.5%	2.74%	0	1	2
Asian	3.17%	2.9%	2.74%	2	2	2
Filipino	0%	%	%	0		
Hispanic/Latino	17.46%	23.2%	20.55%	11	16	15
Pacific Islander	1.59%	2.9%	2.74%	1	2	2
White	49.21%	52.2%	46.58%	31	36	34
Multiple/No Response	15.87%	7.3%	15.07%	10	5	11
Total Enrollment				63	69	73

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 10	3	4	3
Grade 11	27	25	31
Grade 12	33	40	39
Total Enrollment	63	69	73

### Conclusions based on this data:

1. Most of our students are 12th graders and have significant credit deficiencies. We are seeing a slight uptick in the number of 10th grade students.
2. Enrollment has increased slightly.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	2	1	6	3.2%	1.40%	8.2%
Fluent English Proficient (FEP)	4	5	4	6.3%	7.20%	5.5%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

### Conclusions based on this data:

1. Due to the small number of students, no trend was identified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	35	33	45	23	19	28	23	19	28	65.7	57.6	62.2
All Grades	35	33	45	23	19	28	23	19	28	65.7	57.6	62.2

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2451.	2486.	2461.	0.00	5.26	3.57	0.00	15.79	10.71	21.74	36.84	21.43	78.26	42.11	64.29
All Grades	N/A	N/A	N/A	0.00	5.26	3.57	0.00	15.79	10.71	21.74	36.84	21.43	78.26	42.11	64.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	26.09	*	*	73.91	*	*
All Grades	0.00	*	*	26.09	*	*	73.91	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	30.43	*	*	69.57	*	*
All Grades	0.00	*	*	30.43	*	*	69.57	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	43.48	*	*	56.52	*	*
All Grades	0.00	*	*	43.48	*	*	56.52	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	39.13	*	*	60.87	*	*
All Grades	0.00	*	*	39.13	*	*	60.87	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 20-21 Year was approximately the average of the previous two years.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	35	33	45	22	19	27	22	19	26	62.9	57.6	60.0
All Grades	35	33	45	22	19	27	22	19	26	62.9	57.6	60.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2411.	2466.	2432.	0.00	0.00	3.85	0.00	0.00	0.00	0.00	21.05	11.54	100.0	78.95	84.62
All Grades	N/A	N/A	N/A	0.00	0.00	3.85	0.00	0.00	0.00	0.00	21.05	11.54	100.0	78.95	84.62

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	0.00	*	*	0.00	*	*	100.0	*	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	14.29	*	*	85.71	*	*
All Grades	0.00	*	*	14.29	*	*	85.71	*	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	31.82	*	*	68.18	*	*
All Grades	0.00	*	*	31.82	*	*	68.18	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Math CAASPP scores continue to decline overall, with 100% of students in the "standard not met."
2. The percentage of the enrolled students taking the CAASPP increased in 21-22.
3. Communicating Reasoning & Problem Solving & Modeling/Data Analysis seem to be relative strengths.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades										*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. We have no results from the LPAC.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
73	72.6	8.2	2.7
Total Number of Students enrolled in Zoe Barnum High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	8.2
Foster Youth	2	2.7
Homeless	7	9.6
Socioeconomically Disadvantaged	53	72.6
Students with Disabilities	7	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	2.7
American Indian	7	9.6
Asian	2	2.7
Filipino		
Hispanic	15	20.5
Two or More Races	11	15.1
Pacific Islander	2	2.7
White	34	46.6

**Conclusions based on this data:**

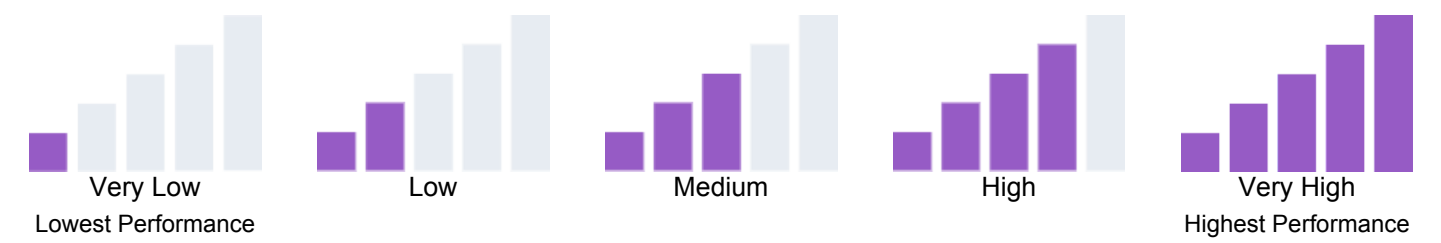
1. Zoe Barnum High School's percentage of socioeconomically disadvantaged students is significantly higher than the district's, with 81.2%.
2. Zoe's EL population percentage is much lower than the district's overall percentage.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very Low</div>	<div>Graduation Rate</div> <div>High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Very Low</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		



**Conclusions based on this data:**

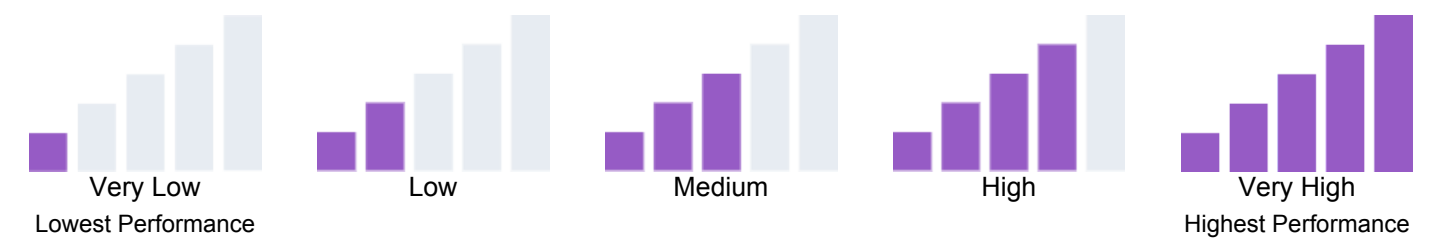
1. Graduation rate continues to be a challenge for Zoe Barnum High School.
2. College and career readiness are also areas we are striving to improve. Zoe Barnum students are focused on credit recovery and struggle to access those programs used to measure this category: Career Technical Education Pathway Completion  
Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics  
Advanced Placement Exams  
International Baccalaureate Exams  
College Credit Course (formerly called Dual Enrollment)  
a–g Completion  
State Seal of Biliteracy  
Military Science/Leadership

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



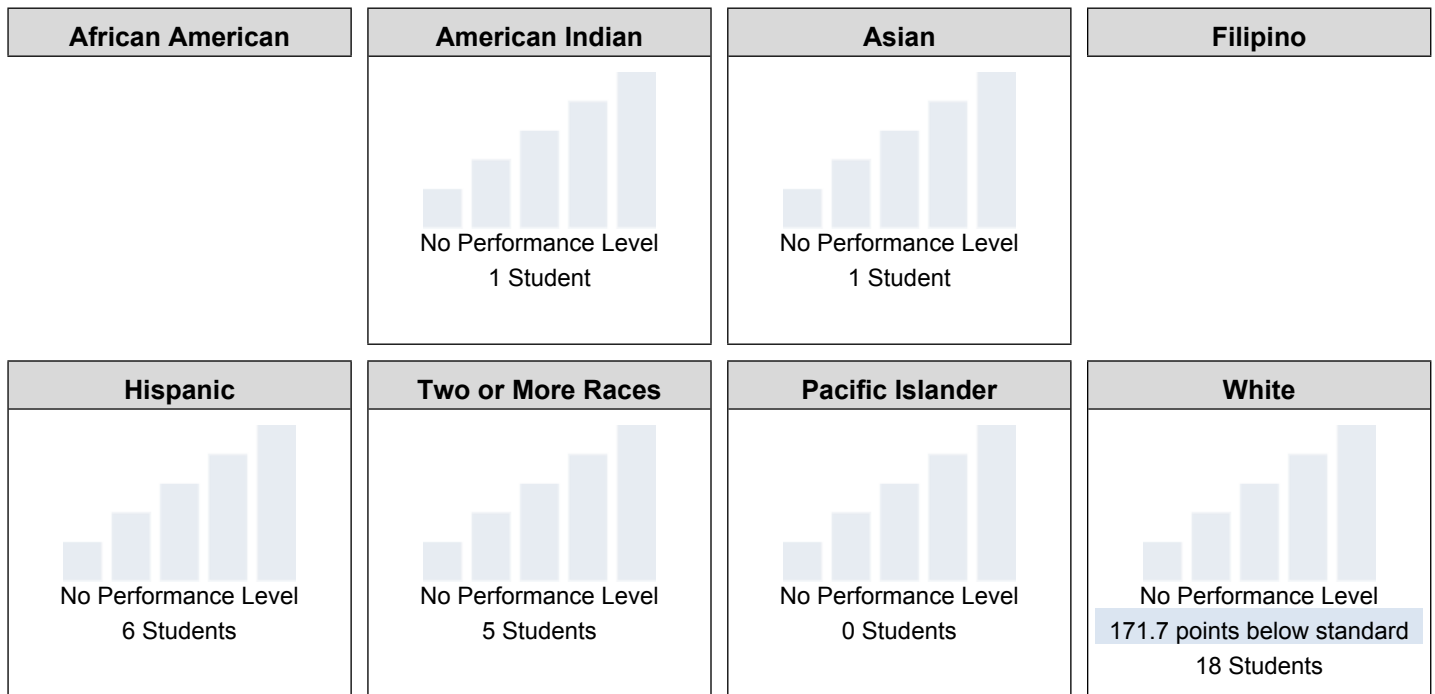
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div><b>All Students</b></div> <div></div>	<div><b>English Learners</b></div> <div></div>	<div><b>Foster Youth</b></div> <div></div>
<div><b>Homeless</b></div> <div></div>	<div><b>Socioeconomically Disadvantaged</b></div> <div></div>	<div><b>Students with Disabilities</b></div> <div></div>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2 Students	1 Student	170.0 points below standard 27 Students

#### Conclusions based on this data:

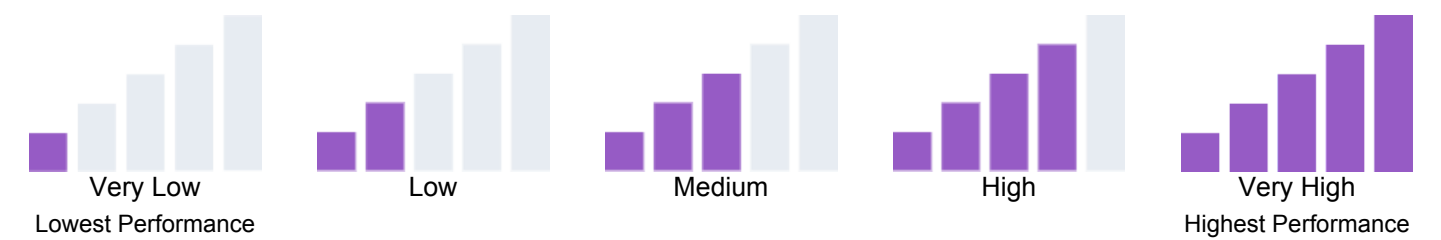
1. Zoe Barnum High School students not done well historically on the CAASPP ELA and continue to struggle.

# School and Student Performance Data

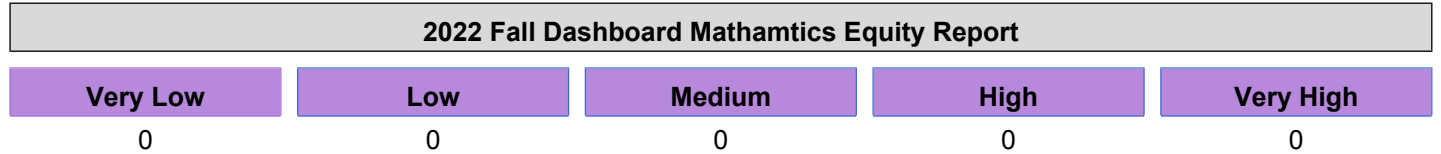
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

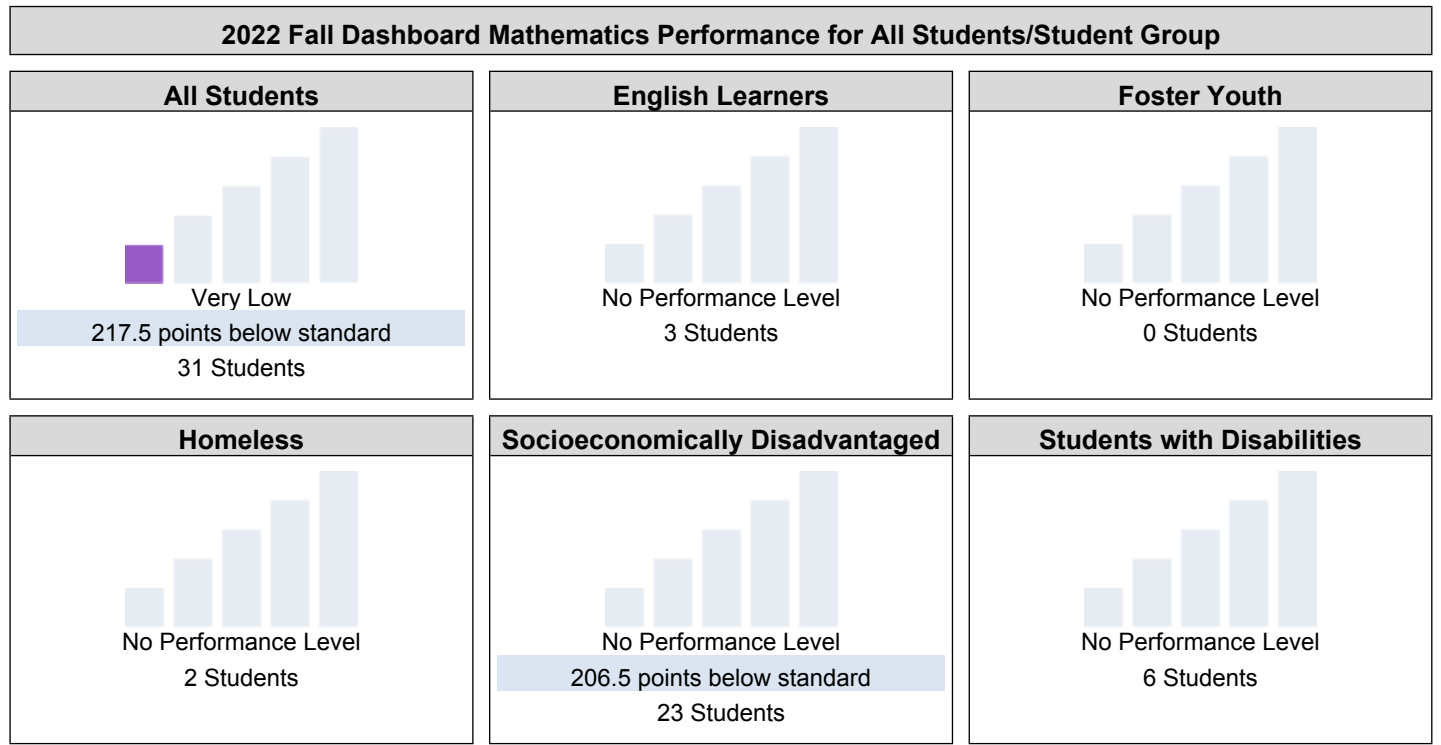
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



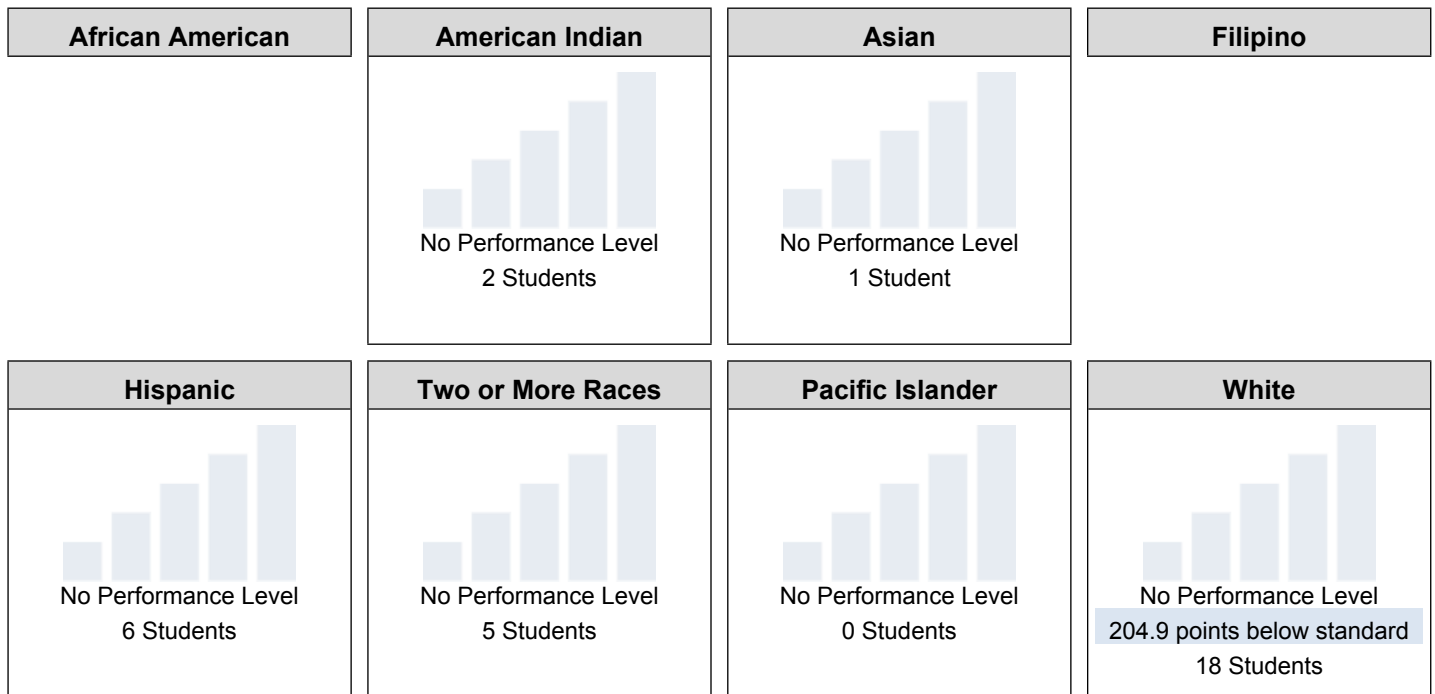
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2 Students	1 Student	221.9 points below standard 28 Students

#### Conclusions based on this data:

1. Zoe Barnum High School students not done well historically on the CAASPP Math and continue to struggle.

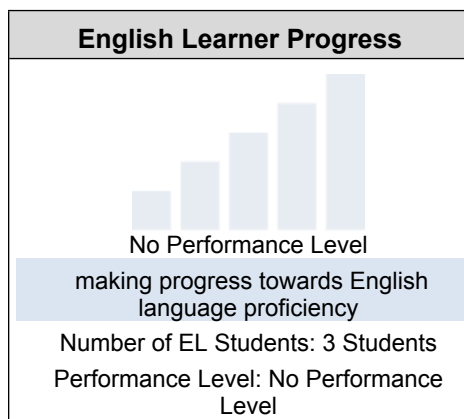
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased  
One ELPI Level

Maintained ELPI Level 1,  
2L, 2H, 3L, or 3H

Maintained  
ELPI Level 4

Progressed At Least  
One ELPI Level

#### Conclusions based on this data:

1. We have no EL Progress data.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. Our percentage of students who are college/career ready has dropped. Our BPL imitative (internships) and moving towards offering more CTE classes are being explored to raise CCR.

## School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

## 2022 Fall Dashboard Chronic Absenteeism Equity Report

## Very High

High

## Medium

**Low**

**Very Low**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

## 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

### All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

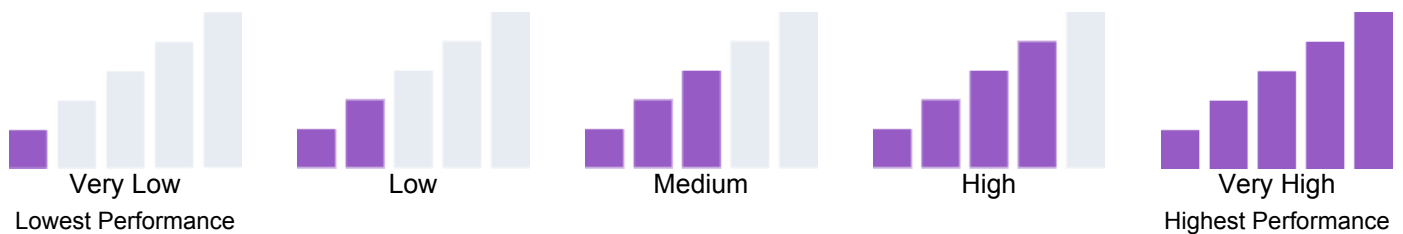
**1.**



# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



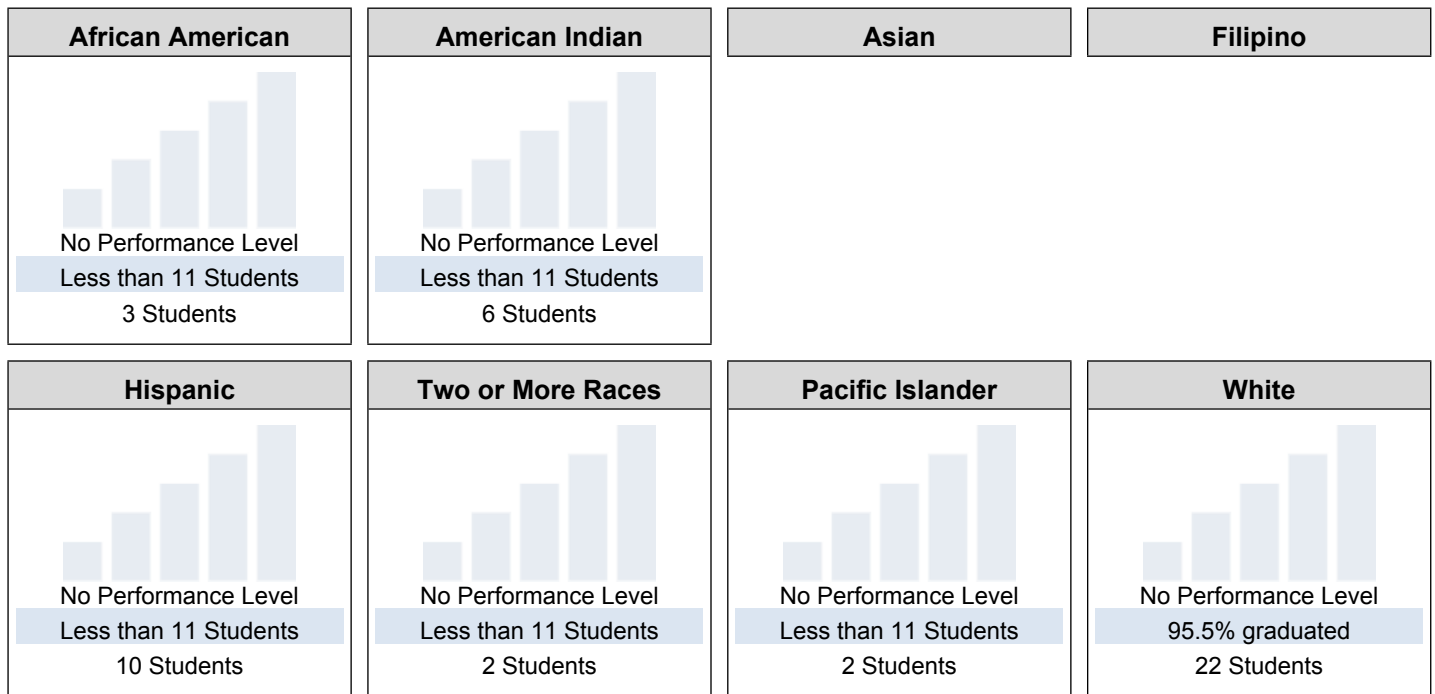
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>High</p> <p>93.3% graduated</p> <p>45 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>No Performance Level</p> <p>86.7% graduated</p> <p>15 Students</p>	<p>High</p> <p>92.1% graduated</p> <p>38 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

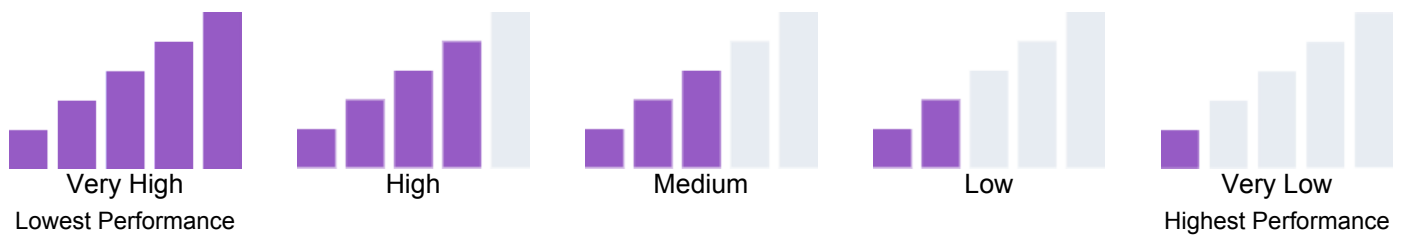
1. Graduation Rate has improved slightly over the last couple of years.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



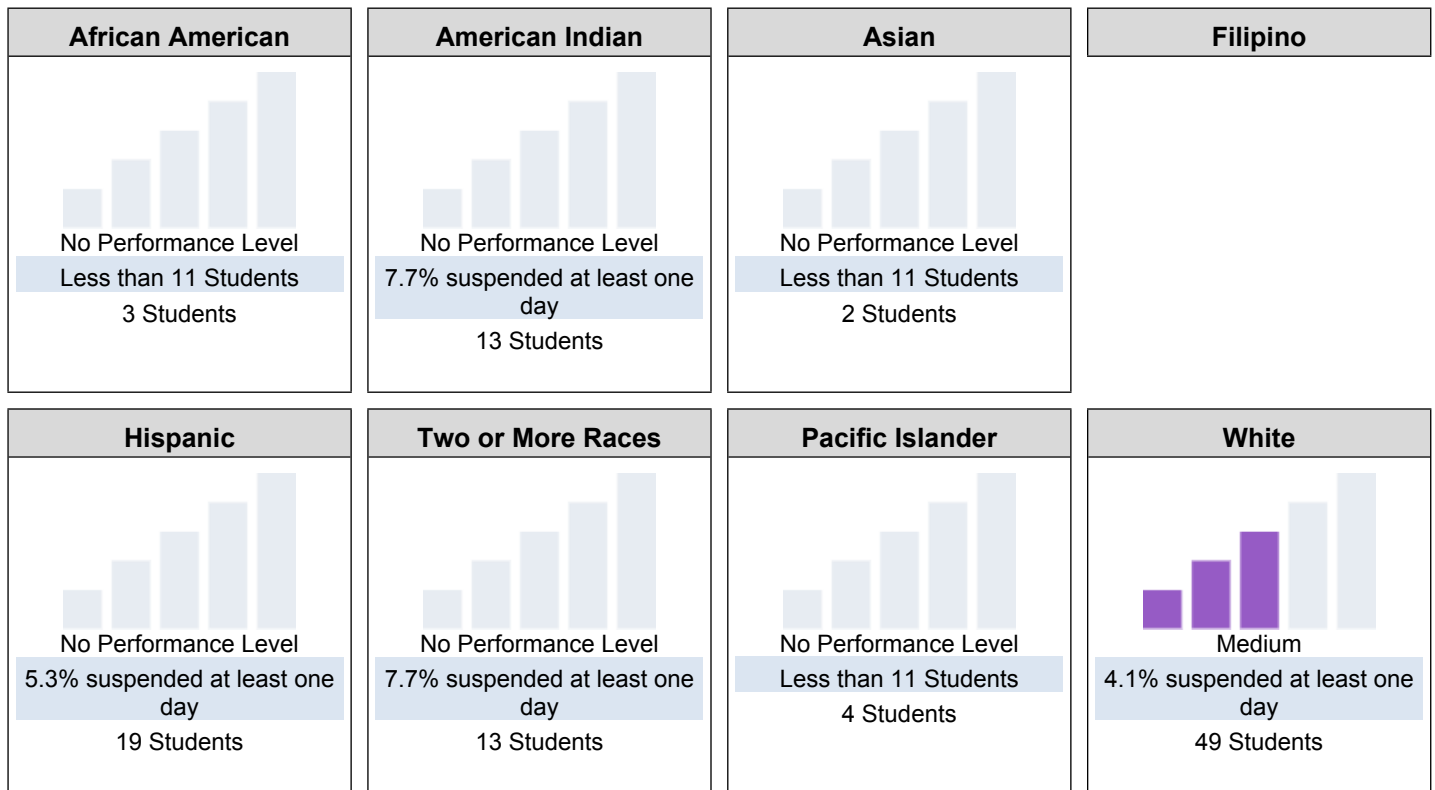
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	1	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Medium 5.8% suspended at least one day 103 Students	<b>English Learners</b>  No Performance Level Less than 11 Students 6 Students	<b>Foster Youth</b>  No Performance Level Less than 11 Students 5 Students
<b>Homeless</b>  No Performance Level 9.1% suspended at least one day 11 Students	<b>Socioeconomically Disadvantaged</b>  High 7.5% suspended at least one day 80 Students	<b>Students with Disabilities</b>  No Performance Level 5% suspended at least one day 20 Students

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Suspension rates have declined. Other means of correction are used by administration when possible.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

## Goal 1

Staff of Zoe Barnum High School will strengthen the curriculum, teacher instructional practices and academic performance of all students to become more college and/or career ready. The curriculum will be aligned with State Standards and District Standards. Project-Based Learning and student internships will be a focus for our school.

## Identified Need

Because our students usually arrive to Zoe Barnum their eleventh grade year, are credit deficient, and may have significant holes in their learning, we are focused on providing relevant and meaningful learning opportunities. Our school strives to engage, mentor, teach, and provide opportunities, as our students may have not done well in a more traditional learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students proficient on the CAASPP (English/Language Arts)	14.28%	25%
Percentage of students proficient on the CAASPP (Mathematics)	3.85%	25%
Graduation Rate (2020)	80% (2020-21)	80%
Annual Student Participation in Internships	27.5%	30%
California Dashboard for College and Career Readiness	0%	20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Based on need provide literature and mathematics technicians to work directly with students during periods where students and as schedule allows.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

27941

Source(s)

Title I

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide training and coaching to staff in interest-based internships and project-based learning to increase classroom engagement and produce meaningful projects within the local community.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

Title I

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher will attend Trainings/ conferences in common-core state standards and/or attend the Big Picture Learning (BPL) Leadership Annual Conference.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500

Source(s)

Title I

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I

**Strategy/Activity 5**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**  
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I

**Annual Review**

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Lit and Math Techs are used throughout our district as a proven strategy to help students in their learning. Much research went into moving to school to a project-based, internship model program. Some students have secured part time and full time positions in local companies and organizations due to our program. Teacher training/ conferences align with district and site goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Hiring of a new classified position in English/LA since a resignation needs to take place.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

CARE specialist will not return in 2022-23, due to CSI funding and goal of graduation rate was reached.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 2: All students will learn in a safe, supportive, equitable, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

## Goal 2

Maintain graduation rate above 80%

## Identified Need

In the last two years, ZBHS has been able to stay above the 80% mark with the help of our CARE Specialist and Covid Credit Reductions. 2022-23, both of these have been eliminated.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

In 2022, Second Semester, staff implement a schedule that is more flexible for students who are behind in credits. Clear differentiation of core classes and credit recovery opportunities and internships were put in place. Further refinement will be explored.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

0

None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity



Improve and expand our incentive system to encourage positive behavior and attendance. Incentives will recognize and encourage students for being safe, respectful, and responsible, and for daily, weekly, monthly, and quarterly attendance.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2322.00

Source(s)

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Other

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies will be modified as necessary to best maintain the goal.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP GOAL #2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

## Goal 3

To engage our parents and community in a collaborative partnership that supports the success of our students.

## Identified Need

Through interviews, focus groups, and student surveying, the staff believes that traditional classrooms may not be the most effective way for our students to learn. Hands-on, project-based, community service, are areas that our students have shown interests in. During the 2021-2022 school year, Zoe Barnum High School will continue to look for and increase connections with community partners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Engage students in regular and multiple field trips to local colleges (CR, HSU) or trades workplaces (CR Building Program, Frederick and Charles Beauty College, etc.)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide meals prepared by our culinary classes for Back to School, Open House events.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

800

Source(s)

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide CALSoap Tutor to support FASFA completion for financial aid purposes.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

By providing opportunities to see further educational opportunities, studnets may be encouraged to go to college. Providing food at events has proven to be a successful strategy to increase participation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Availability of transportation, Cost of food served.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$43363.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$43,363.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$43,363.00

Subtotal of additional federal funds included for this school: \$43,363.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$43,363.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Brad Albee	Principal
Peter Perata	Classroom Teacher
Jennifer Johnston	Other School Staff
Tamara Willoughby	Parent or Community Member
Alejandra Vargas-Gaona	Secondary Student
Angela Johnston	Parent or Community Member
Jordan Daniels (alternate)	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/11/23.

Attested:

	Principal, Brad Albee on 1/11/23
	SSC Chairperson, Tamara Willoughby on 1/11/23

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

## AGENDA ITEM

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

Meeting Date: February 2, 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 School Accountability Report Card (SARC) using data from the 2021-2022 school year.

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

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

### STRATEGIC PLAN/PRIORITY AREA:

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. The 22-33 SARCs were conditionally approved on January 12, 2023.

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

There is no cost associated with this item.

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

Gary Storts, Assistant Superintendent, Educational Services

### ATTACHMENTS:

Description

- ▣ Alice Birney Elementary SARC
- ▣ Grant Elementary SARC
- ▣ Lafayette Elementary SARC
- ▣ Washington Elementary SARC

- ▣ Winship Middle School SARC
- ▣ Catherine L. Zane Middle School SARC
- ▣ Eureka High School SARC
- ▣ Zoe Barnum High School SARC

# 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

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

## 2022-23 District Contact Information

<b>District Name</b>	Eureka City Schools, A Unified District
<b>Phone Number</b>	(707) 441-2400
<b>Superintendent</b>	Fred Van Vleck Ed. D.
<b>Email Address</b>	vanvleckf@eurekacityschools.org
<b>District Website Address</b>	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
Kindergarten	84
Grade 1	53
Grade 2	78
Grade 3	65
Grade 4	53
Grade 5	57
Total Enrollment	390



## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.1
Male	55.9
American Indian or Alaska Native	6.2
Asian	15.4
Black or African American	3.1
Filipino	0.3
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	2.1
Two or More Races	13.1
White	25.4
English Learners	33.3
Foster Youth	0.5
Homeless	9.2
Migrant	0.5
Socioeconomically Disadvantaged	89.7
Students with Disabilities	17.2

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.90	100.00	165.10	89.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	2.60	1.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	7.50	4.05	12115.80	4.41
<b>Unknown</b>	0.00	0.00	9.80	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	18.90	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted in 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	Yes	0
<b>Science</b>	K-5: Foss Science Kits Delta Education, Full Option Science-Standards Aligned Adopted in 2007	Yes	0
<b>History-Social Science</b>	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	C-10: Floor tile bubbled, door not latching C-11: Floor tile bubbled and older ceiling tiles 12"x12" (2) are broken. Ceiling tiles located by windows C-12: Floor tile bubbled C-18: Instructor installed postings with tumb tacks into drywall causing dama
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Cafeteria Boy's Restroom: Urinal handles are sticking down when flushed Classroom A: Carpet is showing signs of needing replacement (Seams and wrinkling), Exterior, lower drinking fountain water off E-8: (Building to be removed after office modernizatio
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			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
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Boy's Playground Restroom: Door not latching C-10: Floor tile bubbled, door not latching C-15: Door not latching C-16: Door not latching C-22: Window screen repair C-4: Floor tile bubbled, door not latching C-6: Door not latching C-8: Floor tile bu

School Facility Conditions and Planned Improvements				

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	19	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	16	N/A	22	N/A	33



## 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
<b>All Students</b>	175	167	95.43	4.57	18.56
<b>Female</b>	85	82	96.47	3.53	17.07
<b>Male</b>	90	85	94.44	5.56	20.00
<b>American Indian or Alaska Native</b>	13	11	84.62	15.38	9.09
<b>Asian</b>	25	25	100.00	0.00	24.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	64	62	96.88	3.12	14.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	21	20	95.24	4.76	30.00
<b>White</b>	41	38	92.68	7.32	13.16
<b>English Learners</b>	60	59	98.33	1.67	5.08
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	22.22
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	161	154	95.65	4.35	18.18
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	27	24	88.89	11.11	20.83

## 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
<b>All Students</b>	175	168	96.00	4.00	15.57
<b>Female</b>	85	82	96.47	3.53	9.76
<b>Male</b>	90	86	95.56	4.44	21.18
<b>American Indian or Alaska Native</b>	13	11	84.62	15.38	9.09
<b>Asian</b>	25	25	100.00	0.00	12.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	64	62	96.88	3.12	14.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	21	20	95.24	4.76	10.53
<b>White</b>	41	39	95.12	4.88	17.95
<b>English Learners</b>	60	59	98.33	1.67	8.47
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	5.88
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	161	155	96.27	3.73	13.64
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	27	25	92.59	7.41	4.17

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	14.55	NT	23.01	28.5	29.47

## 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
<b>All Students</b>	57	55	96.49	3.51	14.55
<b>Female</b>	30	28	93.33	6.67	10.71
<b>Male</b>	27	27	100	0	18.52
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	29	28	96.55	3.45	10.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	11	91.67	8.33	18.18
<b>English Learners</b>	21	21	100	0	4.76
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	54	52	96.3	3.7	9.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	427	416	175	42.1
Female	197	190	83	43.7
Male	230	226	92	40.7
American Indian or Alaska Native	27	25	8	32.0
Asian	64	64	14	21.9
Black or African American	15	15	6	40.0
Filipino	1	1	0	0.0
Hispanic or Latino	144	139	59	42.4
Native Hawaiian or Pacific Islander	9	9	4	44.4
Two or More Races	57	54	23	42.6
White	110	109	61	56.0
English Learners	140	137	42	30.7
Foster Youth	6	5	3	60.0
Homeless	47	44	19	43.2
Socioeconomically Disadvantaged	394	383	164	42.8
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	80	80	38	47.5

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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
<b>Suspensions</b>	1.81	5.15	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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
<b>Suspensions</b>	0.00	1.17	0.63	6.71	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.17	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	2.17	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	2.08	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	1.75	0.00
<b>White</b>	0.91	0.00
<b>English Learners</b>	0.71	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	2.13	0.00
<b>Socioeconomically Disadvantaged</b>	1.27	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.25	0.00

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	22	2	2	
2	20	2	1	
3	25		2	
4	29		2	
5	31		2	
Other	5	1		

## 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	14	5	1	
1	26		2	
2	19	1	3	
3	19	1	2	
4	17	1	1	
5	19	1	2	
Other	16	1	1	

## 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	0

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.5

## 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
<b>School Site</b>	\$7,703	\$1,712	\$5,991	\$62,319
<b>District</b>	N/A	N/A	\$8,833	\$62,131
<b>Percent Difference - School Site and District</b>	N/A	N/A	-38.3	0.3
<b>State</b>	N/A	N/A	\$6,594	\$79,175
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.6	-23.8

## 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
<b>Beginning Teacher Salary</b>	\$42,002	\$48,503
<b>Mid-Range Teacher Salary</b>	\$58,642	\$74,912
<b>Highest Teacher Salary</b>	\$82,500	\$100,321
<b>Average Principal Salary (Elementary)</b>	\$92,199	\$122,160
<b>Average Principal Salary (Middle)</b>	\$111,370	\$127,632
<b>Average Principal Salary (High)</b>	\$126,720	\$137,578
<b>Superintendent Salary</b>	\$200,086	\$198,665
<b>Percent of Budget for Teacher Salaries</b>	26%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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

Training opportunities/updates continue to be conducted in Common Core Standards in both ELA and Math (grade-level and District-wide), English Language Development, and P.B.I.S. 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	8	8

# 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

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

## 2022-23 District Contact Information

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	42
Grade 2	30
Grade 3	45
Grade 4	40
Grade 5	46
Total Enrollment	250

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	2.4
Asian	13.2
Black or African American	1.6
Filipino	0.0
Hispanic or Latino	27.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	12.8
White	42.0
English Learners	20.8
Foster Youth	1.6
Homeless	3.2
Migrant	0.0
Socioeconomically Disadvantaged	78.4
Students with Disabilities	15.2

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.40	100.00	165.10	89.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	2.60	1.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	7.50	4.05	12115.80	4.41
<b>Unknown</b>	0.00	0.00	9.80	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	12.40	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	TK - 5: Wright Group/McGraw-Hill, Everyday Mathematics 4 Adopted in 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	Yes	0
<b>Science</b>	K-5: Foss Science Kits - Standards Aligned Adopted in 2007	Yes	0
<b>History-Social Science</b>	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0

## 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
<b>Systems:</b>	X			

## School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> 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
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			C-15: Carpet seam unraveling, rain gutter rusted out C-7: Door not latching, dry rot on siding
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	29	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	32	N/A	22	N/A	33

## 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
<b>All Students</b>	131	127	96.95	3.05	29.13
<b>Female</b>	57	56	98.25	1.75	32.14
<b>Male</b>	74	71	95.95	4.05	26.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	6.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	38	34	89.47	10.53	23.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	20.00
<b>White</b>	54	54	100.00	0.00	42.59
<b>English Learners</b>	25	23	92.00	8.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	102	98	96.08	3.92	23.47
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	19	17	89.47	10.53	17.65

## 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
<b>All Students</b>	131	127	96.95	3.05	32.28
<b>Female</b>	57	56	98.25	1.75	19.64
<b>Male</b>	74	71	95.95	4.05	42.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	40.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	38	34	89.47	10.53	29.41
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	13.33
<b>White</b>	54	54	100.00	0.00	38.89
<b>English Learners</b>	25	23	92.00	8.00	26.09
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	102	98	96.08	3.92	26.53
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	19	17	89.47	10.53	23.53



## 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
<b>Science</b> (grades 5, 8 and high school)	NT	28.26	NT	23.01	28.5	29.47

## 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
<b>All Students</b>	46	46	100	0	28.26
<b>Female</b>	22	22	100	0	22.73
<b>Male</b>	24	24	100	0	33.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	16	16	100	0	18.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100	0	38.1
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	34	100	0	23.53
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	274	267	102	38.2
Female	123	120	53	44.2
Male	151	147	49	33.3
American Indian or Alaska Native	7	7	3	42.9
Asian	34	34	7	20.6
Black or African American	5	5	4	80.0
Filipino	0	0	0	0.0
Hispanic or Latino	75	71	36	50.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	34	32	17	53.1
White	118	117	34	29.1
English Learners	55	53	17	32.1
Foster Youth	4	4	0	0.0
Homeless	17	17	9	52.9
Socioeconomically Disadvantaged	222	216	93	43.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	46	14	30.4

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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
<b>Suspensions</b>	0.66	5.15	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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
<b>Suspensions</b>	0.00	1.46	0.63	6.71	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.46	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	2.65	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	2.67	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.69	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	5.88	0.00
<b>Socioeconomically Disadvantaged</b>	1.80	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	2.13	0.00

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	1	
1	27		1	
2	22		2	
3	20	2		
4	15	2	1	
5	24		2	
Other	9	1		

## 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	16	1	2	
1	14	2	1	
2	15	1	1	
3	15	1	2	
4	14	1	1	
5	14	1	1	
Other	16	1	1	

## 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	0

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.0

## 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
<b>School Site</b>	\$7,820	\$2,087	\$5,733	\$58,947
<b>District</b>	N/A	N/A	\$8,833	\$62,131
<b>Percent Difference - School Site and District</b>	N/A	N/A	-42.6	-5.3
<b>State</b>	N/A	N/A	\$6,594	\$79,175
<b>Percent Difference - School Site and State</b>	N/A	N/A	-14.0	-29.3

## 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$42,002	\$48,503
<b>Mid-Range Teacher Salary</b>	\$58,642	\$74,912
<b>Highest Teacher Salary</b>	\$82,500	\$100,321
<b>Average Principal Salary (Elementary)</b>	\$92,199	\$122,160
<b>Average Principal Salary (Middle)</b>	\$111,370	\$127,632
<b>Average Principal Salary (High)</b>	\$126,720	\$137,578
<b>Superintendent Salary</b>	\$200,086	\$198,665
<b>Percent of Budget for Teacher Salaries</b>	26%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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

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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	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

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

## 2022-23 District Contact Information

<b>District Name</b>	Eureka City Schools, A Unified District
<b>Phone Number</b>	(707) 441-2400
<b>Superintendent</b>	Fred Van Vleck Ed. D.
<b>Email Address</b>	vanvleckf@eurekacityschools.org
<b>District Website Address</b>	<a href="http://www.eurekacityschools.org">www.eurekacityschools.org</a>

## 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	39
Grade 2	43
Grade 3	27
Grade 4	38
Grade 5	44
Total Enrollment	251

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.6
Male	57.4
American Indian or Alaska Native	6.0
Asian	13.5
Black or African American	2.0
Filipino	0.4
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	11.2
White	34.7
English Learners	30.3
Foster Youth	2.0
Homeless	5.6
Migrant	0.0
Socioeconomically Disadvantaged	85.7
Students with Disabilities	20.7

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.10	92.40	165.10	89.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	2.60	1.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	7.50	4.05	12115.80	4.41
<b>Unknown</b>	1.00	7.60	9.80	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	13.10	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted 2016 SDC: McGraw Hill, Connecting Math Concepts, adopted 2015	Yes	0
<b>Science</b>	K-5: Foss Science Kits - Standards Aligned Adopted in 2007	Yes	0
<b>History-Social Science</b>	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> 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
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Classroom 6: Lamps out in 1 light fixture Classroom 7: Lamps out in 4 light fixtures Room 23: Lamps out in 5 light fixtures, gutter cleaning needed to remove weeds, window screen damaged Room 24: Lamps out in 4 light fixtures Room 25: Lamps out in 3 l
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Cafeteria: Floor damaged under milk cooler, gutter rusted out above back door. Classroom 18: Water stained ceiling tiles (10), water stained light lens (2) Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to rep
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 10: Door not latching Classroom 11: Playstructure is in need of replacement parts, door not latching Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to repair playstructure, damaged matting needs 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	24	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	24	N/A	22	N/A	33

## 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
<b>All Students</b>	109	106	97.25	2.75	23.58
<b>Female</b>	53	52	98.11	1.89	23.08
<b>Male</b>	56	54	96.43	3.57	24.07
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	20.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	36	35	97.22	2.78	28.57
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	40	38	95.00	5.00	23.68
<b>English Learners</b>	37	37	100.00	0.00	13.51
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	100	98	98.00	2.00	23.47
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	28	96.55	3.45	7.14

## 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
<b>All Students</b>	109	106	97.25	2.75	23.58
<b>Female</b>	53	52	98.11	1.89	15.38
<b>Male</b>	56	54	96.43	3.57	31.48
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	33.33
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	36	35	97.22	2.78	20.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	40	38	95.00	5.00	28.95
<b>English Learners</b>	37	37	100.00	0.00	16.22
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	100	98	98.00	2.00	22.45
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	28	96.55	3.45	10.71

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	23.08	NT	23.01	28.5	29.47

## 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
<b>All Students</b>	43	39	90.7	9.3	23.08
<b>Female</b>	21	20	95.24	4.76	30
<b>Male</b>	22	19	86.36	13.64	15.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	16	15	93.75	6.25	26.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	11	78.57	21.43	36.36
<b>English Learners</b>	13	13	100	0	15.38
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	38	35	92.11	7.89	25.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	11	84.62	15.38	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 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	283	275	90	32.7
Female	123	121	38	31.4
Male	160	154	52	33.8
American Indian or Alaska Native	17	17	4	23.5
Asian	36	36	8	22.2
Black or African American	9	6	2	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	87	84	31	36.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	31	31	14	45.2
White	101	99	30	30.3
English Learners	82	80	21	26.3
Foster Youth	6	6	2	33.3
Homeless	24	22	12	54.5
Socioeconomically Disadvantaged	240	234	78	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	62	25	40.3

### 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
<b>Suspensions</b>	5.97	5.15	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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
<b>Suspensions</b>	0.38	2.83	0.63	6.71	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.83	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	5.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	2.30	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	6.45	0.00
<b>White</b>	3.96	0.00
<b>English Learners</b>	1.22	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	2.50	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	4.62	0.00



## 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	20	1	2	
1	27		1	
2	22		2	
3	25		2	
4	31		1	
5	18	2		
Other	6	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	21	1	1	
2	26		1	
3	8	4	1	
4	22	1	1	
5	16	1	1	
Other	7	1		

## 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	20	1	2	
1	14	1	1	
2	15	1	1	
3	13	1	1	
4	29		1	
5	14	1	1	
Other	17	1	2	

## 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	0

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	0.4
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.0

## 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
<b>School Site</b>	\$7,714	\$2,385	\$5,329	\$59,647
<b>District</b>	N/A	N/A	\$8,833	\$62,131
<b>Percent Difference - School Site and District</b>	N/A	N/A	-49.5	-4.1
<b>State</b>	N/A	N/A	\$6,594	\$79,175
<b>Percent Difference - School Site and State</b>	N/A	N/A	-21.2	-28.1

## 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	\$42,002	\$48,503
Mid-Range Teacher Salary	\$58,642	\$74,912
Highest Teacher Salary	\$82,500	\$100,321
Average Principal Salary (Elementary)	\$92,199	\$122,160
Average Principal Salary (Middle)	\$111,370	\$127,632
Average Principal Salary (High)	\$126,720	\$137,578
Superintendent Salary	\$200,086	\$198,665
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data include results of CAASPP, 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

# 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

<b>School Name</b>	Washington Elementary School
<b>Street</b>	3322 Dolbeer St.
<b>City, State, Zip</b>	Eureka, CA 95503
<b>Phone Number</b>	(707) 441-2547
<b>Principal</b>	Teri Silvers
<b>Email Address</b>	silverst@eurekacityschools.org
<b>School Website</b>	<a href="https://washington.eurekacityschools.org/">https://washington.eurekacityschools.org/</a>
<b>County-District-School (CDS) Code</b>	12-75515-6007827

## 2022-23 District Contact Information

<b>District Name</b>	Eureka City Schools, A Unified District
<b>Phone Number</b>	(707) 441-2400
<b>Superintendent</b>	Fred Van Vleck Ed. D.
<b>Email Address</b>	vanvleckf@eurekacityschools.org
<b>District Website Address</b>	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 RTI<sup>2</sup> 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	76
Grade 2	84
Grade 3	81
Grade 4	83
Grade 5	67
Total Enrollment	490

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	4.7
Asian	10.2
Black or African American	0.8
Filipino	0.4
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	13.5
White	47.6
English Learners	12.4
Foster Youth	1.2
Homeless	4.5
Migrant	0.4
Socioeconomically Disadvantaged	67.1
Students with Disabilities	15.3

## A. Conditions of Learning State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.10	90.98	165.10	89.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	2.60	1.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.00	4.51	7.50	4.05	12115.80	4.41
<b>Unknown</b>	1.00	4.51	9.80	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	22.10	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted in 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	Yes	0
<b>Science</b>	K-5: Foss Science Kits - Standards Aligned Adopted in 2007	Yes	0
<b>History-Social Science</b>	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Cafeteria: Cafeteria floor bubbling seven areas Room 1: Counter top is chipped and burned Room 11: Water stained ceiling tiles (16), Carpet stained, in need of replacement, exterior siding showing signs of dry rot, moisture penetration from roof causing
<b>Cleanliness:</b> 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
<b>Electrical</b>		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
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Third Wing Girl's Restroom: Sink faucet hard to activate, door not latching
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> 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
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	33	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	35	N/A	22	N/A	33



## 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
<b>All Students</b>	234	229	97.86	2.14	32.75
<b>Female</b>	116	115	99.14	0.86	33.04
<b>Male</b>	118	114	96.61	3.39	32.46
<b>American Indian or Alaska Native</b>	15	15	100.00	0.00	6.67
<b>Asian</b>	19	19	100.00	0.00	21.05
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	59	56	94.92	5.08	21.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	35	100.00	0.00	37.14
<b>White</b>	100	98	98.00	2.00	42.86
<b>English Learners</b>	32	31	96.88	3.12	16.13
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	11	11	100.00	0.00	18.18
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	151	148	98.01	1.99	24.32
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	41	36	87.80	12.20	8.33

## 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
<b>All Students</b>	234	229	97.86	2.14	35.37
<b>Female</b>	116	115	99.14	0.86	33.91
<b>Male</b>	118	114	96.61	3.39	36.84
<b>American Indian or Alaska Native</b>	15	15	100.00	0.00	6.67
<b>Asian</b>	19	19	100.00	0.00	36.84
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	59	56	94.92	5.08	21.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	35	100.00	0.00	42.86
<b>White</b>	100	98	98.00	2.00	44.90
<b>English Learners</b>	32	31	96.88	3.12	9.68
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	11	11	100.00	0.00	45.45
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	151	148	98.01	1.99	27.70
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	41	36	87.80	12.20	19.44

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	30	NT	23.01	28.5	29.47

## 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
<b>All Students</b>	70	70	100	0	30
<b>Female</b>	37	37	100	0	27.03
<b>Male</b>	33	33	100	0	33.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	14	14	100	0	28.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100	0	33.33
<b>White</b>	31	31	100	0	35.48
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	40	40	100	0	27.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	529	519	143	27.6
Female	269	264	65	24.6
Male	260	255	78	30.6
American Indian or Alaska Native	24	24	4	16.7
Asian	50	50	6	12.0
Black or African American	9	9	6	66.7
Filipino	2	2	0	0.0
Hispanic or Latino	117	114	45	39.5
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	68	67	25	37.3
White	253	247	55	22.3
English Learners	65	65	23	35.4
Foster Youth	8	8	1	12.5
Homeless	35	33	17	51.5
Socioeconomically Disadvantaged	361	355	121	34.1
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	90	89	27	30.3

## 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
<b>Suspensions</b>	0.00	5.15	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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
<b>Suspensions</b>	0.00	1.89	0.63	6.71	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.89	0.00
<b>Female</b>	1.49	0.00
<b>Male</b>	2.31	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.71	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	1.47	0.00
<b>White</b>	2.77	0.00
<b>English Learners</b>	1.54	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	2.86	0.00
<b>Socioeconomically Disadvantaged</b>	1.66	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.11	0.00

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	24		3	
2	24		3	
3	24		3	
4	13	3	2	
5	31		2	
Other	7	2		

## 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	15	2	3	
1	18	1	3	
2	21	1	3	
3	20	1	3	
4	21	1	2	
5	20	1	2	
Other	20	1	2	

## 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	0



## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.8
<b>Social Worker</b>	
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.5

## 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
<b>School Site</b>	\$7,153	\$1,949	\$5,204	\$67,109
<b>District</b>	N/A	N/A	\$8,833	\$62,131
<b>Percent Difference - School Site and District</b>	N/A	N/A	-51.7	7.7
<b>State</b>	N/A	N/A	\$6,594	\$79,175
<b>Percent Difference - School Site and State</b>	N/A	N/A	-23.6	-16.5

## 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
<b>Beginning Teacher Salary</b>	\$42,002	\$48,503
<b>Mid-Range Teacher Salary</b>	\$58,642	\$74,912
<b>Highest Teacher Salary</b>	\$82,500	\$100,321
<b>Average Principal Salary (Elementary)</b>	\$92,199	\$122,160
<b>Average Principal Salary (Middle)</b>	\$111,370	\$127,632
<b>Average Principal Salary (High)</b>	\$126,720	\$137,578
<b>Superintendent Salary</b>	\$200,086	\$198,665
<b>Percent of Budget for Teacher Salaries</b>	26%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data include results of CAASPP, 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	

# 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

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

## 2022-23 District Contact Information

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
<b>Grade 6</b>	95
<b>Grade 7</b>	164
<b>Grade 8</b>	158
<b>Total Enrollment</b>	417

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	7.0
Asian	8.6
Black or African American	2.2
Filipino	0.5
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	2.2
Two or More Races	10.8
White	43.9
English Learners	15.3
Foster Youth	1.2
Homeless	6.0
Migrant	0.2
Socioeconomically Disadvantaged	65.9
Students with Disabilities	16.8

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.30	86.85	165.10	89.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.40	2.48	2.60	1.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	7.50	4.05	12115.80	4.41
<b>Unknown</b>	1.70	10.61	9.80	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	16.50	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.40	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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
<b>Foreign Language</b>	Descubre, adopted 2018 (Spanish 1)	Yes	0
<b>Health</b>		No	0
<b>Visual and Performing Arts</b>		No	0

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	B-3: Water stained ceiling tile (1) C-102: Water stained ceiling tile (1), missing light covers (2) Cafeteria: Water stained ceiling tiles in cafeteria (5) and custodial closet (4), ground cover plate missing on landing between café and J building D Wing
<b>Cleanliness:</b> 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
<b>Electrical</b>		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
<b>Restrooms/Fountains:</b> 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
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> 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-
<b>External:</b> 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

School Facility Conditions and Planned Improvements				
				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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	25	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	15	N/A	22	N/A	33

## 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
<b>All Students</b>	410	391	95.37	4.63	24.54
<b>Female</b>	199	185	92.96	7.04	30.39
<b>Male</b>	211	206	97.63	2.37	19.19
<b>American Indian or Alaska Native</b>	27	26	96.30	3.70	7.69
<b>Asian</b>	33	33	100.00	0.00	36.36
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	102	96	94.12	5.88	15.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	47	44	93.62	6.38	17.50
<b>White</b>	181	172	95.03	4.97	33.13
<b>English Learners</b>	66	66	100.00	0.00	3.03
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	22	91.67	8.33	10.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	273	260	95.24	4.76	19.84
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	65	61	93.85	6.15	3.51

## 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
<b>All Students</b>	410	388	94.63	5.37	14.51
<b>Female</b>	199	183	91.96	8.04	15.00
<b>Male</b>	211	205	97.16	2.84	14.07
<b>American Indian or Alaska Native</b>	27	26	96.30	3.70	4.00
<b>Asian</b>	33	33	100.00	0.00	27.27
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	102	96	94.12	5.88	7.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	47	43	91.49	8.51	14.63
<b>White</b>	181	170	93.92	6.08	18.90
<b>English Learners</b>	66	66	100.00	0.00	3.03
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	22	91.67	8.33	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	273	257	94.14	5.86	10.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	65	61	93.85	6.15	7.02

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	15.15	NT	23.01	28.5	29.47

## 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
<b>All Students</b>	147	141	95.92	4.08	15.15
<b>Female</b>	79	75	94.94	5.06	15.28
<b>Male</b>	68	66	97.06	2.94	15
<b>American Indian or Alaska Native</b>	13	13	100	0	18.18
<b>Asian</b>	14	14	100	0	35.71
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	33	32	96.97	3.03	6.25
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	15	93.75	6.25	14.29
<b>White</b>	63	59	93.65	6.35	14.81
<b>English Learners</b>	19	19	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	95	91	95.79	4.21	10.71
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	28	27	96.43	3.57	8.33



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	449	438	152	34.7
Female	214	208	74	35.6
Male	235	230	78	33.9
American Indian or Alaska Native	29	29	18	62.1
Asian	36	36	10	27.8
Black or African American	10	10	6	60.0
Filipino	2	2	0	0.0
Hispanic or Latino	110	107	32	29.9
Native Hawaiian or Pacific Islander	9	9	3	33.3
Two or More Races	51	49	18	36.7
White	202	196	65	33.2
English Learners	66	66	16	24.2
Foster Youth	11	11	8	72.7
Homeless	37	35	22	62.9
Socioeconomically Disadvantaged	308	299	117	39.1
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	78	74	30	40.5

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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
<b>Suspensions</b>	8.63	5.15	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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
<b>Suspensions</b>	2.56	12.47	0.63	6.71	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	12.47	0.00
<b>Female</b>	7.01	0.00
<b>Male</b>	17.45	0.00
<b>American Indian or Alaska Native</b>	20.69	0.00
<b>Asian</b>	2.78	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	11.82	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	19.61	0.00
<b>White</b>	11.88	0.00
<b>English Learners</b>	13.64	0.00
<b>Foster Youth</b>	18.18	0.00
<b>Homeless</b>	29.73	0.00
<b>Socioeconomically Disadvantaged</b>	15.58	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	15.38	0.00

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

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	8	1
Mathematics	23	4	8	
Science	26	1	5	
Social Science	25	2	9	

## 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	28	2	9	1
Mathematics	24	4	8	1
Science	32		3	2
Social Science	28	2	6	3

## 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	0

## 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	0.5
Social Worker	1.0
Nurse	0.3
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	\$62,131
Percent Difference - School Site and District	N/A	N/A	-28.4	-21.0
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	0.6	-44.6

## 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	\$42,002	\$48,503
Mid-Range Teacher Salary	\$58,642	\$74,912
Highest Teacher Salary	\$82,500	\$100,321
Average Principal Salary (Elementary)	\$92,199	\$122,160
Average Principal Salary (Middle)	\$111,370	\$127,632
Average Principal Salary (High)	\$126,720	\$137,578
Superintendent Salary	\$200,086	\$198,665
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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

Current Professional Development has included: 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

# 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

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

## 2022-23 District Contact Information

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	121
Grade 7	156
Grade 8	190
Total Enrollment	467

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	5.6
Asian	13.1
Black or African American	2.6
Filipino	0.6
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	2.1
Two or More Races	9.2
White	42.6
English Learners	18.2
Foster Youth	0.9
Homeless	6.2
Migrant	0.2
Socioeconomically Disadvantaged	73.7
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.90	91.07	165.10	89.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.20	0.99	2.60	1.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	7.50	4.05	12115.80	4.41
<b>Unknown</b>	2.00	7.94	9.80	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	25.20	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Misassignments	0.20	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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
<b>Foreign Language</b>	Descubre 1 Adopted 2018	Yes	0

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> 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
<b>Cleanliness:</b> 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,
<b>Electrical</b>	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
<b>Restrooms/Fountains:</b> 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
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> 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
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bus Stop Restroom: Entrance doors and frames in need of painting, metal trim in restrooms rusting out, FRP wall panels stained

School Facility Conditions and Planned Improvements				
				C-51: Floor tile in need of repalcement, window stop is delaminating, windows have deep scratches (2) Cafeteria: Upper 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	41	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	23	N/A	22	N/A	33

## 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
<b>All Students</b>	469	451	96.16	3.84	40.67
<b>Female</b>	223	218	97.76	2.24	41.47
<b>Male</b>	246	233	94.72	5.28	39.91
<b>American Indian or Alaska Native</b>	22	20	90.91	9.09	25.00
<b>Asian</b>	59	59	100.00	0.00	52.54
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	114	109	95.61	4.39	26.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	48	47	97.92	2.08	27.66
<b>White</b>	204	194	95.10	4.90	50.52
<b>English Learners</b>	81	79	97.53	2.47	7.59
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	33	27	81.82	18.18	11.11
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	349	332	95.13	4.87	34.34
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	69	63	91.30	8.70	4.76

## 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
<b>All Students</b>	469	451	96.16	3.84	23.28
<b>Female</b>	223	218	97.76	2.24	17.43
<b>Male</b>	246	233	94.72	5.28	28.76
<b>American Indian or Alaska Native</b>	22	20	90.91	9.09	5.00
<b>Asian</b>	59	59	100.00	0.00	22.03
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	114	108	94.74	5.26	14.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	48	47	97.92	2.08	17.02
<b>White</b>	204	195	95.59	4.41	32.31
<b>English Learners</b>	81	79	97.53	2.47	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	33	28	84.85	15.15	10.71
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	349	333	95.42	4.58	18.02
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	69	64	92.75	7.25	7.81

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	28.33	NT	23.01	28.5	29.47

## 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
<b>All Students</b>	185	180	97.3	2.7	28.33
<b>Female</b>	81	80	98.77	1.23	17.5
<b>Male</b>	104	100	96.15	3.85	37
<b>American Indian or Alaska Native</b>	11	9	--	18.18	--
<b>Asian</b>	22	22	100	0	36.36
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	45	45	100	0	17.78
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	19	100	0	15.79
<b>White</b>	78	75	96.15	3.85	38.67
<b>English Learners</b>	23	23	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	126	121	96.03	3.97	23.97
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	19	17	89.47	10.53	5.88

## 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	503	498	168	33.7
Female	244	240	79	32.9
Male	259	258	89	34.5
American Indian or Alaska Native	28	27	17	63.0
Asian	61	61	9	14.8
Black or African American	12	12	4	33.3
Filipino	3	3	0	0.0
Hispanic or Latino	122	120	36	30.0
Native Hawaiian or Pacific Islander	10	10	3	30.0
Two or More Races	51	51	26	51.0
White	216	214	73	34.1
English Learners	95	95	24	25.3
Foster Youth	8	8	5	62.5
Homeless	41	41	21	51.2
Socioeconomically Disadvantaged	382	378	146	38.6
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	77	76	38	50.0

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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
<b>Suspensions</b>	6.97	5.15	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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
<b>Suspensions</b>	2.23	11.73	0.63	6.71	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	11.73	0.00
<b>Female</b>	6.97	0.00
<b>Male</b>	16.22	0.00
<b>American Indian or Alaska Native</b>	21.43	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	33.33	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	10.66	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	21.57	0.00
<b>White</b>	11.57	0.00
<b>English Learners</b>	7.37	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	19.51	0.00
<b>Socioeconomically Disadvantaged</b>	13.09	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	22.08	0.00



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

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	10	13	
Mathematics	24	6	11	1
Science	23	7	11	
Social Science	24	6	11	

## 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	22	7	9	1
Mathematics	25	3	9	2
Science	25	2	10	1
Social Science	26	2	11	

## 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	0

## 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	1.7
Social Worker	
Nurse	0.5
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	\$62,131
Percent Difference - School Site and District	N/A	N/A	-46.6	-22.5
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-18.2	-46.0

## 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	\$42,002	\$48,503
Mid-Range Teacher Salary	\$58,642	\$74,912
Highest Teacher Salary	\$82,500	\$100,321
Average Principal Salary (Elementary)	\$92,199	\$122,160
Average Principal Salary (Middle)	\$111,370	\$127,632
Average Principal Salary (High)	\$126,720	\$137,578
Superintendent Salary	\$200,086	\$198,665
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data includes results of CAASPP testing and district benchmark exams, results from the Academic Program Survey, CHKS, and site SWIS data. Additionally, teachers receive continuing professional development in the implementation of the Common Core State Standards. During the start of the 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

**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	<a href="mailto:standishr@eurekacityschools.org">standishr@eurekacityschools.org</a>
School Website	<a href="https://ehs.eurekacityschools.org/">https://ehs.eurekacityschools.org/</a>
County-District-School (CDS) Code	12-75515-1232206



## 2022-23 District Contact Information

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	360
Grade 10	353
Grade 11	320
Grade 12	248
Total Enrollment	1,281

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.1
American Indian or Alaska Native	5.1
Asian	11.3
Black or African American	2.3
Filipino	0.8
Hispanic or Latino	22.5
Native Hawaiian or Pacific Islander	1.3
Two or More Races	8.9
White	47.9
English Learners	11.7
Foster Youth	0.8
Homeless	3.7
Migrant	0.0
Socioeconomically Disadvantaged	62.2
Students with Disabilities	15.3



A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	50.90	90.19	165.10	89.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.00	1.77	2.60	1.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.40	0.71	7.50	4.05	12115.80	4.41
<b>Unknown</b>	4.10	7.31	9.80	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	56.50	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	0.00	
Local Assignment Options	0.40	
<b>Total Out-of-Field Teachers</b>	<b>0.40</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Reading/Language Arts</b>	Edge Grammar & Writing, National Geographic, adopted 2011 The Language of Composition; Bedford, Freeman, Worth, adopted 2011 Literature (2009); McDougal Littell, adopted 2011 Brave New World, Harper Perennial Modern Classics, adopted 2010 World Mythology, NTC Publishing Group, adopted 1994 The Oedipus Plays of Sophocles, Penguin Books, 1996 The Glass Castle, adopted 2010 House on Mango Street by Sandra Cisneros, adopted 2004 Speak by Laurie Anderson, adopted 2004 Of Mice and Men, adopted 2000 Catcher in the Rye, adopted 1999 Lord of the Flies, adopted 2006 To Kill a Mockingbird, adopted 2001 Into the Wild, adopted 2009 The Grapes of Wrath, adopted 1997 The Great Gatsby, adopted 1997 Shakespeare, adopted 1997 Secret Life of Bees, adopted 2003 Night by Elie Wiesel, adopted 1996 11th grade, They say I say-Academic Writing, adopted 2018 12th grade, Uncharted Territory, A high School Reader, adopted 2018 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
<b>Mathematics</b>	Algebra Readiness by McDougal Littell, Adopted 2009 Algebra 1: California Common Core by Pearson, Adopted 2015 Geometry: Concepts and Skills by McDougal-Littell, Adopted 2005 Geometry: Common Core by Pearson, Adopted 2015 Algebra 2: Common Core by Pearson, Adopted 2012 The Practice of Statistics by WH Freeman, Adopted 2002 Calculus: Concepts and Contexts by Brooks Cole, Adopted 1998 Precalculus with Limits by Houghton-Mifflin, Adopted 1997	Yes	0

	Trigonometry: Functions and Application by Addison-Wesley, Adopted 2011		
<b>Science</b>	Earth Science: Geology, the Environment, and the Universe by Glencoe, Adopted 2006 Biology 7th ed. by Pearson Prentice Hall, Adopted 2006 Anthony's Textbook of Anatomy & Physiology by Mosby & Elsevier, Adopted 2008 Marine Biology by McGraw Hill, Adopted 2013 Modern Chemistry; Holt Reinhart, Winston; Adopted 2006 Conceptual Physics: The High School Physics Program by Pearson Prentice Hall, Adopted 2006 Environmental Science for the AP Course by WH Freeman, Adopted 2016 Plant & Soil Science: Fundamentals and Applications by Delmar Cengage Learning, Adopted 2016	Yes	0
<b>History-Social Science</b>	10th Grade: History Alive! World Connections by TCI, Adopted 2017 10 Grade AP: Traditions & Encounters: A Global Perspective on the Past by McGraw-Hill, Adopted 2019 11th Grade: History Alive!, Pursuing American Ideals by TCI, Adopted 2018 11th Grade AP: Fabric of a Nation: A Brief History with Skills and Sources by BFW Publishers, Adopted 2020  12 Grade: Econ Alive! The Power to Choose by TCI, Adopted 2011 Government Alive! Power, Politics, and You by TCI, Adopted 2020 12th Grade AP: American Government Institutions and Policies, Wilson/Dilulio/Bose Adopted 2021	Yes	0
<b>Foreign Language</b>	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
<b>Health</b>			0

## 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
<b>Systems:</b> 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
<b>Interior:</b> 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
<b>Cleanliness:</b> 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
<b>Electrical</b>	X			C 113: Lamps out is several light fixtures C 121: Broken blinds, several lamps out in light fixtures

## School Facility Conditions and Planned Improvements

				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
<b>Restrooms/Fountains:</b> 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
<b>Safety:</b> 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
<b>Structural:</b> 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
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	57	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	21	N/A	22	N/A	33

## 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
<b>All Students</b>	303	284	93.73	6.27	56.69
<b>Female</b>	148	140	94.59	5.41	62.86
<b>Male</b>	155	144	92.90	7.10	50.69
<b>American Indian or Alaska Native</b>	17	16	94.12	5.88	56.25
<b>Asian</b>	40	38	95.00	5.00	63.16
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	61	57	93.44	6.56	54.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	21	95.45	4.55	38.10
<b>White</b>	149	138	92.62	7.38	59.42
<b>English Learners</b>	23	21	91.30	8.70	33.33
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	170	161	94.71	5.29	50.93
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	42	36	85.71	14.29	11.11

## 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
<b>All Students</b>	303	281	92.74	7.26	21.00
<b>Female</b>	148	138	93.24	6.76	20.29
<b>Male</b>	155	143	92.26	7.74	21.68
<b>American Indian or Alaska Native</b>	17	15	88.24	11.76	13.33
<b>Asian</b>	40	38	95.00	5.00	21.05
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	61	56	91.80	8.20	25.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	21	95.45	4.55	14.29
<b>White</b>	149	137	91.95	8.05	21.17
<b>English Learners</b>	23	21	91.30	8.70	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	170	159	93.53	6.47	16.35
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	42	35	83.33	16.67	0.00

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	23.88	NT	23.01	28.5	29.47

## 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
<b>All Students</b>	376	356	94.68	5.32	23.88
<b>Female</b>	163	153	93.87	6.13	24.18
<b>Male</b>	213	203	95.31	4.69	23.65
<b>American Indian or Alaska Native</b>	20	18	90	10	11.11
<b>Asian</b>	57	56	98.25	1.75	23.21
<b>Black or African American</b>	11	11	100	0	9.09
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	75	71	94.67	5.33	11.27
<b>Native Hawaiian or Pacific Islander</b>	11	11	100	0	27.27
<b>Two or More Races</b>	27	25	92.59	7.41	16
<b>White</b>	172	161	93.6	6.4	32.3
<b>English Learners</b>	46	45	97.83	2.17	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	11	91.67	8.33	9.09
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	229	220	96.07	3.93	20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	52	91.23	8.77	0

## 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	572
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78
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	91.88
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	38.81

**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
<p>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.</p> <p>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.</p> <p>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.</p> <p>Contact Eureka High School's main office at 441-2508 for more information.</p> <p>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.</p>

## 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		1.4	0		7.4	1.7		8.9	7.8
Graduation Rate		96.3	95.9		91	94.3		84.2	87

#### 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	241	231	95.9
Female	107	105	98.1
Male	134	126	94.0
American Indian or Alaska Native	--	--	--
Asian	39	38	97.4
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	48	47	97.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	19	100.0
White	111	103	92.8
English Learners	41	40	97.6
Foster Youth	--	--	--
Homeless	23	20	87.0
Socioeconomically Disadvantaged	167	160	95.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	36	26	72.2

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1322	1284	408	31.8
Female	638	617	223	36.1
Male	684	667	185	27.7
American Indian or Alaska Native	69	66	25	37.9
Asian	147	146	28	19.2
Black or African American	30	30	12	40.0
Filipino	10	10	2	20.0
Hispanic or Latino	297	291	90	30.9
Native Hawaiian or Pacific Islander	18	18	4	22.2
Two or More Races	118	114	51	44.7
White	633	609	196	32.2
English Learners	156	153	36	23.5
Foster Youth	11	11	2	18.2
Homeless	58	58	35	60.3
Socioeconomically Disadvantaged	849	827	307	37.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	211	205	82	40.0

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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
<b>Suspensions</b>	7.98	5.15	2.45
<b>Expulsions</b>	0.08	0.02	0.05

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
<b>Suspensions</b>	0.08	9.23	0.63	6.71	0.20	3.17
<b>Expulsions</b>	0.00	0.15	0.00	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	9.23	0.15
<b>Female</b>	7.21	0.00
<b>Male</b>	11.11	0.29
<b>American Indian or Alaska Native</b>	13.04	0.00
<b>Asian</b>	0.68	0.00
<b>Black or African American</b>	13.33	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	9.43	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	13.56	0.85
<b>White</b>	9.95	0.16
<b>English Learners</b>	8.97	0.00
<b>Foster Youth</b>	54.55	0.00
<b>Homeless</b>	15.52	1.72
<b>Socioeconomically Disadvantaged</b>	11.31	0.24
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	18.96	0.95

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

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	20	28	3
Mathematics	24	15	26	5
Science	23	9	20	
Social Science	26	8	16	7

## 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	24	18	25	7
Mathematics	24	20	20	6
Science	22	13	17	
Social Science	27	8	17	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	640.5

## 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)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	1.0
Nurse	1.0
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	\$62,131
Percent Difference - School Site and District	N/A	N/A	-24.9	-10.7
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	4.2	-34.6

## 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	\$42,002	\$48,503
Mid-Range Teacher Salary	\$58,642	\$74,912
Highest Teacher Salary	\$82,500	\$100,321
Average Principal Salary (Elementary)	\$92,199	\$122,160
Average Principal Salary (Middle)	\$111,370	\$127,632
Average Principal Salary (High)	\$126,720	\$137,578
Superintendent Salary	\$200,086	\$198,665
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	15
------------------------------------------	----

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

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	13

## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	6	8

# 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

<b>School Name</b>	Zoe Barnum High School
<b>Street</b>	216 W Harris Street
<b>City, State, Zip</b>	Eureka, CA 95503
<b>Phone Number</b>	(707) 441-2468
<b>Principal</b>	Brad Albee
<b>Email Address</b>	albeeb@eurekacityschools.org
<b>School Website</b>	<a href="http://zoebarnum.eurekacityschools.org/">http://zoebarnum.eurekacityschools.org/</a>
<b>County-District-School (CDS) Code</b>	12-75515-1232057

## 2022-23 District Contact Information

<b>District Name</b>	Eureka City Schools, A Unified District
<b>Phone Number</b>	(707) 441-2400
<b>Superintendent</b>	Fred Van Vleck Ed. D.
<b>Email Address</b>	vanvleckf@eurekacityschools.org
<b>District Website Address</b>	<a href="http://www.eurekacityschools.org">www.eurekacityschools.org</a>

## 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
Grade 10	3
Grade 11	31
Grade 12	39
Total Enrollment	73

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.0
Male	63.0
American Indian or Alaska Native	9.6
Asian	2.7
Black or African American	2.7
Filipino	0.0
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	2.7
Two or More Races	15.1
White	46.6
English Learners	8.2
Foster Youth	2.7
Homeless	9.6
Migrant	0.0
Socioeconomically Disadvantaged	72.6
Students with Disabilities	9.6



A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.70	81.74	165.10	89.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	2.60	1.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.80	18.04	7.50	4.05	12115.80	4.41
<b>Unknown</b>	0.00	0.00	9.80	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	4.60	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.80	
<b>Total Out-of-Field Teachers</b>	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Reading/Language Arts</b>	11th grade, They say I say-Academic Writing, adopted 2018  12th grade, Uncharted Territory, A high School Reader, adopted 2018  Edge Grammar & Writing; National Geographic, adopted 2011  The Language of Composition; Bedford, Freeman, Worth, adopted 2011  Literature (2009); McDougal Littell, adopted 2011  World Mythology, NTC Publishing Group, adopted 1994  The Glass Castle, adopted 2010  Writing That Works, adopted 2012  Of Mice and Men, adopted 2000  Lord of the Flies, adopted 2006  To Kill a Mockingbird, adopted 2001  Shakespeare, adopted 1970  McDougal Littell, Language of Literature, Grade 9, 2002  McDougal Littell, Language of Literature, Grade 10, 2002  Bedford, Language of Composition, Grade 11, 2002	Yes	0
<b>Mathematics</b>	CA CC Algebra 1, adopted 2015  Algebra Structures and Methods, McDougal Littell, adopted 2000	Yes	0

	Algebra 2, adopted 2012 Geometry, Pearson, adopted 2011 Algebra 2 Common Core, Pearson, 2012		
<b>Science</b>	Earth Science; Glencoe, adopted 2006 Biology, Miller Livine, 2007	Yes	0
<b>History-Social Science</b>	History Alive! Pursuing American Ideals, TCI, adopted 2018 History Alive! World Connections by TCI Teacher Curriculum Institute (TCI); adopted 2017 Economics- Econ Alive: The Power of 10, adopted 2011 Econ Alive: The Path to Choose, 2010 The Americans; McDougal Littell, adopted 2008 United States Government: Democracy in Action; McGraw Hill Glencoe, adopted 2007	Yes	0
<b>Health</b>	Health, Glencoe, 2003	No	0

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> 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

School Facility Conditions and Planned Improvements				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Staff Workroom: Repair hole in soffit screen to prevent birds from nesting
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	14	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	4	N/A	22	N/A	33



## 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
<b>All Students</b>	45	28	62.22	37.78	14.29
<b>Female</b>	18	11	61.11	38.89	0.00
<b>Male</b>	27	17	62.96	37.04	23.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	12	50.00	50.00	25.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	35	24	68.57	31.43	12.50
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	13	8	61.54	38.46	--

## 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
<b>All Students</b>	45	27	60.00	40.00	3.85
<b>Female</b>	18	11	61.11	38.89	0.00
<b>Male</b>	27	16	59.26	40.74	6.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	11	45.83	54.17	9.09
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	35	22	62.86	37.14	4.76
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	13	7	53.85	46.15	--

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	3.85	NT	23.01	28.5	29.47

## 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
<b>All Students</b>	39	26	66.67	33.33	3.85
<b>Female</b>	17	9	52.94	47.06	--
<b>Male</b>	22	17	77.27	22.73	0
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	10	55.56	44.44	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	28	17	60.71	39.29	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	66
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	89.04
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## 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
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## 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		26.3	4.4		7.4	1.7		8.9	7.8
Graduation Rate		73.7	93.3		91	94.3		84.2	87

## 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	45	42	93.3
Female	19	17	89.5
Male	26	25	96.2
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	22	21	95.5
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	15	13	86.7
Socioeconomically Disadvantaged	38	35	92.1
Students Receiving Migrant Education Services	0	0	0.0
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	103	96	88	91.7
Female	43	40	39	97.5
Male	60	56	49	87.5
American Indian or Alaska Native	13	11	9	81.8
Asian	2	2	2	100.0
Black or African American	3	3	2	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	19	19	17	89.5
Native Hawaiian or Pacific Islander	4	4	4	100.0
Two or More Races	13	13	12	92.3
White	49	44	42	95.5
English Learners	6	6	6	100.0
Foster Youth	5	5	5	100.0
Homeless	11	10	10	100.0
Socioeconomically Disadvantaged	80	74	70	94.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	20	15	13	86.7

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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
<b>Suspensions</b>	7.61	5.15	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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
<b>Suspensions</b>	0.00	5.83	0.63	6.71	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	5.83	0.00
<b>Female</b>	11.63	0.00
<b>Male</b>	1.67	0.00
<b>American Indian or Alaska Native</b>	7.69	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	5.26	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	7.69	0.00
<b>White</b>	4.08	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	9.09	0.00
<b>Socioeconomically Disadvantaged</b>	7.50	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	5.00	0.00



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

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	12		
Mathematics	5	10		
Science	11	4		
Social Science	19	6		

## 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	9	12		
Mathematics	6	9		
Science	10	4		
Social Science	19	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	0

## 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	0.2
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

## 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	\$62,131
Percent Difference - School Site and District	N/A	N/A	49.3	-26.4
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	75.6	-49.7

## 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	\$42,002	\$48,503
Mid-Range Teacher Salary	\$58,642	\$74,912
Highest Teacher Salary	\$82,500	\$100,321
Average Principal Salary (Elementary)	\$92,199	\$122,160
Average Principal Salary (Middle)	\$111,370	\$127,632
Average Principal Salary (High)	\$126,720	\$137,578
Superintendent Salary	\$200,086	\$198,665
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	6%	6%

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	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

## Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. We have been using local attendance and graduation rate data to determine if we are meeting our goals of dropout prevention.

Since the 2014-2015 school year, the following training opportunities were provided: Crisis Prevention Intervention (CPI), Constructing Meaning which encompasses backward planning, language development, Classroom engagement strategies using Doug Lemov's text, Teach Like a Champion; professional learning communities; using data systems to collect and analyze student data; planning and delivering effective teaching for English Language Development (ELD); and effective practices to improve classroom management and instruction. We have use the District's instructional coaches to work with staff on professional goals. Further training has included: Common Core, discipline updates, behavior strategies, SST skills, engagement strategies, and Cornell note taking. During the 2018-19 and 2019-20 school year, we had district wide training for all of our teachers on working with and using Unified Classroom, Differentiated Instruction, and Trauma Informed Classroom Practices.

At the beginning of the 2020-21 school year, our staff focused on distance learning and educational practices utilizing applications online to keep our students engaged in their learning. Our training was five days before school started with continuing education through staff meetings bi-monthly throughout the school year.

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

## AGENDA ITEM

Agenda Title: Approval of Memorandum of Understanding between Santa Clara County Office of Education and Eureka City Schools  
Meeting Date: February 2, 2023  
Item: Consent

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

The Governing Board is asked to approve the Memorandum of Understanding between Santa Clara County Office of Education and Eureka City Schools.

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

Asking for approval to increase the level of health and mental health services currently provided to pupils; improve measurable academic and behavioral outcomes for pupils; increase funding secured; plan for ongoing sustainability of health and mental health services beyond the pilot project period; and recommend maximizing federal reimbursement and other revenue sources to provide effective health and mental health services to pupils.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 3: Mental Health, Social-Emotional Wellness, and Family Engagement

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

No previous history.

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

Budget & Expenditures to fund this project for 2023 is \$100,000 and for 2024 is \$100,000 - Grand Total of \$200,000. All funding will be from the School Health Demonstration Project Grant.

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

Lisa Claussen, Director of Student Services

**ATTACHMENTS:**

Description

## ▢ MOU between SCCOE & ECS

**Memorandum of Understanding  
between  
Santa Clara County Office of Education  
and  
Eureka City Schools**

*This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Eureka City Schools (the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.*

**1. Overview**

This Agreement outlines the responsibilities and commitments of each Party regarding the participation in Pilot School Health Demonstration Project.

**2. Goals**

- ☒ Improve access to inclusive, equitable, high-quality education.
- ☒ Provide quality support to districts, schools, students, and communities.
- ☒ Be a premier service organization.

**3. Responsibilities**

**3.1. The Agency Responsibilities:**

1. Assemble a team consisting of but not limited to: School-Based Billing Coordinator, Leadership Team representative, Fiscal Personnel representative, Service Provider representative, and a Collaborative representative
2. Complete all pre-work and post-work assignments for all coaching sessions within agreed upon timelines.
3. Complete a needs assessment developed by the SCCOE that may include but not limited to the following:
  - a. Surveys
  - b. Interviews of relevant staff
  - c. A medical billing audit to evaluate past billing claims, Cost Reimbursement Comparison Schedule (CRCS) forms, & eligible school expenditures
  - d. Review of current billing practices and partnership agreements with contracted service providers
  - e. Review of current participation in the Local Education Area Medi-Cal Billing Options Program (LEA BOP) and School-based Medi-Cal Administrative Activities (SMAA) Program
4. The LEA will collaborate with SCCOE to establish data collection that includes but is not limited to the following:



- a. Data on any increases in the level of health and mental health services provided to pupils in the LEA
  - b. Data on improved measurable outcomes for pupils
  - c. Data on increased funding secured
  - d. Plans for the ongoing sustainability of health and mental health services beyond the pilot project period
5. The LEA commits to sharing data with the SCCOE by June 30, 2024 in order to complete the Technical Assistance Summary Report due to CDE by September 1, 2024. The LEA understands that the data requested may change based on CDE requirements and the LEA and SCCOE will work together to revise the data sharing plan in the event of a change in requirements. The data requested by the SCCOE will include but will not be limited to:
- a. Increases in the level of health and mental health services provided to pupils;
  - b. Improved measurable academic and behavioral outcomes for pupils;
  - c. Increased funding secured;
  - d. Plans for ongoing sustainability of health and mental health services beyond the pilot project period; and
  - e. Recommendations on maximizing federal reimbursement and other revenue sources to provide effective health and mental health services to pupils.
6. The LEA commits to sharing data with the SCCOE and California Department of Education by October 1, 2024, to include all the following components in the Technical Assistance Summary Report to the Legislature by January 1, 2025:
- a. Best practices developed by LEAs that ensure every pupil receives an uninterrupted continuum of effective care services.
  - b. Program requirements and support services needed for the LEA BOP and SMAA program, and medically necessary federal EPSDT benefits, to ensure ease of use and access to LEAs.
  - c. Total dollars drawn down from federal sources by LEAs participating in the pilot project.
  - d. The number of pupils receiving health and mental health services by participating LEAs throughout the course of the pilot project, including breakdowns by subgroups, and measurable improved outcomes for those pupils.
  - e. Recommendations for expanding the program statewide, including an estimate of the cost of fully funding an ongoing technical assistance and support program on a statewide basis.
  - f. Strategies for working with DHCS to coordinate, streamline, and prevent the duplication of Medi-Cal covered services.
  - g. Recommendations on specific changes needed to state regulations or statute, the need for approval of amendments to the state Medicaid plan or federal waivers, changes to implementation of federal regulations, changes to state agency support and oversight, and associated staffing or funding needed to implement recommendations.

**3.2. The SCCOE Responsibilities:**

- 1) The SCCOE shall Support the LEA in conducting a needs analysis of all the following related to the pilot participant:
  - a) The need for health & mental health services for pupils.
  - b) The current capacity within the LEA to meet those needs.
  - c) Current participation in the LEA BOP and the SMAA Program.
  - d) The barriers to participating in the LEA BOP & SMAA Program.
  - e) Any existing partnerships with the county agencies or community-based organizations to provide health & mental health services to pupils.
- 2) Work with LEA staff to establish or expand the expertise necessary to maximize federal reimbursement revenue through an analysis of past claims and review eligible school expenditures to ensure the maximum usage of potential Medi-Cal reimbursements, including EPSDT services provided to eligible pupils.
- 3) Facilitate the exploration of opportunities to collaborate with county mental health plans, Medi-Cal managed care plans, and private health care service plans and health insurers to establish partnerships through a MOU or other means to coordinate the funding and provision of health and mental health services to pupils.
- 4) Provide resources related to generating revenue for school-based health and behavioral health programs including but not limited to billing.
- 5) Complete, and provide to the CDE, a final report at the conclusion of the pilot project with data on any increases in the level of health and mental health services provided to pupils in the LEA, any improved measurable outcomes for pupils, increased funding secured, plans for ongoing sustainability of health and mental health services beyond the pilot project period, and recommendations on maximizing federal reimbursement and other revenue resources to provide effective health and mental health services to pupils.

**3.3. Shared Responsibilities:**

1. Participate in a minimum of twelve (12) up to twenty-four (24) consecutive monthly targeted coaching sessions facilitated by the SCCOE from January 2023 through December 2024.
2. Collaboratively develop and complete the Technical Assistance Summary Report due to CDE by September 1, 2024. The LEA understands that the data requested may change based on CDE requirements and the LEA and SCCOE will work together to revise the data sharing plan in the event of a change in requirements. The data requested by the SCCOE will include but will not be limited to:

- a. Increases in the level of health and mental health services provided to pupils;
  - b. Improved measurable academic and behavioral outcomes for pupils;
  - c. Increased funding secured.
  - d. Plans for ongoing sustainability of health and mental health services beyond the pilot project period; and
  - e. Recommendations on maximizing federal reimbursement and other revenue sources to provide effective health and mental health services to pupils.
3. Collaboratively prepare and submit a budget to the CDE outlining how the LEA's SHDP funds have been budgeted.
  4. The SCCOE and LEA will work together to implement a billing program based on information gathered through the needs assessment.

**3.4. Delivery of Services and Use of Resources:**

1. The SCCOE and LEA will collaboratively coordinate coaching calls.
2. While most coaching sessions and meeting will be conducted virtually, the SCCOE and LEA commit to at least one in-person meeting and no more than 3 in-person meetings.

**4. Duration of Agreement**

This Agreement begins on January 1, 2023 and ends on January 1, 2025.

**5. Articulation of Monies/Compensation**

1. The LEA agrees to compensate the SCCOE \$100,000 annually.
2. The LEA will remit payment 30 days after receiving the invoice submitted by the SCCOE. The invoice for Year 1 to be sent upon execution of this agreement and the invoice for Year 2 to be sent on or near July 1, 2023.

**6. Data Sharing**

The services performed under this Agreement include the sharing of non-publicly available employee or student data.

- ☐ Yes, Data Sharing agreement/form attached
- ☐ No

**7. Termination**

Either the Agency or the SCCOE may terminate this Agreement with or without cause upon 60 days advance written notice to the other Party.

If the LEA terminates this agreement with or without cause, the LEA agrees to compensate the SCCOE for the full amount of the agreement (\$100,000).

**8. Other Terms**

- 8.1. Entire Agreement:** This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates

and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the Parties or their agents shall be valid or enforceable unless embodied in this Agreement.

- 8.2. Amendments:** This Agreement may only be amended by a written instrument signed by the Parties.
- 8.3. Severability:** Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.
- 8.4. Third-Party Beneficiaries:** This Agreement does not, and is not intended to, confer any rights or remedies upon any person or entity other than the Parties.
- 8.5. Assignment:** No assignment of this Agreement or of the rights and obligations hereunder shall be valid without the prior written consent of the other Party.
- 8.6. Use of SCCOE Name and Logo for Commercial Purposes:** Agency shall not use the name or logo of SCCOE or reference any endorsement from SCCOE in any manner for any purpose, without the prior express written consent of SCCOE as provided by the SCCOE's authorized representative, or designee.
- 8.7. Governing Law, Venue:** This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. Proper venue for legal action regarding this Agreement shall be in Santa Clara County.

## 9. Insurance/Hold Harmless

- 9.1 Insurance:** The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office.
- 9.2 Indemnification:** Each Party will defend, indemnify, and hold the other Parties, their officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

## 10. Execution Authority

Each individual executing this Agreement on behalf of a Party represents that they are duly authorized to execute and deliver this Agreement on the entity's behalf, including, as applicable, the Governing Board, Superintendent, Board of Directors, or Executive Director. This Agreement shall not be effective or binding unless it is in writing and approved by the SCCOE's authorized representative, or authorized designee, as evidenced by their signature as set forth in this Agreement.

## 11. Electronic Signatures/ Signatures

Unless otherwise prohibited by law or SCCOE policy, the Parties agree that an electronic copy of a signed contract, or an electronically signed contract, has the same force and legal effect as a contract executed with an original ink signature. The term "electronic copy of a signed contract" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed contract in a portable document or other format. The term "electronically signed contract" means a contract that is executed by

applying an electronic signature using technology approved by SCCOE.

**SCCOE:**

By: \_\_\_\_\_  
Signature of Authorized SCCOE Official

Name: Mary Ann Dewan, Ed. D.

Title: County Superintendent of Schools

Date: \_\_\_\_\_

Address: 1290 Ridder Park Dr.,  
San Jose, CA 95131

Phone: (408) 453-6511

Email: mdewan@sccoe.org

**Eureka City Schools:**

By:  \_\_\_\_\_  
Signature of Authorized Agency Official

Name: Dr. Fred Van Vleck

Title: Superintendent

Date: \_\_\_\_\_

Address: 2100 J Street  
Eureka, CA 95501

Phone: 707-441-2414

Email: vanvleckf@eurekacityschools.org

***For Contracts Office/Risk Management use only:***

RM#: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

# School Health Demonstration Project Grant

## Project Budget Instructions

California Department of Education

August 2022

## DOCUMENT INSTRUCTIONS

The Project Budget requires completion of the following worksheet tabs:

1) Local Educational Agency (LEA) Information; 2) Budget Summary; 3) Year 1; and 4) Year 2

**1. LEA Information:** Enter the following information: 1) Applicant Local Educational Agency (LEA) Name; 2) Applicant LEA County-District-School (CDS) Code; 3) Program Contact Name; 4) Program Contact Title; 5) Program Contact Phone number; and 6) Program Contact Email address; 7) Secondary Program Contact Name; 8) Secondary Program Contact Title; 9) Secondary Program Contact Phone number; and 10) Secondary Program Contact Email address.

**2. Budget Summary:** Program information will auto-populate from the Contact Information tab. Budget information will auto-populate from the annual proposed budget worksheets (Tabs 3 and 4).

**3. Year 1:** Program information will auto-populate from the Contact Information tab. Enter the following information: 1) Proposed grant funds to be used by Object Code; and 2) A detailed explanation for the corresponding Object Code. Expand the rows, if needed.

**4. Year 2:** Program information will auto-populate from the Contact Information tab. Enter the following information: 1) Proposed grant funds to be used by Object Code; and 2) A detailed explanation for the corresponding Object Code. Expand the rows, if needed.

## DOCUMENT SUBMISSION

Email signed original to the California Department of Education:

[wellness@cde.ca.gov](mailto:wellness@cde.ca.gov)

For questions regarding this report, email:

[wellness@cde.ca.gov](mailto:wellness@cde.ca.gov)

## Local Educational Agency (LEA) Information

Field Name	Response
Program:	School Health Demonstration Project
LEA Name:	Eureka City Schools
LEA CDS Code:	12 75515 0000000
Program Contact Name:	Lisa Claussen
Program Contact Title:	Director of Student Services
Program Contact Phone Number:	707-441-XXXX
Program Contact Email:	claussenl@eurekacityschools.org
Secondary Program Contact Name:	Julie Simpson
Secondary Program Contact Title:	MHDG Project Director
Secondary Program Contact Phone Number:	707-502-9359
Secondary Program Contact Email:	simpsonj@eurekacityschools.org



## Program Budget Summary

Program: School Health Demonstration Project  
 LEA Name: Eureka City Schools  
 LEA CDS Code: 12 75515 0000000  
 Total Grant Amount: \$200,000

1000		Certificated Personnel Salaries	\$0.00	\$0.00	\$0.00
2000		Classified Personnel Salaries	\$9,339.00	\$9,339.00	\$18,678.00
3000		Employee Benefits	\$0.00	\$0.00	\$0.00
4000		Books and Supplies	\$0.00	\$0.00	\$0.00
5000		Services and Other Operating Expenditure	\$84,051.00	\$84,051.00	\$168,102.00
6000		Capital Outlay	\$0.00	\$0.00	\$0.00
	N/A	<b>Total Direct Costs</b>	<b>\$93,390.00</b>	<b>\$93,390.00</b>	<b>\$186,780.00</b>
7000		Indirect Rate 6.61	\$6,610.00	\$6,610.00	\$13,220.00
	N/A	<b>Total Budget &amp; Expenditures (to date)</b>	<b>\$100,000.00</b>	<b>\$100,000.00</b>	<b>\$200,000.00</b>



## Year 1 - Proposed Budget

Program: School Health Demonstration Project  
 LEA Name: Eureka City Schools  
 LEA CDS Code: 12 75515 0000000

1000	Certificated Personnel Salaries	0.00	[Enter Narrative]
2000	Classified Personnel Salaries	10,000.00	These funds will cover the cost of our contractor Taffy Stockton who will manage this grant for ECS. This will include organization, collaboration, budgeting, management, etc.
3000	Employee Benefits	0.00	[Enter Narrative]
4000	Books and Supplies	0.00	[Enter Narrative]
5000	Services and Other Operating Expenditures	90,000.00	These funds will cover the cost of contracting with the Santa Clara County Office of Education for intensive Technical Assistance, which will include the completion of deliverables related to the School Health Demonstration Project.
6000	Capital Outlay	0.00	[Enter Narrative]
N/A	<b>Total Direct Costs</b>	<b>100,000.00</b>	N/A
7000	Indirect Rate: [Enter Percentage]%		N/A
N/A	<b>Total Budget</b>	<b>100,000.00</b>	N/A

## Year 2 - Proposed Budget

Program: School Health Demonstration Project  
 LEA Name: Eureka City Schools  
 LEA CDS Code: 12 75515 0000000

1000	Certificated Personnel Salaries	0.00	[Enter Narrative]
2000	Classified Personnel Salaries	10,000.00	These funds will cover the cost of our contractor Taffy Stockton who will manage this grant for ECS. This will include organization, collaboration, budgeting, management, etc.
3000	Employee Benefits	0.00	[Enter Narrative]
4000	Books and Supplies	0.00	[Enter Narrative]
5000	Services and Other Operating Expenditures	90,000.00	These funds will cover the cost of contracting with the Santa Clara County Office of Education for intensive Technical Assistance, which will include the completion of deliverables related to the School Health Demonstration Project.
6000	Capital Outlay	0.00	[Enter Narrative]
N/A	<b>Total Direct Costs</b>	<b>100,000.00</b>	N/A
7000	Indirect Rate: [Enter Percentage]%	0.00	N/A
N/A	<b>Total Budget</b>	<b>100,000.00</b>	N/A

**2022-23 Local Educational Agency Medi-Cal Billing Option Program  
Technical Assistance Letter of Intent**

The California Department of Education (CDE) has awarded the Local Educational Agency (LEA) Medi-Cal Billing Option Program (BOP) Specialist grant to the Santa Clara County Office of Education (SCCOE) and its consortium partners: Santa Cruz County Office of Education, WestEd, and Medical Billing Technologies. The consortium will be responsible for providing in-depth technical assistance to a minimum of 10 but no more than 15 targeted LEAs in Program Year 1, ending June 30, 2023.

**Local Educational Agency (LEA) Name:** Eureka City Schools

**LEA's County-District-School Code:** 12 75515 0000000

**LEA's Mailing Address:** 2100 J Street

**Primary Contact:**

**Name:** Lisa Claussen

**Title:** Director of Student Services

**Phone:** 707-441-2425

**Email:** claussenl@eurekacityschools.org

**Secondary Contact:**

**Name:** Julie Simpson

**Title:** Director of Mental Health Demonstration Grant

**Phone:** 707-441-3374

**Email:** simpsonj@eurekacityschools.org

Is the LEA primarily (please check only one)?

☐ Urban

☐ Suburban

☒ Rural

Please provide the percentage of the LEA's Unduplicated Pupil Count: 71.6

Please provide the FRPM percentage for your district/school: 70.5

1. Describe the LEA's need for health and mental health services for pupils.

See attached application (pg. 1)

2. Describe any extenuating circumstances that increased the need for health and mental health services for pupils (i.e., wildfires, school or community violence, disproportionate impact of COVID-19 etc.). See attached application (pg. 2)

3. What staff within your LEA will be designated to support this project? Please include service providers, fiscal, administrative staff, and leadership.

See attached application (Page 6)

4. What Medi-Cal Billing Programs does your LEA currently participate in?

- ☐ None - We don't currently bill
- ☐ None - Participated in the past but we no longer bill
- ☒ Local Educational Agency Medi-Cal Billing Option Program
- ☒ School-Based Medi-Cal Administrative Activities
- ☐ Family PACT
- ☐ Medi-Cal Managed Care Plan
- ☐ Child Health & Disability Prevention (CDPH)
- ☐ Other programs

*If "other programs" checked, please identify the programs:*

*If you participate or have participated, please provide an overview of the applicant's claiming history in School-Based Medi-Cal programs.*

See attached application (page 4)

5. If the LEA is currently participating in LEA BOP & SMAA, what model is the LEA presently utilizing?

- ☒ Model 1: Direct Employment of Health Care Practitioners
- ☐ Model 2: Contracting of Health Care Practitioners or Clinics
- ☐ Model 3: Direct Employment & Contracting to Community Based Organizations (CBO) to Supplement Service (*employees and CBO provide different services*)
- ☐ Model 4: Mix of Employed & Contracted CBO Providers (*employees and CBOs may provide the same types of services*)

6. If the LEA is participating in School-Based Medi-Cal programs, do you feel you are drawing down the maximum reimbursement?

- ☐ Yes
- ☒ No

*If not, please explain the barriers you have encountered with Medi-Cal billing and what type of support you need.*

See attached application (page 9)

7. Please identify which of the following service providers you currently employ or contract with at your LEA and indicate if you are currently receiving reimbursement from the services they provide.

Service Providers	N/A	Bills for Services Provided to Special Education Students	Bills for Services provided to General Education Students	Does not Bill but we are Interested
<b>Hearing (Audiology) Services</b>				
Licensed audiologists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credentialed audiologists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed physicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed physician assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed speech-language pathologists	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Credentialed speech-language pathologists	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registered school audiometrists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registered credentialed school nurses (who are also registered school audiometrists)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Nursing &amp; School Health Aide Services</b>				
Registered credentialed school nurses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Licensed registered nurses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Certified public health nurses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certified nurse practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed vocational nurses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trained health care aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Nutritional Services</b>				
Registered dietitians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Certified nurse practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certified public health nurses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed physicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed physician assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed registered nurses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registered credentialed school nurses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Occupational Therapy</b>				
Licensed occupational therapist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Licensed occupational therapy assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Physical Therapy</b>				
Licensed physical therapists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed physical therapist assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Orientation &amp; Mobility</b>				
Orientation and mobility specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Physician Billable Procedures</b>				
Licensed physicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed physician assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Psychology &amp; Counseling Services</b>				
Licensed psychologists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed educational psychologists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credentialed school psychologists	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Licensed clinical social workers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Credentialed school social workers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Licensed marriage and family therapists	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Associate marriage and family therapists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registered associate clinical social workers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Credentialed school counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Licensed physicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed physician assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registered credentialed school nurses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Respiratory Therapy Services</b>				
Licensed respiratory care practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speech Therapy</b>				
Licensed speech-language pathologist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Credentialed speech-language pathologist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speech-language pathology assistant (SLPA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Optometry Services</b>				
Licensed optometrists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed physicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed physician assistants (PAs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registered credentialed school nurses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8. Does the LEA currently work with community based organizations that provide health & mental health services?

☒ Yes

☐ No

If yes, who receives reimbursement for the services provided to students?

☐ LEA

☒ Community Based Organization

☐ Neither

9. How does the LEA currently document services provided to students?

☒ Student Information System (SIS)

☐ SIRAS

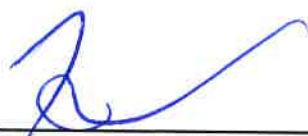
☐ SEIS

- ☐ Electronic Health Records
- ☒ Spreadsheets
- ☒ Other

*If other, please share how you document:* Through the Paradigm reimbursement platform.

I support (insert LEA name) application to receive technical assistance from the SCCOE for the 2022-23 school year. I certify that (insert name of LEA) has the capacity and willingness to receive and respond to direct technical assistance from SCCOE and its consortium. I certify that all information in this letter of intent is true.

By signing/typing your name electronically, you are agreeing that your electronic signature is the legal equivalent of your manual signature on this Form. Sign and date below.



E-Signature of LEA Superintendent or Designee

1/23/23  
Date



## **Demonstrated Need for Health and Mental Health Services for Pupils**

### **Describe the LEA's need for health and mental health services for pupils:**

Humboldt County is a rural county 250 miles north of San Francisco. Demographically, its population of 135,000 residents is notably older and poorer than average Californians. Our geographically isolated, economically disadvantaged region lacks many of the resources found elsewhere, and features isolated, sparsely populated towns connected by winding, two-lane roads. Transportation is challenging due to inclement weather, mud/rock slides, few bus lines, and unreliable personal vehicles.

The Brookings Institution's *Vitality Index* measures counties' median household income, poverty, unemployment, prime-age employment, life expectancy, and housing vacancy rate. The US average is 0.0. California scores a +0.3418. Humboldt scores -1.0525 (below every state except Mississippi).<sup>1</sup>

Humboldt County youth face a range of interrelated challenges, the impacts of which have been heightened by COVID and social isolation. Compared to the state average, our students have a higher rate on several troubling indicators. In Humboldt County, 69.4% of students are socioeconomically disadvantaged, compared to a statewide average of 60.3%.<sup>2</sup> In addition to poverty, our children face high rates of homelessness, involvement in the CWS system, and more.

In Humboldt, 2% of students are in foster care, compared to a statewide average of 0.5%, while 16.5% of the student population receives Special Education services, compared to the 12.5% state average. Black and Indigenous People of Color (BIPOC) students and those living in poverty are at greater risk of exposure to trauma, development of mental health disorders, and school failure; and are less likely to have access to mental health services. While the largest populations in Eureka City Schools (ECS) and the state are white and Latino (68.4% ECS vs. 77% CA), Humboldt County has a uniquely diverse population. For example, while fewer than one percent of California students are Native American, they comprise 5.9% of the ECS student body.<sup>3</sup>

County-level data from the California Healthy Kids Survey points to high school students' widespread use of substances. Humboldt high school-aged youth report higher rates of alcohol/binge drinking and marijuana use than their peers statewide, with BIPOC, LGBTQIA2S+, and justice-involved youth overrepresented in this cohort.<sup>4</sup>

Eureka is the county seat of Humboldt, and ECS is the largest of the thirty-one school districts in Humboldt County, with a student enrollment of approximately 3,600. Even

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<sup>1</sup> Brookings Institute, 2019, <https://www.brookings.edu/blog/up-front/2019/02/28/an-interactive-exploration-of-the-geography-of-prosperity/>

<sup>2</sup> Census Data, 2021, [www.census.gov/quickfacts/table/PST045215/06023](http://www.census.gov/quickfacts/table/PST045215/06023)

<sup>3</sup> California Department of Education, <https://www.cde.ca.gov/ds/ad/accessdatasub.asp#Foster>

<sup>4</sup> California Healthy Kids Survey, <https://calschls.org/reports-data/>

before the COVID-19 pandemic, students were experiencing record levels of depression and anxiety, suicide ideation, and multiple forms of trauma. The pandemic, which increased social isolation, economic hardship, and other stress factors, has further exacerbated this emerging mental health crisis.

A 2022 report from the American Civil Liberties Union of Southern California surveyed 1,200 students in the state to assess student wellness and access to school-based mental health support. Nearly two-thirds reported an emotional meltdown, 43% of students reported a panic or anxiety attack, 22% of students reported three or more days where they could not participate in school because of mental health, and 19% of students reported suicidal thoughts. Rates of childhood mental health concerns and suicide rose steadily between 2010 and 2020. By 2018, suicide was the nation's second leading cause of death for youth ages 10-24.<sup>5</sup>

Another measure of the difficulties children face is Adverse Childhood Experiences (ACEs). Humboldt has California's highest ACEs rate: 30.8% of adults report experiencing four or more ACEs, versus 13% statewide and 11% nationally. Native American, immigrant, and low-income communities are particularly prone to ACEs.<sup>6</sup>

Even pre-pandemic, the local suicide rate was 2.5x the state average. The unduplicated rate of child abuse and neglect allegations is nearly 2x the state rate (98.2 per 1,000 children vs. 54.1: 1,000). For Native children, the rate was 275.8 per 1,000.

Humboldt, in the heart of the "Emerald Triangle," is America's largest producer of legal and illegal cannabis. Methamphetamine production and use are widespread. Humboldt has one of California's highest arrest rates, and the per capita rate of alcohol arrests is 3.3x the state rate. In 2018 Humboldt had the 2<sup>nd</sup> highest homicide rate of any California county.<sup>7</sup> Humboldt has California's 2<sup>nd</sup> highest rate of Opioid Overdose Deaths—a rate of 21.03 vs. a state rate of 5.22 per 100,000 people. According to the California Opioid Overdose Surveillance Dashboard, in the 3<sup>rd</sup> quarter of 2018, there were 777.51 prescriptions for opioids per 1,000 people.<sup>8</sup>

These statistics are symptomatic of the county's drug culture, alcohol abuse, and economic stress. Dr. Virgil Moorehead, a clinical psychologist and executive director of Two Feathers Native American Family Services, stated, "I don't want to frame it as a mental illness. I would frame it as existential despair."

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<sup>5</sup> American Civil Liberties Union of Southern California, 2022, <https://aclulcalaction.org/2022/01/new-report-details-student-mental-health-crisis-in-california/>

<sup>6</sup> 2020 Adverse Childhood Experiences Data Report (BRFSS) 2011-2017, [www.cdph.ca.gov](http://www.cdph.ca.gov)

<sup>7</sup> Homicide in California 2018 from the California Dept. of Justice <https://data-openjustice.doj.ca.gov/sites/default/files/2019-07/Homicide%20In%20CA%2020190701.pdf>

<sup>8</sup> California Opioid Overdose Surveillance Dashboard, <https://discovery.cdph.ca.gov/CDIC/ODdash/>

***Describe any extenuating circumstances that highlight the need for health and mental health services for pupils:*** Humboldt has the state's 2<sup>nd</sup> highest suicide rate: 23.6 per 100,000—twice the state and federal rates. Of all ethnic/racial groups in the county, Native Americans experience some of the highest suicide rates. In 2018, the Native American suicide rate in Humboldt was 26.2 per 100,000, the county's second highest, and nearly three times the state average.<sup>9</sup>

Robust mental health research indicates many NA youth experience profound co-occurring mental health and substance abuse crises due to historical and ongoing trauma, grief and loss, manifesting as suicide, substance abuse, domestic violence, and child abuse. A consequence of this inter-generational, multilayered suffering was a suicide cluster in 2014-15. In 15 months in a river hamlet of 150 people, seven Yurok men under the age of 30 committed suicide—driving the rate to 14x the US average.<sup>10</sup>

Covid has only added to this, as we have seen our students disproportionately impacted by the pandemic. Students across the county are struggling, and within the ECS system, we have seen a significant increase in the number of youth showing up at the Emergency Room with suicidal ideation and an increased need for Children's Mobile Response Teams to respond to crises.

***Provide an overview of current school and/or community-based health and mental health services, resources, and supports:*** While Eureka City Schools has an extensive portfolio of mental health and health services, it is not extensive enough to meet the actual needs of our students.

In this school year, we have a wide variety of embedded and partner services available for students. ECS has 8 core programs that provide mental health services and supports for students, and 2 core programs that provide physical health services, all of which are housed in the Student Services Department. Lisa Claussen, one of the School Demonstration Grant team members, is the Director of Student Services and oversees the work done throughout the entire district.

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<sup>9</sup> Largusa, R. (2019). Personal Communication. Humboldt County Department of Health and Human Services: Humboldt County Suicide Risk Factors, 2015-2018

<sup>10</sup> Mozingo, Joe, "How a remote tribe set out to save its river and stop a suicide epidemic", May 19, 2017, <http://www.latimes.com/local/california/la-me-salmon-demise-yurok-suicides-20170519-htmlstory.html>.

The core mental health programs are:

- ECS Student Services which directs district Special Education and mental health services
- ECS' Community Schools initiative, which serves three district K-5 schools—and will expand K-12 in 2023-24
- Humboldt BRIDGES to Success, a collaboration between ECS, other local LEAs and Humboldt County Children's Behavioral Health
- Marshall Family Resource Center, located at the ECS district office and staffed by ECS employees
- A 2019 US Ed. Mental Health Demonstration Grant, which funds two full-time School Social Workers (both LCSWs) and hosts six final year MSW candidates who are supervised by the two LCSWs and also earn their PPS-C credentials through the program
- The ECS Student Counseling Department
- The new district Wellness Center, located at Eureka High, which is a partnership between the district, Open Door Community Health, and other local partners, and
- Special Education Supports for eligible students.

Between these programs, different staff provides support, from licensed clinicians to paraprofessional staff, including: 4 psychologists, 3 BCBAs, 1 BCaBA, 2 LCSWs, 2 PPS, 1 LMFT/Crisis Counselor, 3 Community Schools teachers, 4 Academic Counselors, 1 Climate Coach, 1 Family Services Advocate, 2 Mental Health Services Navigators, 1 Family Support Coach, 3 Restorative Practices Support Specialists, 5 Behavior Support Assistants, 1 AmeriCorps member and 11 Interns (9 Social Work, 2 Psychology).

The core physical health programs are the Nursing Program and the Speech Program. Through the programs, we have 3 full-time RNs and 2 half-time RNs serving the 9 school campuses. ECS also has 1.8 FTE Speech Therapists, 1 Speech Language Pathologist Assistant, and 0.2 FTE Occupational Therapist positions that are ECS staff. In addition to the staff positions, we contract for an additional 5 FTE Speech Therapists.

**Provide an overview of the applicant's claiming history in other Medi-Cal programs, including Medi-Cal managed care plan contracting provider, entering into a MOU with county mental health for specialty mental health services, or participating in other Medi-Cal programs, such as California Children's Services, or the Child Health and Disability Prevention Program:** Eureka City Schools participates in both LEA BOP and the SMAA program. In partnership with the Sonoma Office of Education, we have an established consortium for SMAA services. We hold a contract with Paradigm Healthcare Services to assist with LEA BOP billing.

ECS partners with county mental health and has active and finished MOUs with them. We do not have a history of billing or participating in other Medi-Cal programs.

## Applicant's Capacity

***Assurance of capacity and willingness to begin project activities on January 1, 2023. Indicate the LEA's capacity and willingness to participate in the two-year School Health Demonstration Project:*** Eureka City Schools is willing and has the capacity to begin project activities in January 2023. As a school district, we are committed to expanding our health and mental health services, and have the team in place to begin the work as soon as funding is granted.

We have a history of effectively and efficiently implementing large grants. We currently hold a number of ongoing projects that are great examples of this.

One example is the current Mental Health Demonstration Grant headed up by project team member Julie Simpson. In 2019, ECS partnered with the Department of Social Work at Cal-Poly Humboldt to secure funding for an innovative partnership to train school-based mental health service providers for employment in schools and high-need local educational agencies (LEAs). This 5-year grant has already been shown to be incredibly successful – the work has been enthusiastically received, and the project is well ahead of itself, especially regarding sustainability planning for the continuation of services. In fact, the sustainability planning has led to the development of the recently opened Wellness Center, which is embedded at Eureka High School. Additional information about the Wellness Center is included below.

Another example is the recent 5-year Community Schools grant we received, which started at the beginning of this school year. The Community Schools Project is the systematized, sustainable alignment and delivery of supportive services to students and families, including committing to providing trauma-informed health, mental health, and social services for students within an MTSS on or near the school, in partnership with county agencies and other organizations. This grant is serving three of our highest needs K-5 schools, addresses all four pillars of community schools, and provides three Trauma-Informed Classrooms to support at-risk elementary students, while making our elementary schools community hubs for students and their families to grow, learn, and access support and resources. As noted, the Community Schools initiative will expand to TK-12 next school year so students in all grades can be served.

Other projects include our work as part of the California Department of Health Care Services Student Behavioral Health Incentive Program (SB HIP) initiative and the newly created Wellness Center, which opened its doors at the start of this school year at Eureka High School. We have a strong track record of successful use of large influxes of funding, and if chosen, we are looking forward to the opportunity to participate in the School Health Demonstration Grant.

***Willingness and capacity to receive direct assistance and support from selected Technical Assistance Teams in securing federal reimbursement for health and mental health services provided to pupils:*** As part of past successful grants, we have an extensive track record of effectively leveraging technical assistance to improve programs and impact student outcomes.

As mentioned in the previous section, our Mental Health Demonstration Grant has been a significant district-wide project that has had a measurable impact on services available to students. As part of this project, we have had significant Technical Assistance from American Institutes for Research and the National Center on Safe & Supportive Learning Environments. Their expertise has been invaluable in guiding our team on project implementation, strategy, and building long-term project sustainability.

With new positions added through these projects (i.e., School Social workers and MH/Crisis counselor, Licensed Director of School-Based Resource Center), new opportunities have been highlighted. It is clear a system to onboard and support new staff as Medi-Cal billers is not in place, and we do not have policies in place for to support current staff. We look forward to the support to put into place policies and practices to support both new and ongoing staff in effective Medi-Cal billing practices.

***Describe the composition of the LEA's School Health Demonstration Project team, including project lead, titles and key roles of team members:*** The proposed Eureka City Schools School Demonstration Grant Team has identified 9 members:

- Jack Bareilles, Northern Humboldt Union High School District Liaison
- Lisa Claussen, ECS Director of Student Services
- Sarahdee Duncan, ECS Clinician
- Ronda Evans, ECS Director of Community Schools
- Jourdan Farmer, ECS LEA Medi-Cal Billing Coordinator
- Karen Klamka, ECS District Nurse
- Julie Simpson LCSW, ECS Clinician
- Taffy Stockton, Project Lead/Consultant
- Paul Ziegler, ECS Assistant Superintendent, ECS Cabinet Representative

Taffy Stockton, a regular ECS consultant and project manager, will take the lead on the project. Working with direct ECS staff, service providers, and partners, she will spearhead the work with expert consultants and community partners. With 20+ years of experience in project management and collaboration, she is uniquely positioned to help ECS through this important transition.

Clinicians Sarahdee Duncan and Julie Simpson and District Nurse Karen Klamka will be able to provide on-the-ground, direct service knowledge to the process. They will also provide an invaluable perspective of the hurdles clinicians and staff face while doing Medi-Cal billing, and allow us to effectively identify the true hurdles to this work, and strategize effective, viable solutions for direct service staff. Jourdan Farmer is currently the go-to person regarding Medi-Cal billing for Eureka City Schools. Her concrete

knowledge of current practices and hurdles will be vital in understanding the current work being done, and identifying the gaps and opportunities in our billing.

Lisa Claussen, Ronda Evans, and Paul Ziegler will provide strategic direction and input. With their deep expertise in the various facets of ECS work, they will prove invaluable as we assess the best ways to improve our services and billing system. Northern Humboldt Union High School District administrator Jack Bareilles will act as our external LEA liaison, bringing in perspective, community partner feedback, and valuable insight into how the work is being done in other districts. He will also help spearhead the sharing of the work with other Humboldt County school districts. Sharing out our learnings, strategic planning, and implemented practices is a core goal of our plan for the School Demonstration Grant, we share more about this in the next section.

As we receive support and feedback on our process, we expect we will add additional members to the team as gaps in information or perspective are identified. Resumes for all 9 identified team members are included in the appendix of this grant application.

***Demonstrate the LEA's existing partnerships and/or their willingness to foster and engage new partnerships with county agencies or community-based organizations to provide health and mental health services to pupils:*** ECS has a wide range of existing partnerships that will be invaluable in increasing the health and mental health services for students. As indicated in the letters of support in the appendix of this application, we have broad support for our work from community partners.

One of our strongest partnerships is with Humboldt County's Department of Health and Human Services, which is an integrated agency that oversees Public Health, Behavioral Health, and Social Services for the county. One of the included letters of support is from Jeremy Nielsen, the Deputy Branch Director of Children's Behavioral Health Services. We work closely with Children's Behavioral Health to make sure services and supports are in place for all of our students who need to access them.

Another close partner is the Humboldt County Office of Education, which supports all 31 school districts in Humboldt County. We regularly partner with HCOE on projects that benefit not only our students, but students across the county. A letter of support from Leah Lamattina, the Director of Foster and Homeless Youth Education Services at HCOE, is included in this application packet.

Other vital partnerships include the North Humboldt Unified School District and Two Feathers Native American Family Services, both of whom submitted Letters of Support for this project as well.

In addition to the partners also listed, we work closely with Cal-Poly Humboldt on a number of projects, including the Mental Health Demonstration grant mentioned earlier, and a number of ongoing projects, including the Wellness Center. Another core partner is Open Door Community Health Centers, the largest Federally Qualified Health Center

in Humboldt County. ECS recently signed an MOU with Open Door to provide embedded services for students through the Wellness Center, and we look forward to the opportunity to expand this valuable partnership.

ECS is also actively involved in the Student Behavioral Health Incentive Program (SBHIP) Community Partners Meeting. We also have an active partnership with Humboldt Bridges to Success, which is a partnership between Humboldt County's Behavioral Health Department and Humboldt School Districts to provide mental health services for in-crisis students.

Other partners include Humboldt NeuroHealth, Changing Tides, and United Indian Health Services, all of whom have collaborated on projects and programs with ECS.

An important piece of our planned project is that we see this work benefitting not just Eureka City Schools, but all Humboldt County school districts. We are committed to sharing the work we do through this project with other school districts, supporting them in leveraging additional funding to better support ALL students in Humboldt County. Our team composition and partnerships reflect this – we are committed to transparently sharing our learnings and planning process with partners.

### **Commitment of the Applicant's Leadership to Expand Health and Mental Health Services for All Pupils**

***Describe the commitment of the applicant to expand health and mental health services for all pupils through school-based services, school-connected services, or both:*** Eureka City Schools is deeply committed to expanding health and mental health services for our students. In addition to expanding embedded services, we lean heavily on our partners to connect students and their families with needed services.

We see our work with the School Demonstration Grant as a pilot project for all Humboldt County school districts. As we implement expanded billing practices and build a solid framework to support staff in that work, we plan on sharing the findings and practices with all Humboldt County school districts. This way, the work we do at ECS will support expanded services not just for our students, but for all students in Humboldt County.

ECS is known across the region for innovative and award-winning programs. Several schools have CA Gold Ribbon status. ECS has already invested in a CARE (Comprehensive Approaches to Responsive Environments) team to provide much of this ongoing professional development. To serve our very diverse student population, ECS has many initiatives in place and takes advantage of several State and Federally funded grants, including TK-5 Arts Integration, Mental Health Demonstration grants, End Hate, Humboldt Bridges to Success Mental Health, TUPE, Learning Communities for School Success, Strong Workforce Program and Wild Rivers Indian Education. All these grants support the district's vision, mission, strategic plan priorities, and the LCAP.



There is much work to be done to integrate and strengthen these relationships and programs to better serve all students with particularly great need at our K-5 schools for increased services for unduplicated and at-risk students. We are committed to using the long-term funding to strengthen and expand these important student support programs.

***Provide an overview of the applicant's Medi-Cal claiming history in California's school-based claiming programs, the LEA BOP and the SMAA Program. If the applicant is not currently participating in School-Based Medi-Cal Billing Programs, describe any reasons and barriers to participating in School-Based Medi-Cal Billing Programs, including LEA BOP, SMAA, and any others:***

***ECS*** participates in both LEA BOP and the SMAA program. In partnership with the Sonoma Office of Education, we have an established consortium for SMAA services. We hold a contract with Paradigm Healthcare Services to assist with LEA BOP billing.

While we participate in both programs, we know that we are not participating to the fullest extent possible. Many billable services are not being submitted for reimbursement, and a number of staff that would qualify to bill for services have not been through the process to register and learn how to bill.

***If the applicant is currently participating in claiming for Medi-Cal services barriers and challenges with the claiming process should be highlighted:*** While ***ECS*** actively participates in both SMAA and LEA BOP, we face a number of hurdles in reaching full billing potential. The biggest hurdles are time, staff capacity, and lack of education around the opportunities.

A significant issue is that there is no consistency in training or expectations around Medi-Cal billing. This is partially due to a lack of capacity and staffing limitations. Currently, ***ECS*** does not have someone whose core job function includes Medi-Cal billing, training, and oversight.

Staff does not have a shared set of expectations around what they will bill for, and due to staff turnover, may not know what services are allowable, or how to bill. In some cases, eligible staff are not set up to bill due to lack of knowledge or capacity.

A goal of the work will be to integrate Medi-Cal billing as a core job function, allow for enough staff time to adequately support the work, integrate administrative assistance to support staff in billing, and provide ongoing training and support for all staff who will be involved in Medi-Cal billing. Having a set of standard training practices for staff regarding billing will allow for consistent training and support, increasing staff participation and completion of billing for relevant services.

Providing employees with effective, ongoing training, including it as an explicit expectation for all relevant positions, and group support for staff by type of work, as well as ongoing support to make sure there are no unmet staff needs or missed opportunities, will allow for a significant increase in Medi-Cal billing for ECS staff.

### **Willingness to Reinvest Increased Reimbursements**

***Describe the willingness to reinvest increased reimbursements gained through the pilot project into direct health and mental health services for pupils:*** Eureka City Schools is committed to reinvesting reimbursement funds into direct health and mental health services for students. In 2022, ECS moved Mental & Social-Emotional Wellness and Family Engagement from priority six to priority three in our LCAP to acknowledge and address the mental health challenges our diverse student body has faced these past several years. This prioritization has had a clear impact on funding allocation for our district, as we have been focusing on supporting these much-needed services. We are already exploring ways to reinvest the reimbursement funds to enhance student health and mental health services. We are committed to using the funds to continue the provision of a wide range of health and mental health services, and to expand the health and mental health services available through investing in innovative programs and services that improve student outcomes.

As the largest school district in Humboldt County, ECS is uniquely positioned to support students and youth throughout the county, and has the capacity to invest in dynamic and responsive service for students. In addition to our prioritization of Mental & Social-Emotional Wellness, we have a long history of prioritizing student health, and are actively investing in providing additional supports and resources for our students. Our district has a long history of investing large funding sources in providing, improving, and expanding services that will improve student outcomes.

ECS is actively seeking funding to expand services, and is excited at the opportunity to harness this additional funding.

As we seek additional funding and prepare for additional billed income, we are actively seeking ways to ensure the funding is sustainable. Per current technical assistance from Frank Rider with American Institutes for Research, we have identified a 5 step strategy to make sure we effectively leverage increased billing funding to sustainably improve health and mental health services. The 5 steps include:

- Clarify what funds/resources you will need, by when
- Map current funding and resources
- Determine gaps between needs versus existing resources
- Select financing strategies and funding sources
- Make and execute a financing action plan

Simultaneously implementing this strategic financing plan will allow us to make sure we leverage the funding to its fullest potential.

***Describe how the LEA would utilize additional federal funding to augment health and mental health services:*** Eureka City Schools is committed to strengthening and expanding our current services for students, and we are exploring several options and pathways to find the most effective and impactful options for students.

We have put in the groundwork to identify the most needed programs and support through a variety of community and student feedback opportunities. This feedback has come from a variety of sources, including parent surveys and our Local Control Accountability Plan (LCAP). We also have extensive student feedback we have received around access to services. In 2021, school behavioral health staff established a student advisory group, Students Actively Guiding Engagement (SAGE), at Eureka High School (EHS) to develop and implement a questionnaire to solicit student feedback around an on-site wellness center. With a response rate of 66% of EHS students, two-thirds of respondents thought students would benefit from a center. The students identified a number of services that they consider the most important: a warm and welcoming space, peer-to-peer student-led groups, and access to confidential counseling. As we move forward and plan the portfolio of services we will be able to implement, this feedback will be used in assessing and prioritizing the potential projects.

Service pathways we are currently exploring include the placement of clinical or subclinical level social workers at all schools, expanding the services of the Wellness Center to all campuses, and increasing health and mental health support staff. There are in-depth discussions about adding non clinical support positions, including peer coaches, parent partners, and investing in additional youth leadership opportunities.

In 2023, Jack Bareilles, one of our team members, will convene a team to discuss and develop sustainability plans for vital school services through the LCAP. We will use this work to further our knowledge, leverage additional investment in our programs and services, and make sure that the work we are doing is reinvested in the most impactful programs and services.

In addition to these countywide discussions, we are committed to continuing this discussion as a district and will make a final determination on how to best to leverage this funding to increase students' access to services once we have a better understanding of funding streams and requirements.

One additional piece we have on the planning docket is knowledge-sharing with the rest of the school districts in Humboldt County. As we learn and improve billing processes, we are committed to sharing the knowledge and planning process with other LEAs and supporting them. This will ensure that the investment in Eureka City schools will not just support our students, but will support ALL students in Humboldt County.

***Explain how the LEA envisions improving pupil health and mental health services through the potential increase if sustainable federal reimbursement amounts were to increase:*** Sustainable permanent funding will allow for program and service consistency. When programs are not dependent on grant funding, they will be easier to fully staff and support, as it will take away the financial insecurity and allow for full investment in the programming.

Ongoing, sustainable and embedded programs and services will improve student outcomes through consistent supports, allowing for full efficacy of the interventions. And the safe, supported spaces these services create will allow students to thrive academically and socially.

"Up stream" interventions have been shown to have significant positive impacts. They reduce impacts on Emergency Rooms and crisis response teams, strengthen families, and community supports, lead to improved mental health outcomes prior to the need for crisis intervention services. All in all, these early intervention services create healthier, more resilient communities and schools.

***Provide an overview how the applicant will identify and recruit Medi-Cal eligible pupils to increase access to school-based and school-connected health and mental health:*** ECS is actively assessing opportunities for increasing access to services for Medi-Cal eligible students. While the County of Humboldt historically has not been able to provide Medi-Cal eligible student data lists, ECS is assessing all opportunities to identify and assist Medi-Cal eligible students in accessing services.

ECS will leverage available data and look into potential new sources to identify all qualified, potentially eligible students. We will work with individual school departments to assess their service and intake forms, and identify opportunities to integrate parental permission for Medi-Cal billing verification as part of the regular service delivery. We will work with staff to assess all opportunities to identify Medi-Cal eligible students, including universal assessments, and parent income surveys in the beginning of the year information packets. We will also explore introducing a formal system for teacher, social worker, and staff referrals.

In addition to working to identify potentially eligible students and their families, we have plans to train appropriate staff to be able to assist families in signing up for Medi-Cal, CalFresh, and CalWORKs, as eligibility is identified.

## AGENDA ITEM

Agenda Title: Approval of Memorandum of Agreement between Cal Poly Humboldt Sponsored Programs Foundation and Eureka City Schools  
Meeting Date: February 2, 2023  
Item: Consent

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

The Governing Board is asked to approve the Memorandum of Agreement between Cal Poly Humboldt Sponsored Programs Foundation (an IHE and grant applicant) and Eureka City Schools (a high-needs LEA).

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

Cal Poly Humboldt School Social Work Mental Health graduate students Agreement will support Eureka City Schools to improve school climate resulting in a more engaging classroom climate and improvement in overall student achievement. Provide mental health and other services, if mutually agreeable, to our students and families at ECS.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 3: Mental Health, Social-Emotional Wellness, and Family Engagement

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

No previous history.

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

No cost to the district.

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

Lisa Claussen, Director of Student Services

**ATTACHMENTS:**

Description

MOU of Agreement between Cal Poly Humboldt sponsored Programs

- Foundation (an IHE and Grant applicant) and Eureka City Schools (a high-needs LEA)

January 12, 2023

**Memorandum of Agreement between Cal Poly Humboldt Sponsored Programs Foundation (an IHE and grant applicant) and Eureka City Schools (a high-needs LEA)**

As the respective authorized representatives for California Polytechnic University Humboldt Sponsored Programs Foundation (the required IHE partner, and applicant), and Eureka City Schools (a high needs LEA required partner) it is our pleasure to commit to collaborating on this proposal by Cal Poly Humboldt to the United States Department of Education through the Mental Health Service Professional Demonstration Grant.

Please accept this memorandum of agreement as confirmation that both partners commit to completing the scope of work detailed in the proposal narrative and budget proposal and to submitting deliverables in a timely manner, as outlined in the narrative.

The Cal Poly Humboldt School Social Work Mental Health Service Professional Demonstration Grant proposal is an exciting collaboration between the Cal Poly Humboldt School of Social Work and its high needs K-12 partners including the Eureka City Schools. The Cal Poly Humboldt School Social Work Mental Health Service Professional Demonstration Program will train and place Masters of School Social Work students in local schools where they can develop the skills needed to help local students and families succeed.

Cal Poly Humboldt - Role and Scope:

As the applicant of the Cal Poly Humboldt School Social Work Mental Health Service Professional Demonstration Grant, Cal Poly Humboldt's collaborative agreement includes but is not limited to facilitating ongoing meetings and collaboration between leaders across all levels of the project from the LEAs, IHE and other partners through which they will engage in the implementation and evaluation of the project. Other roles and responsibilities for Cal Poly are listed below, and in the project narrative where they are described in more detail.

Through this program, Cal Poly will train and credential 49 school social workers. The partnership will place graduate students into high-need schools served by the participating high-need LEAs to complete required field work, credit hours, internships, or related training necessary to complete their degree or obtain a credential as a school-based mental health services provider.

California Polytechnic University Humboldt Sponsored Programs Foundation, agrees to:

1. To serve as applicant and lead for the program.
2. Provide staff, office and meeting space for planning and implementation of the Mental Health Service Professional Demonstration Grant.
3. Assign California Polytechnic University Humboldt staff to work with the schools and community partners in outreach and support activities for eligible students.

1. Work with the school districts to support the placement of Cal Poly students in experiential learning opportunities for the students served in the grant including participation in MTSS and other trainings, school observations, practicum and internships.
4. Fiscally manage the project and be responsible for all required reporting to the United States Department of Education.
5. Disburse funds in a timely manner in accordance with the project budget.
2. To work with project partners to sustain funding for project components after federal funding ends.

Below, please find a Scope of Work listing the roles and responsibilities for Cal Poly Humboldt's School Social Work program. These roles and responsibilities listed below and within the narrative describe how leaders across all levels of the project, including Cal Poly Humboldt and Eureka City Schools will be engaged in the implementation and evaluation of the project.

Cal-Poly Humboldt School Social Work Program understands its role to be as follows, and commits to the following Scope of Work:

- Enroll 9 -12 students per year in the school social work program.
- Ensure graduate students' professional behavior and attendance at field-based sites.
- Work with Social Work instructors to embed requirements and procedures in both courses to guide students in obtaining field-based observations.
- Collect permanent products of students' field-based observations.
- Work with Sponsored Programs to coordinate payment of stipends to first- and second-year students.
- Provide University-based supervisors to graduate students. University based supervisors will collaborate with the field-based supervisors to provide required supervision of students.
- Maintain regular communication with the high needs LEAs.
- Maintain a database of evidence-based MH curriculum.
- Maintain a database of Mental Health Professional Development opportunities.
- Coordinate graduate professional development enrollment and reimbursement.
- Coordinate field-based supervisors professional development enrollment and reimbursement.



- Coordinate University supervisors' professional development and reimbursement.
- Train students in basic counseling skills.

#### Eureka City Schools – Role and Scope:

As part of Eureka City Schools' participation in the Cal Poly Humboldt School Social Work Mental Health Service Professional Demonstration Grant Program we agree to do the following:

Collaborate with Cal Poly Humboldt Department of Social Work and other partners to build our capacity to support our students and families:

1. Developing skills of school personnel to organize the components: school-based mental health services, funding, PD, coaching, and interagency coordination for providing services.
2. Developing a cadre of trained and experienced staff to provide training and ongoing coaching to school staff in evidenced based practices like Trauma Informed Practices and Youth Mental Health First Aid.
3. Improving the quality and accessibility of individual school and LEA data collection and analysis.
4. Working with Cal Poly Humboldt School Social Work Mental Health Service Professional Demonstration Program staff to support improvements in school climate resulting in a more engaging classroom climate and improvement in overall student achievement.
5. Provide release time for relevant district staff to collaborate with Cal Poly Humboldt Department of Social Work and other program partners.
6. Coordinate school efforts with the appropriate Federal, State, and local resources.
7. Host, if mutually agreeable, Cal Poly Humboldt Master of Social Work interns to provide mental health and other services to our students and families. By hosting an intern, we agree to allow and support clinical supervision by Cal Poly and additional support from Cal Poly Humboldt School Social Work Mental Health Service Professional Demonstration Program staff.

The district also agrees to:

1. As appropriate, host trainings by Cal Poly Humboldt School Social Work Mental Health Service Professional Demonstration Program staff and partners for our teachers, staff, and other stakeholders at district schools.
2. Host Cal Poly Humboldt School Social Work Mental Health Service Professional Demonstration Program staff, consultants, and evaluators in our schools.
3. Participate in planning sustainability for key program components and have at least one district administrator participate in the Advisory Committee and in time the project Sustainability Planning Team.

Sincerely,

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Kacie Flynn  
Executive Director, Cal Poly Humboldt Sponsored Programs Foundation



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

## AGENDA ITEM

Agenda Title: Approval of Travel to the National Association of School Psychologists 2023 Annual Convention  
Meeting Date: February 2, 2023  
Item: Consent

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

Approval of travel for four ECS staff members to attend the National Association of School Psychologists 2023 Annual Convention in Denver, Colorado February 7-10, 2023.

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

To receive approval for the Eureka City Schools lead psychologist and three additional psychologists to travel and attend the National Association of Psychologist Conference in Denver, Colorado on February 7 through February 10, 2023.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 3: Mental Health, Social-Emotional Wellness, and Family Engagement

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

Staff attended the conference in February 2019.

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

**(4) Psychologists: Heather Miller, Laura Kiewel, Asher Funk, Mahreya Cornejo-Kelly**

Conference Cost - \$1156.00 (\$289 each)

Flight Cost - \$3099.20 (\$774.80 each)

Hotel Cost - \$3,812.77

TOTAL COST - \$8,067.97

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

Lisa Claussen, Director of Student Services

ATTACHMENTS:

Description

- ▯ NASP 2023 Annual Convention



# NASP 2023

ANNUAL CONVENTION


**FEBRUARY 7-10, 2023** | Denver, CO

## SOLVE CHALLENGES IN DENVER

It's been a challenging couple of years for us all. We're still in the COVID-19 recovery process, and we're continuing to address lasting and meaningful progress around antiracism. Join thousands of your peers in Denver this winter for a chance to refuel your practice, assess your professional needs, and identify solutions for challenges big and small.

- Choose from 1,200+ sessions covering a mix of emerging and recurring issues.
- Learn practical skills you can take back to your district.
- Connect with peers facing similar situations.
- Continue to reinforce your passion for the profession.

Register by November 9 to  
**SAVE \$50!**

**NASP**   
NATIONAL ASSOCIATION OF  
School Psychologists

## KEYNOTE ADDRESS

The Keynote Address will be delivered by Shawn Ginwright, PhD. Dr. Ginwright is one of the nation's leading thought leaders on African American youth, including youth activism and development. He is a senior research associate and professor of education in the Africana Studies Department at San Francisco State University as well as the founder and chief executive officer of Flourish Agenda, Inc., a national nonprofit consulting firm. Ginwright's research examines the ways in which youth in urban communities navigate through the constraints of poverty and struggle to create equality and justice in

their schools and communities. In 2011, Ginwright was awarded the Fulbright Senior Specialist Award from the State Department for his outstanding research and work with urban youth. He is the author of several bestselling books including *Hope and Healing in Urban Education: How Activists and Teachers are Reclaiming Matters of the Heart* and *Black Youth Rising: Activism and Radical Healing in Urban America*.

**SHAWN  
GINWRIGHT, PhD**



## FEATURED SESSIONS (FS)

Each year, the NASP convention program includes a number of 50- and 80-minute Featured Sessions on a variety of subjects related to the convention theme. Featured Sessions are presented by leading international experts who are invited to speak by the NASP Convention Committee. These sessions do not require preregistration.

**FS001: Navigating DSM-5-TRTM Diagnoses in Schools**

*Presenters: Stephen E. Brock, Shelley R. Hart*

**FS002: Secondary Traumatic Stress, Compassion Fatigue, and Burnout: Who Me?**

*Presenter: Franci Crepeau-Hobson*

**FS003: NASP Legends Address: Reconciliation and Hope for the Future: School Psychology and DEIJ**

*Presenter: Antoinette C. Miranda*

**FS004: NASP Distinguished Lecture: Embracing Diversity Through School Psychology Programs as Sites of Liberation**

*Presenter: Sherrie L. Proctor*

**FS005: Support for the Next Generation: Unpacking Social and Emotional Learning**

*Presenter: Aaliyah A. Samuel*

**FS006: Ethical Considerations in the Use of Social Media**

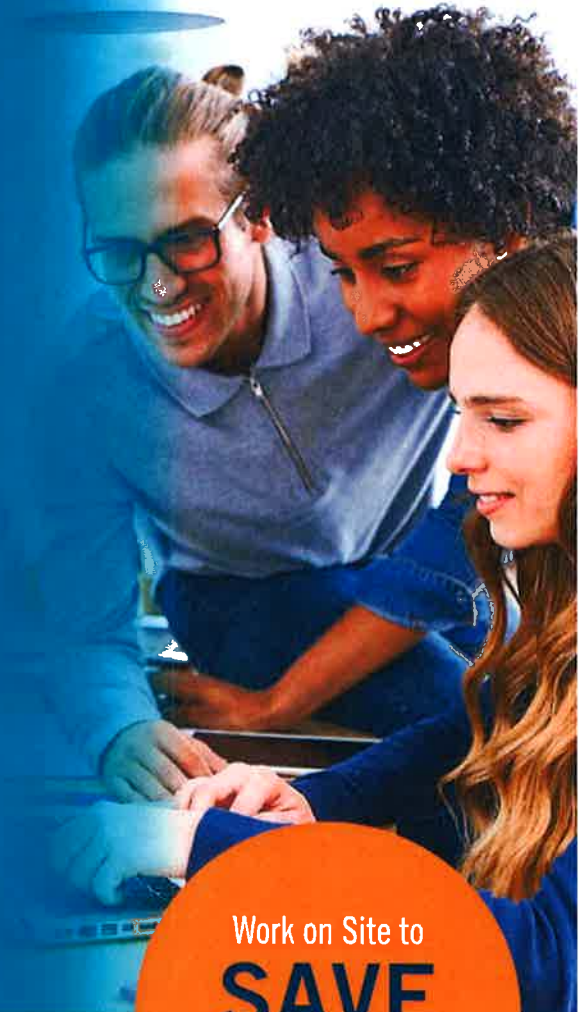
*Presenter: Dan Florell*



## STUDENTS AND EARLY CAREER

Each year, more than 2,000 graduate students, interns, and early career professionals attend the convention. Take advantage of offerings just for you, including:

- A special registration rate for graduate student members—only \$109 through Nov. 9
- Opportunities to meet with prospective employers in the Exhibit Hall
- Networking and social events like the Graduate Student Welcome, an orientation event to help you make the most of your convention
- Sessions on career-related topics, such as acing the interview process or achieving work–life balance
- The Convention Mentor Program, allowing you to meet with a mentor for an hour and discuss questions about practice



Work on Site to  
**SAVE  
\$80!**

## CONVINCE YOUR SUPERVISOR

Need help making the case for attending the convention? Use the customizable letter and talking points available on our website to help you demonstrate the value of attending.

- Describe how you'll use your new knowledge to benefit specific cases and to advance district priorities.
- Highlight the importance of professional development specifically created for school psychologists.
- Say how you will minimize the impact of your time away from the office.
- Describe how you can make your trip more affordable.

Beginning November 1 at noon EDT, sign up to be a convention assistant and receive an \$80 convention registration fee refund. Set an alarm—slots fill fast!

### QUESTIONS?

Email [convention@naspweb.org](mailto:convention@naspweb.org)  
or call 301-657-0270 ext. 600

[www.nasponline.org/NASP2023](http://www.nasponline.org/NASP2023)

# WORKSHOPS

Workshops offer practical, field-tested strategies to help attendees easily implement the skills and information they've learned. The half-day workshops offer three NASP-approved credits as well as documentation of attendance.<sup>1</sup> *Workshop participants are required to pay the applicable convention registration fee in addition to the NASP Convention Workshop fee.* A list of the 2023 NASP Convention Workshops follows.

**WS001: Recent Advances in Math Assessment: Screening, Progress Monitoring, and Diagnostics**  
Presenter: Robin S. Coddington

**WS002: Youth Suicide: Best Practices in Prevention, Assessment, and Intervention**  
Presenter: Franci Crepeau-Hobson

**WS003: Counseling and Therapeutic Interventions for Students With an Intellectual Disability**  
Presenter: Jay D. Trenhaile

**WS004: Differentiating Language and Culture of ELLs From Learning and Behavioral Difficulties**  
Presenter: Desireé Vega

**WS005: Recent Advances in Math Interventions: Programs, Tactics, and Strategies**  
Presenter: Robin S. Coddington

**WS006: Yes, But Did They Improve? Intervention Response Data Analysis (Expanded)**  
Presenter: S. Kathleen Krach

**WS007: Best Practices for Suicide Postvention in Schools**  
Presenters: Richard Lieberman, Scott Poland

**WS008: Assessment of Emergent Bilingual Students for Special Education**  
Presenter: Desireé Vega

**WS009: The Provision of Socially Just Mental Health Services in Schools**  
Presenter: Brea M. Banks

**WS010: Effectively Navigating and Facilitating Difficult Conversations With Parents and Consultees**  
Presenter: Charcelor (Chase) McCullum

**WS011: Cognitive Profile Analysis in School Psychology: A Challenging History**  
Presenter: Ryan J. McGill

**WS012: Trauma-Informed Schools and Social Justice: Real Talk + Practical Application**  
Presenter: Kirby L. Wycoff

**WS013: Assessing Anxiety in Youth: Going Beyond the Information Given**  
Presenter: Philip C. Kendall

**WS014: Intervention-Oriented Assessment of Reading Difficulties**  
Presenter: David A. Kilpatrick

**WS015: Oral Reporting of Psychoeducational Assessment Results for Optimal Outcomes**  
Presenter: Bob Lichtenstein

**WS016: Current Issues in Special Education Law Affecting the Practice of School Psychology**  
Presenter: Jennifer E. Nix

**WS017: Treating Anxiety in Youth: Less Talk, More Action**  
Presenter: Philip C. Kendall

**WS018: Interventions for Difficulties With Word Identification, Fluency, and Reading Comprehension**  
Presenter: David A. Kilpatrick

**WS019: Writing High-Impact Assessment Reports: A Consumer-Responsive Approach**  
Presenter: Bob Lichtenstein

**WS020: Hot Topics as Requested by You (ESY, MDRs, 504s)!**  
Presenter: Jennifer E. Nix

**WS021: The Assessment of Executive Skills in Children and Adolescents**  
Presenter: Margaret (Peg) M. Dawson

**WS022: Current Medications for School-Age Children: What Psychologists Need to Know**  
Presenters: Allison N. Hoff, Kristie M. Ladegard

**WS023: It Starts With Us: Serving Youth Through Culturally Responsive Practices**  
Presenter: Janine M. Jones

**WS024: Behavioral Threat Assessment and Management: Best Practices for a Defensible Process**  
Presenter: Melissa A. Reeves

**WS025: Designing Interventions for Students With Executive Skill Challenges**  
Presenter: Margaret (Peg) M. Dawson

**WS026: Considering Cultural Factors While Planning the Implementation of Evidence-Based Interventions**  
Presenter: Scott L. Graves Jr.

**WS027: Best Practices in School-Based Autism Assessment and Identification**  
Presenters: Maryellen Brunson McClain, Bryn Harris, Jonathan M. Campbell

**WS028: Strategies for Promoting School Safety Through a Healing-Centered Lens**  
Presenter: Tara C. Raines

<sup>1</sup>NASP also is approved by the American Psychological Association to sponsor continuing education for psychologists. NASP maintains responsibility for this program and its content.

## PREPaRE TRAINING

Improve your school safety and crisis response capacity with the PREPaRE 3rd Edition workshops. The curriculum provides current research and strategies for integrated school safety and crisis prevention, planning, response, and recovery efforts. PREPaRE workshop fees include participant materials. All workshops include extensive resources and practical tools. For more information about the curriculum, visit <http://www.nasponline.org/prepare>.

**WS029: PREPaRE Workshop 1: Comprehensive School Safety Planning: Prevention Through Recovery (3rd Edition)**  
Presenters: Shane R. Jimerson, Scott A. Woitaszewski

**WS030: PREPaRE Workshop 2: Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools (3rd Edition)**  
Presenters: Lisa B. Coffey, Franci Crepeau-Hobson

**WS031: PREPaRE Workshop 1 Training of Trainers: Comprehensive School Safety Planning: Prevention Through Recovery (3rd Edition)**  
Presenters: Melissa A. Reeves, Amanda B. Nickerson, Christina Conolly-Chester, Rosario C. Pesce

**WS032: PREPaRE Workshop 2 Training of Trainers: Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools (3rd Edition)**  
Presenters: Stephen E. Brock, Robert C. Coad, Benjamin S. Fernandez, Rosario C. Pesce



## DOCUMENTED SESSIONS (DS) ✓ [\$]

The NASP convention includes a strand of 80-minute Documented Sessions on a variety of subjects that are designed specifically for advanced practitioners, especially those interested in earning NASP-approved CPD\* credit required for NCSP renewal.

**Documented Session attendees will be eligible to receive documentation of 1.25 hours of CPD\* credit per session.**

*(Please note that to receive CPD credit, attendees must arrive at the session on time, provide a ticket at the door, remain for the entire session, and submit a completed evaluation.)* With payment of a required processing fee per Documented Session (\$10 for NASP members; \$15 for nonmembers), an entrance ticket and guaranteed seating will be provided (on a first-come, first-served basis).

**DS001: Integrating SEL Programming Into School Safety Initiatives**  
Presenter: Benjamin S. Fernandez

**DS002: Aggressive Behavior and Special Education Suspensions: Uncovering the Causes**  
Presenter: Ennio Cipani

**DS003: Behavioral Threat Assessment: Restorative Practices and Racial Harm**  
Presenters: Jennifer McIntyre, Scott Hare

**DS004: Skill-By-Treatment Interaction: Using Data to Answer the Right Questions**  
Presenter: Matthew K. Burns

**DS005: Relationality, Responsibility, Reciprocity, Resistance: Working Alongside Indigenous Youth and Communities**  
Presenters: Carol Robinson-Zañartu, Lisa N. Aguilar, Bryanna Kinlicheene, Starr A. Greensky, Rachelle Peterson

**DS006: Stellar IEPs for Social, Emotional, and Behavioral Goals**  
Presenter: Jon Lasser

**DS007: Changing the Narrative: Embracing the Social Justice Framework With Refugee and Immigrant Students**  
Presenters: Robyn S. Hess, Vanja Pejic, Samantha M. Corralejo

**DS008: Meeting the Challenge: Navigating Legal and Ethical Landscapes in Schools**  
Presenters: Peter Faustino, John Kelly, Jack A. Naglieri

\*Documented Sessions offer NASP-approved CPD. NASP also is approved by the American Psychological Association to sponsor continuing education for psychologists. NASP maintains responsibility for this program and its content.

## VISIT OUR EXHIBIT HALL

Speak with representatives from assessment and testing companies, publishers, school districts, and hiring agencies at the largest and most comprehensive trade show for school psychologists. View a list of past exhibitors at [www.nasponline.org/NASP2023](http://www.nasponline.org/NASP2023).

Register by  
November 9 to  
**SAVE  
\$50!**



# REGISTRATION RATES

Attendees can register online, via mail, or on site.\* Find full details on pricing, payment methods, guest registration, making changes or cancellations, notifying NASP of ADA needs, and more by visiting [www.nasponline.org/nasp2023](http://www.nasponline.org/nasp2023).

Annual Convention	Member	Student Member	Nonmember	Principal
<b>Early Registration</b> (Through 11/9/22)	\$269	\$109	\$509	\$130
<b>Preconvention Registration</b> (11/10/22 to 1/11/23)	\$289	\$119	\$529	\$130
<b>Full Registration</b> (After 1/11/23 and on site)	\$319	\$129	\$559	\$130
<b>Documented Sessions</b>	\$10	\$10	\$15	\$15
<b>Half-Day Workshops</b>	\$100	\$100	\$135	\$135

Virtual Package	Member	Student Member	Nonmember
<b>Preconvention</b> (Through 1/11/23)	\$149	\$59	\$359
<b>Full</b> (After 1/11/23)	\$199	\$79	\$409

\* NASP cannot accept purchase orders for registration, nor can we accept checks covering more than one person's registration.

## HOTEL AND TRAVEL

Whether you're just collecting initial information or are ready to secure your seat at the convention, below you will find information about the official convention hotels, traveling to Denver, and things to do and see while you're visiting.

### Traveling to Denver

Denver International Airport (DEN) is widely recognized as one of the best and easiest-to-navigate airports in the country. DEN is a major operating base for JetBlue, and American and United airlines have significant operations through the airport, including daily transcontinental flights. The A Line, Denver's airport rail line, transports passengers directly between the airport and the heart of downtown Denver.

### Hotel Information

NASP has secured special room rates at four official convention hotels. Make your reservation by January 13, 2023, to guarantee discounted rates. Rooms may sell out before that date.

#### Hyatt Regency Denver at Colorado Convention Center

650 15th Street  
Denver, CO 80202

##### Rates (excluding taxes and applicable surcharges):

Single/Double	\$229
Triple	\$244
Quad	\$259

#### AC Hotel Denver Downtown

750 15th Street  
Denver, CO 80202

##### Rates (excluding taxes and applicable surcharges):

Single/Double	\$224
Triple	\$244
Quad	\$264

#### Embassy Suites Denver Downtown Convention Center

1420 Stout Street  
Denver, CO 80202

##### Rates (excluding taxes and applicable surcharges):

Single/Double	\$209
Triple	\$224
Quad	\$239

#### Le Méridien Denver Downtown

1475 California Street  
Denver, CO 80202

##### Rates (excluding taxes and applicable surcharges):

Single/Double	\$224
Triple	\$244
Quad	\$264

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Denver's 300 days of sunshine per year, thriving cultural scene, diverse neighborhoods, first-rate facilities, and natural beauty all combine in one of the world's most spectacular convention destinations. Denver, the Mile High City, is a young, active city at the base of the Colorado Rocky Mountains. Its stunning architecture, award-winning dining, world-class shopping, and unparalleled views are sure to be enjoyed by exhibitors and attendees alike. Whatever your tastes or interests, Denver has it all!

## VIRTUAL PACKAGE

If you are unable to make it to this year's convention, consider registering for our Denver Express Virtual Package instead. Registration for the Denver Express Virtual Package includes live streaming of the eight Documented Sessions—all of which will be closed captioned and provide the opportunity to engage in live chat with other virtual attendees—as well as access to the General Session and a selected set of poster presentations.







NATIONAL ASSOCIATION OF  
School Psychologists

4340 East West Highway, Suite 402  
Bethesda, MD 20814

# NASP 2023

## ANNUAL CONVENTION

**FEBRUARY 7-10, 2023**  
Colorado Convention Center  
Denver, CO



REGISTER BY **NOV. 9**  
TO **SAVE \$50** AND BE  
ENTERED TO WIN A  
\$500 VISA GIFT CARD.\*

\*Details at [www.nasponline.org/NASP2023](http://www.nasponline.org/NASP2023).

## AGENDA ITEM

Agenda Title: Approval of Minutes from the Regular Meeting on January 12, 2023  
Meeting Date: February 2, 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 January 12, 2023.

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

Not applicable.

**STRATEGIC PLAN/PRIORITY AREA:**

Subject does not apply to a Strategic Plan Priority Area

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

Not applicable.

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

Not applicable.

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

Fred Van Vleck, Ed.D. - Superintendent

**ATTACHMENTS:**

Description

- ▣ Draft Minutes - 01.12.23



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

**Regular Meeting**  
6:30 PM  
**January 12, 2023**  
**MINUTES**

**A. CALL TO ORDER OF OPEN SESSION**

President Duncan called the open session to order at 4:03 p.m.

Members Present: Duncan, Johnson, Ollivier, Pardoe, Rebholtz

Members Absent: None

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

**B. PUBLIC COMMENT ON CLOSED SESSION ITEMS**

No public comment on closed session items.

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

President Duncan moved the meeting to closed session to discuss closed session items.

- (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**

President Duncan reconvened the meeting at 6:35 p.m.

Members Present: Duncan, Johnson, Ollivier, Pardoe, Rebholtz

Members Absent: Smith

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

**E. OATH OF OFFICE**

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

Executive Assistant Harris issued the Oath of Office to Trustee Rebecca Pardoe - Area 3.

**F. REPORT OUT FROM CLOSED SESSION**

There was no action to report on closed session items. The Board will return to Closed Session on items 3, 4, and 6.

**G. PLEDGE OF ALLEGIANCE TO THE FLAG**

**H. BOARD RECOGNITION**

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

President Duncan noted the contributions of Fernandez and thanked him for his service to Eureka City Schools. Fernandez was presented with a plaque and well-wishes.

**I. ADJUSTMENTS TO THE AGENDA**

- (9) Approval of the Agenda

No adjustments to the Agenda. Van Vleck notes there is an updated backup document to Item L(20), which has been provided to everyone at the Board meeting and loaded into NovusAgenda.

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

**J. INFORMATION**

- (10) Student Reports – No student report.

(11) Superintendent's Report – Van Vleck notes the Every Student Succeeding event is January 19<sup>th</sup> at 7:30 a.m. and the FFA Booster Dinner is occurring on January 20<sup>th</sup>. Van Vleck confirmed the attendees for the events.

(12) Board Members' Reports

Rebholtz started the Masters in Governance training through CSBA.

Pardoe is taking the orientations through the different departments at ECS and also started the MIG training.

Duncan requested that Principals attending the Board meetings, as he would like to hear from the Principals regarding items that pertain to their schools.

#### **K. PUBLIC COMMENT ON NON-AGENDA ITEMS**

Lisa Jouaneh addressed the Board as the Organizing Chair and Political Action Chair for ETA. She extended an invitation to the trustees to attend the next ETA council meeting. Meetings take place the 2<sup>nd</sup> Monday of every month at 4:15 p.m. The meetings are currently held virtually and she sent invitations out to the Board. Jouaneh notes Mayor Bergel spoke at a recent Board meeting to considering going back to a virtual component to the meetings. She echos that request and believes virtual makes the meetings more accessible.

Byron Zinselmeir addressed the Board and stated that last year a bunch of teachers and administrators attended a training about school violence. When they left the training, they felt like things were going to change moving forward. He has not heard anything about next steps on this and is frustrated. He would like to move forward in improving safety for everyone. He is also concerned about violence in the classrooms. He notes a teacher spoke at the last meeting about concerns in her classroom. He believes teachers are scared to talk with the Board and do not know how to speak with the Board.

Superintendent Van Vleck asked Storts to provide a brief update on safety process on the sites. Storts reviewed recent actions and notes this item will be on the next Board meeting agenda as a discussion item. On October 10, 2022, ECS staff and other went around to each site to access site and work on making plans. Van Vleck notes ECS will soon have two school resource officers in the District, instead of just one.

#### **L. CONSENT CALENDAR**

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

(13) Approval of Personnel Action Report No. 8  
Referred to the Board by:  
Renaë 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 (CUPCAA) 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:  
Rena Will, Executive Director of Personnel Services and Public Affairs

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

**M. DISCUSSION**

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

Ziegler provided the annual enrollment and attendance update to the Board. Ziegler provided information on how the LCFF base revenue is determined, historical CBEDS data, County-Wide enrollment numbers, snapshot of enrollment at each site, CALPADS data, ADA site incentive tracking, etc.

- (29) Update on Governor's Proposal for the 2023-2024 State Budget  
Referred to the Board by:  
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler reviewed the main points from the Governor's proposal for the 2023-2024 State budget. The Governor's proposal considers a slowing economy, not an actual recession, and it is not known what will actually happen.

- (30) Premises/Facilities Update After Earthquakes  
Referred to the Board by:  
Paul Ziegler, Assistant Superintendent of Business Services

Charley Batini, the District's Director Maintenance and Facilities, provided an update to the Board on ECS facilities after the earthquake. He provided an overview of the steps taken by the Maintenance Department at 3:30 a.m. on the morning of the earthquake. Most of the issues were minor with the

exception of the auditorium at EHS. The earthquake back in 2009 severely damaged the auditorium and resulted in an occupancy limit on the balcony. Unfortunately, the most recent earthquakes created another concern for the balcony, and the District will need to move forward with repairs to the ceiling/plaster repair in addition to potentially dealing with increased concerns about the balcony. Van Vleck conveyed a strong appreciation for the work of the maintenance crew.

Ziegler notes staff needs guidance on how to move forward with the auditorium. The District's architect is reaching out to DSA to see what options may be available. Options may include dealing with the cosmetics vs a full remodel or reconfiguration, including the balcony. The District is also looking into options with OPSC on what emergency/hardship funds might be available.

The Board would like the District to see what emergency/hardship funds would be available. Van Vleck notes it is possible some of the funding sources may require the District to charge developer fees.

(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

Will provided the annual report to the Board on the equitable distribution of qualified and experienced teacher assignments at ECS sites. She also reported two teachers are working on completing a full CLAD and one SLP is on a variable-term waiver and has since obtained her SLP credential, with one on a limited permit assignment.

(32) Local Control Accountability Plan Update

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

Storts provided an update to the Board on the Local Control Accountability Plan (LCAP) update. The team is regrouping and the District will be getting feedback through ThoughtExchange and the Portrait of a Graduate Progress.

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

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

Rob Standish, Interim Principal at EHS, presented to the Board on the 5-year plan at EHS. He reviewed the benchmark data for student proficiency in math in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. The 5-year goal relates to Strategic Plan Priority Area 2 to increase A-G completion rates and help students be college ready. EHS will focus on acceleration instead of remediation. He reviewed the current math pathways for 2022-2023 and the draft projections for 2027-

2028. In year five, EHS plans for 80% of students to be enrolled in Algebra II by their Junior year. Standish also review the supports in progress to help students reach these goals.

**N. CLOSED SESSION**

Closed Session continued on items 3, 4, 5, and 6.

No additional public comment.

**O. RECONVENING OF OPEN SESSION**

Open session reconvened at 8:54 p.m.

**P. REPORT OUT FROM CLOSED SESSION**

No reportable action taken.

**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**

President Duncan adjourned the meeting at 8:55 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 Declaration of Equipment as Surplus and Authorization to Sell  
Meeting Date: February 2, 2023  
Item: Consent

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

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

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

The following equipment is obsolete and no longer suitable or required for school use at EHS: Delta shaper, ECS asset# 17224; Jet power feed; scroll saw, ECS asset# 16946; Powermatic hollow chisel mortise machine, serial# 5-10172; four (4) work benches; twelve (12) woodworking vises and vise parts.

**STRATEGIC PLAN/PRIORITY AREA:**

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

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

Not applicable.

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

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

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

Paul Ziegler, Assistant Superintendent of Business Services

## AGENDA ITEM

Agenda Title: Approval of Grant Award, Eureka High School FFA Program:  
Humboldt Area Foundation's Andrew and BIRTHA Pon Memorial  
Fund

Meeting Date: February 2, 2023

Item: Consent

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

The Governing Board is asked to approve the grant award for the Humboldt Area Foundation's Andrew and BIRTHA Pon Memorial Fund to benefit the Eureka High School FFA program.

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

The grant would help offset travel costs for FFA State Convention in Ontario, CA in March 2023.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 8: Career and Technical Education (CTE)

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

The convention is an annual event.

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

The grant award is \$4,382.50.

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

Paul Ziegler, Assistant Superintendent of Business Services

**ATTACHMENTS:**

Description

- ▣ Grant Award



363 Indianola Road, Bayside, CA 95524  
info@hafoundation.org  
(707) 442-2993

January 19, 2023

Ms. Jennifer Johnson  
Eureka High School  
1915 J St  
Eureka, CA 95501

Dear Friends,

It is my honor to share with you that Eureka High School has been approved for the following grant from the Humboldt Area Foundation and Wild Rivers Community Foundation:

**Fund/Grant Round:** Andrew & Bertha Pon Memorial Fund  
**Purpose:** Eureka High FFA - California FFA State Conference  
**Grant Amount:** \$4,382.50  
**Grant Period:** 1/1/2023 to 11/10/2023  
**Grant#:** 20231084

You will be receiving a check by mail. Grant terms and conditions are enclosed. If they are acceptable to you, please sign and deposit the grant check.

HAF+WRCF understands the reporting period ends before the end of the calendar year. It is understandable that you may have budgeted your funding to last through the end of the calendar year. It is permissible that all the funds are not fully expended by the end of the grant period. Please submit your report with data that is up to date for the grant period. You may then request an extension and submit an updated version with final expenditures at a later date, if needed. Please submit your final enclosed grant report by the end of your grant period to [grants@hafoundation.org](mailto:grants@hafoundation.org) to be considered for future grants from this fund. Refer to grant number **20231084** on all correspondence. Please feel free to contact me at the email or phone number below if you have any questions during your grant period, if you'd like to connect about your work, or if there are additional ways our staff can support you.

Though not required, we encourage you to publicize this funding on social media, newsletters, and elsewhere. You can tag the Foundation at @HumboldtAreaFoundation on Facebook, Instagram, and LinkedIn. When doing so, please mention the Andrew & Bertha Pon Memorial Fund of the Humboldt Area Foundation + Wild Rivers Community Foundation. Thank you for all you do to strengthen our communities.

Sincerely,

Sydney Morrone  
Grants & Scholarships Manager  
(707) 442-6775  
[sydneym@hafoundation.org](mailto:sydneym@hafoundation.org)

Enclosures  
SM:ss



363 Indianola Road, Bayside, CA 95524  
info@hafoundation.org  
(707) 442-2993

## Agreement to Grant Terms for Organizations

By depositing the grant check, your organization agrees to the following terms and conditions:

You as the grantee, agree that you are a nonprofit charitable or public benefit (federal tax-exempt) organization, public school, government agency, Indian tribal government, or have a qualified fiscal sponsor.

Please contact your program manager/director if there are significant changes to your program staff, timeline, or tax-exempt status during the grant period.

The total amount of this grant or any payment thereof may be discontinued, modified, or withheld at any time, if in the judgement of Humboldt Area Foundation, such as (i) is warranted because grant funds are not being used as required by this letter or (ii) is necessary to comply with the requirements of the law, regulations or rulings.

The grant will be used exclusively for charitable, religious, scientific, literary, or educational purposes. Your organization agrees that none of the funds will be used in a way that violates requirements of Internal Revenue Code Section 501(c)(3).

For grants above \$50,000, funds may be distributed from Humboldt Area Foundation to the grantee on a reimbursement basis. In such cases, the foundation will advance one-half of total grant funds at the beginning of the grant period. The Foundation will advance the second half of grant funds upon receipt of satisfactory expenditure reports on the initial payment.

Your organization understands and agrees that a final narrative report will be submitted to the Foundation by the end of the grant period, or by the grant extension date. Failure to do so may affect your organization's eligibility to apply for HAF grants in the future.

Your organization retains full discretion and control over the selection of any sub-grantees or individuals to carry out the work set forth in your proposal. In doing so, your organization will act completely independently of Humboldt Area Foundation.

This letter constitutes Humboldt Area Foundation's and your organization's entire agreement with respect to this grant, the terms of which may not be amended or modified, except in writing by both parties.

Please retain this agreement for your files.





363 Indianola Road, Bayside, CA 95524  
info@hafoundation.org  
(707) 442-2993

## Final Grant Report Cover Sheet

Grant No.: 20231084  
Approved: 1/1/2023  
Amount: \$4,382.50  
Program Director: Sydney  
Morrone

Please include this form when submitting your final grant report, including a narrative report of the work you have done. Please submit your grant report to [grants@hafoundation.org](mailto:grants@hafoundation.org) by the end of your grant period: **11/10/2023**. Alternatively, you can mail your report to: Humboldt Area Foundation, 363 Indianola Road, Bayside, CA 95524.

<b>Prepared by:</b>		<b>Date:</b>	
<b>Phone:</b>		<b>Email:</b>	
<b>Grant Purpose:</b>	Eureka High FFA - California FFA State Conference		

**Narrative Report:** Please use the following space, or a separate sheet if necessary, to share what you would like us to know about what happened with this grant and the impact of your work. Please describe:

- How this grant made a difference to your organization and its ability to serve the community?
- How this grant made a difference for those you serve?
- Lessons learned— about your organization, the populations you serve and/or the issues you address

## AGENDA ITEM

Agenda Title: Eureka City Schools Early Childhood Annual Report  
Meeting Date: February 2, 2023  
Item: Discussion

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

The Governing Board is asked to receive and discuss overview of the Eureka City Schools **Early Childhood** Report (previously referred to as **Preschool**.)

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

This presentation is part of a series of presentations about District programs. The intent is to keep members of the School Board informed of programs, including early childhood learners who receive Special Education services.

Winzler Children's Center is the longest operating nonprofit public early childhood program in Humboldt County. Since 1944 many families and children have achieved independence and success through participation in our program. Special Education services are offered in the general education setting and speech language services are offered onsite, in small groups. Winzler has been a state-recognized model for inclusion by the CDE since 2018.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 16: Alternative and Optional Programs

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

This is an annual update to the Board.

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

There are no expenditures or revenue associated with this item.

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

Lisa Claussen, Director of Student Services  
Elizabeth Rice, Director of Winzler Children's Center

## ATTACHMENTS:

### Description

- ▣ Eureka City Schools Early Childhood Annual Update



# Early Childhood Update

February 2, 2023

# Current Data



Winzler Children's Center: 3 fully enrolled classrooms and a small group at Lafayette combination class

Re-accredited by meeting the NAEYC standards of quality

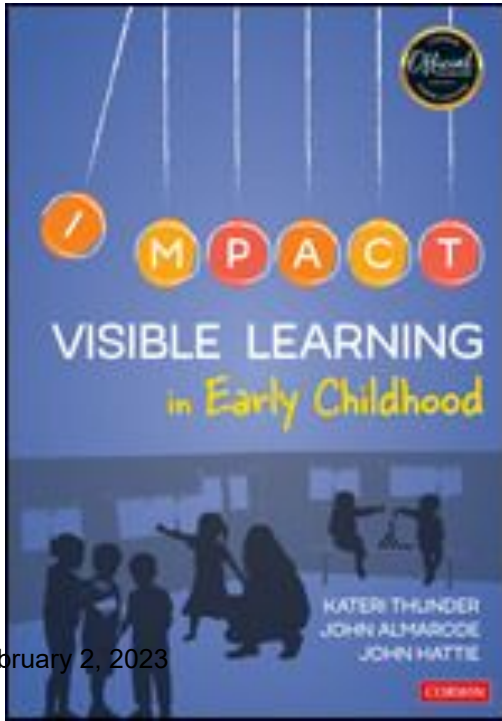
55 children ages 3-5

The program is successfully including 14 children with Autism IEPs and 7 receiving speech services only

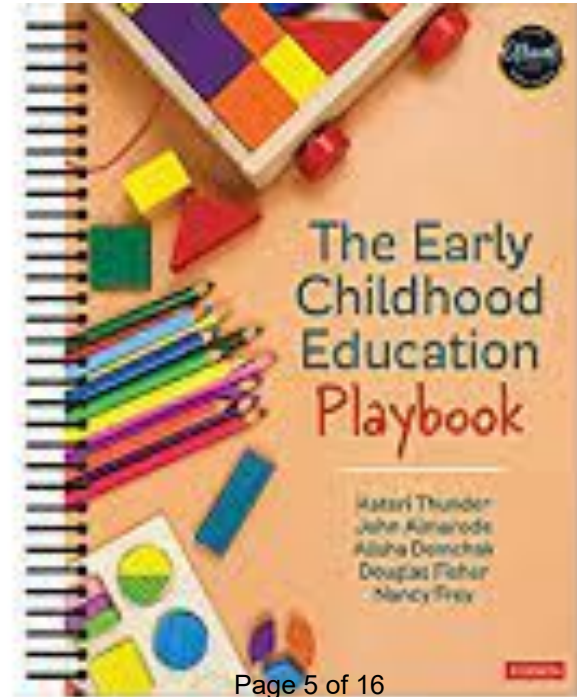
Supporting Inclusive Practices Grant (SIP) Grant allowing 2 teachers and Director to attend the CHIME institute conference in March at CSU Northridge



# Visible Learning in ECE in collaboration with Elementary School Teachers and Director of Curriculum and Instruction



February 2, 2023



Page 5 of 16

# Kindergarten Screening Tool

## HUMBOLDT COUNTY KINDERGARTEN SCREENING TOOL

Student's name \_\_\_\_\_

Student's birthdate \_\_\_\_\_

School \_\_\_\_\_

Student's SSID \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Assessment given in: ☐ English ☐ Spanish ☐ Other

### Social Emotional/Self

		Never (0 pts)	Emerging (1 pt)	Usually (3 pts)	Always (5 pts)	
1	5 pts each					/5
2	5 pts each					/5
3	5 pts each					/5
4	5 pts each					/5
5	5 pts each					/5
6	5 pts each					/5

### Mathematics

		Counts to 5-9	Counts to 10-14	Counts to 15-19	Counts to 20 or more	
7	2 pts each					/8
8	1 pt each					/6
9	1 pt each					/5
10	1 pt each					/4
11	2 pts each					/4

### Language and Literacy

		Names 3-5	Names 6-8	Names 9-11	Names 12 or more	
12	2 pts each					/8
13	2 pts each					/8
14	2 pts each					/8
15	5 pts					/5
16	2 pts each					/6
17	1 pt each					/2

### Self-Portrait

18	2 pts each					/6
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### Additional Information

Gender: ☐ Male ☐ Female IEP: ☐ Yes ☐ No  
 English Learner: ☐ Yes ☐ No  
 Attended Preschool: ☐ Yes ☐ No  
 Attended Playgroup: ☐ Yes ☐ No  
 Pencil Grip: ☐ Fisted ☐ Tripod  
 Hair: ☐ Braided ☐ Undecided  
 Ethnicity \_\_\_\_\_

Concerns/Comments

TOTAL SCORE /100

/26 UC letters

/26 LC letters

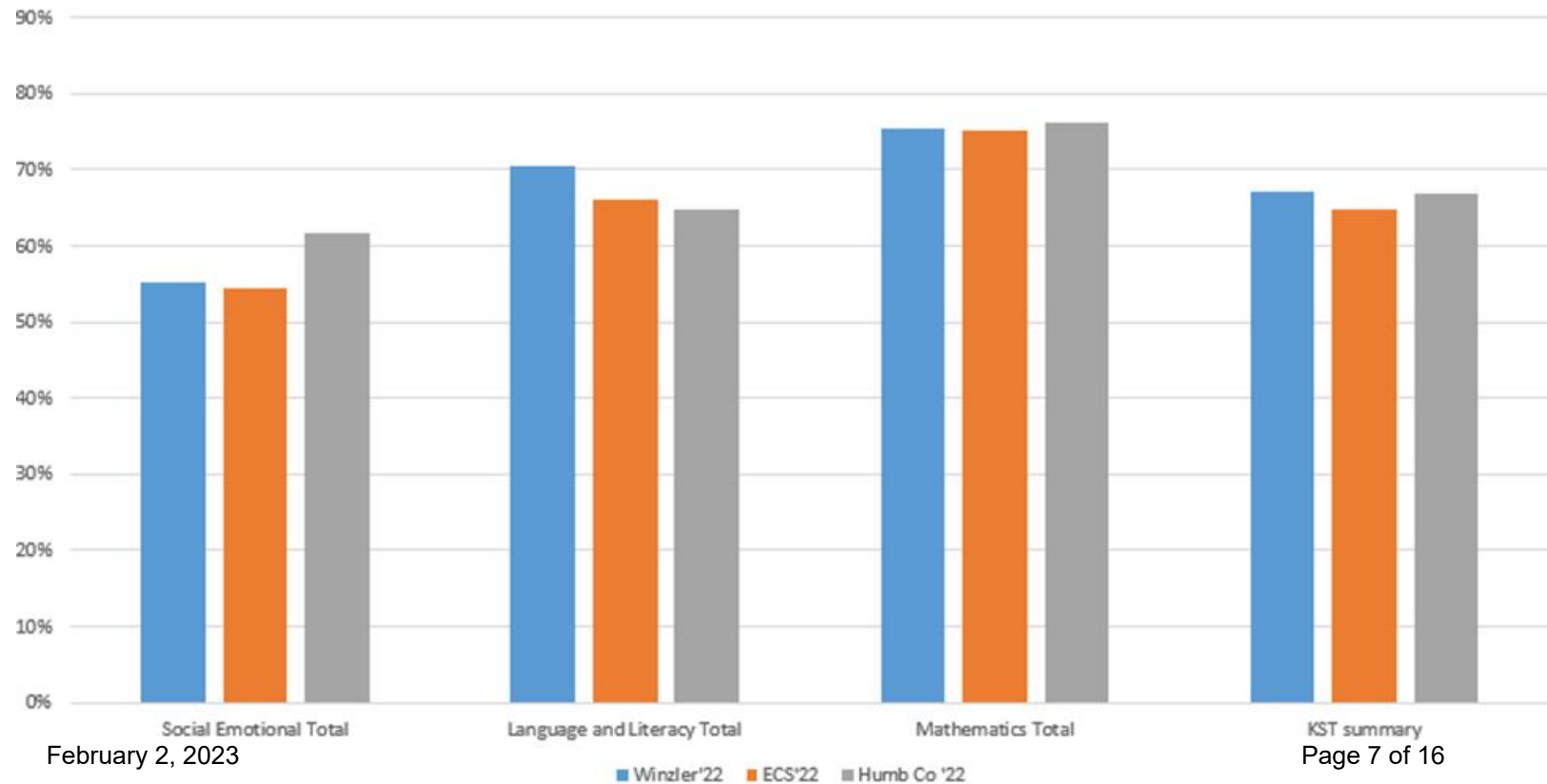


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	Fall 2022 Assessment	Winzler 22	ECS 22	Humb Co 22
1	Cooperative Responsible	56%	55%	61%
2	Respectful	58%	58%	67%
3	Self regulates	52%	49%	55%
4	Independent	48%	48%	57%
5	Attentive listener	50%	47%	54%
6	Transitions away from parents smoothly	67%	71%	76%
	Social Emotional Total	55%	55%	62%
7	Lowercase letters	64%	59%	55%
8	Uppercase letters	68%	65%	62%
9	Concepts of print	56%	51%	55%
10	Name recognition	100%	97%	93%
11	Name writing	75%	67%	66%
12	Speech is understandable	76%	78%	82%
	Language and Literacy Total	70%	66%	65%
13	Rote counting	60%	64%	63%
14	Number naming	79%	81%	81%
15	1-1 correspondence	92%	92%	94%
16	Shape recognition	71%	71%	71%
17	Patterning	85%	74%	78%
	Mathematics Total	75%	75%	76%
18	Self Portrait	68%	62%	64%
	KST summary	67%	65%	67%

# Kindergarten Screening Tool Results

Winzler students continue to be more ready for TK/K compared to the entire District





# Desired Results Developmental Profile (DRDP)

**Key findings** show the children are working on these areas of development:

**Self-Control of Feelings and Behaviors**

**Fine Motor Manipulative Skills**

**Reciprocal Communication and Conversation**

**Comprehension of Age-Appropriate Text**

**Letter and Word Knowledge**

**Emergent Writing**

\*Teachers create goals and action steps to meet the needs of the children

# Events



Please join us for  
the Winzler  
Children's Center  
Open House

Thursday, Sept. 29th  
5:00 - 6:30 PM

Come visit your  
child's classroom  
and teachers.  
Light snacks and  
drinks will be  
provided.

Special Community  
Guests



Family Resource  
Liaison  
Jefferson  
Community  
Center



Youth Services  
Coordinator  
Humboldt  
County Library



Northcoast Children's  
Services  
Headstart, Early Headstart & State



Smile Humboldt

February 2, 2023



**TK/Kindergarten Information  
Night/  
Winzler Open House**

**Wednesday January 11th 4-6pm**

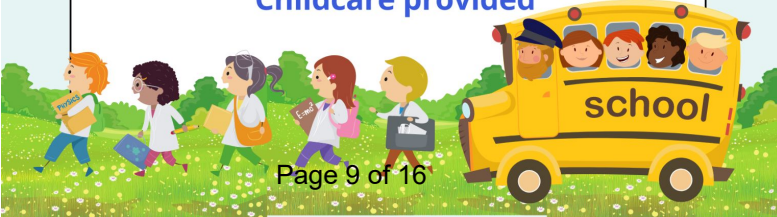
**Winzler Children's Center**  
**719 Creighton St. Eureka**

**\*Registration packets available**

**Information about ECS elementary  
schools**

**\*Talk to teachers**  
**\*Tour the Center**

**Childcare provided**



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# Future Plans

## WINZLER CHILDREN'S CENTER

### PRESCHOOL SPOTS AVAILABLE!



APPLY NOW :  
[WINZLER.EUREKACITYSCHOOLS.ORG](http://WINZLER.EUREKACITYSCHOOLS.ORG)



- Dedicated to providing quality preschool education for children, ages 3-5 years.
- The longest operating nonprofit public preschool in Humboldt County (est. 1944).
- Learning opportunities provided through intentional lesson planning and classroom activities.
- Commitment to care that acknowledges the importance of Early Mental Health, Trauma Informed Practices, and the reduction of ACE's in our community.

#### For more information

please call the office or email us:

Office: (707) 441-2498

Fax: (707) 441-3308

EMAIL: [ricee@eurekacityschools.org](mailto:ricee@eurekacityschools.org)



### Programs at Two Locations

**Main Winzler Campus:** 719 Creighton Street

Program Hours: Half Day 8:45 AM - 12:30 PM

Extended Day 8:00 AM - 3:30 PM

Kids turning 3 by December 1, 2022 are eligible.

**Satellite Location:** Lafayette Elementary School

Program Hours: 8:15 AM - 11:15 AM

Kids turning 5 by April 1, 2023 are eligible.



## Now Enrolling!



Eureka City Schools will continue to offer Transitional Kindergarten (TK) for children during the 2023-2024 school year. **Children are eligible to enter a TK classroom if they turn five between September 2, 2023 and April 2, 2024.**



Universal PreKindergarten (UPK) is also being offered to meet the early education needs of 3- and 4-year-old children and their families. UPK *includes* Transitional Kindergarten which will be available for all 4-year old children by 2025-2026.

UPK is an important part of a statewide effort to provide whole child support for children and families and transform California's schools to be more community-focused and equitable, while also giving every student a great start.



**Register your child at the Eureka City Schools District Office, 2100 J Street.** Contact Director of Early Education, Elizabeth Rice at: (707) 441- 2498  
[ricee@eurekacityschools.org](mailto:ricee@eurekacityschools.org)

February 2, 2023



Page 10 of 10



2100 J Street, Eureka, CA 95501

(707) 441-3383

[www.eurekacityschools.org](http://www.eurekacityschools.org)

# Future Plans



Parent education event at Winzler in April hosted by Changing Tides Family Services

Family night/multicultural potluck

Enroll more children in the full day program at Winzler

Continue inclusive practices

Support the implementation of Universal PreKindergarten at Elementary Schools

Build a strong workforce of PK/TK early childhood educators who use developmentally appropriate practices to ensure growth in early literacy skills and foundational learning in all domains





February 2, 2023



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February 2, 2023

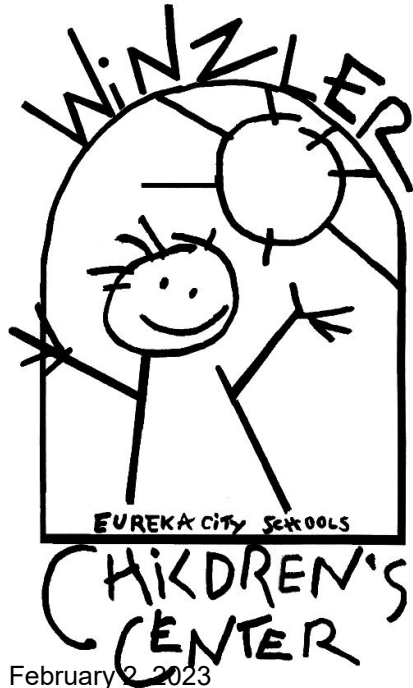


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Thank you

Questions?



February 2, 2023



## AGENDA ITEM

Agenda Title: Social and Emotional Supports Mid-Year Updates on Eureka City Schools  
Meeting Date: February 2, 2023  
Item: Discussion

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

The Governing Board is asked to receive information and discuss the Social and Emotional Supports Mid-Year Updates on 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)*

This presentation is in line with the Eureka City Schools Strategic Plan.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 3: Mental Health, Social-Emotional Wellness, and Family Engagement

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

No previous reporting history.

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

No direct cost to the district.

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

Lisa Claussen, Director of Student Services

**ATTACHMENTS:**

Description

- Mid-Year Update on ECS Social-Emotional Supports



# Mid-Year Update on ECS Social-Emotional Supports

February 2nd, 2023

**STRATEGIC  
PLAN**

Page 3 of 9

## Metric 3.1.4

“At the end of each semester/trimester, the District Social Workers, Crisis Counselor, School Counselors, and School Psychologists will report to the Director of Student Services the number of students receiving school based mental health services”.

Staff Member	Grade Primary Work is Completed At	Role	# of Students in November	# of Students in December
Bridges	All Levels	Bridges	17	3
HCOE ERICS Clinicians (ERMHS)	All Levels	ERICS Clinician	25	25
Katie Allen	Elementary School	Social Worker	130	105
Asher Funk	Elementary School	School Psychologist	11	8
Julie Simpson	Elementary School	Social Worker	40	16
Nat Kubo	Elementary School	Social Worker	23	8
Mahreya Cornejo-Kelly	Elementary School	School Psychologist	8	4
Amanda Near	Elementary School	Social Work Intern	50	12
Jay Schoenfield	Elementary School	Social Work Intern		
Taevia Salazar-Pettitt	Elementary School	Social Work Intern		
Sarah Cruz	High School	Counselor	20	10
Sarahdee Duncan	High School	Crisis Counselor	36	38
Elisa Miller	High School	Social Work Intern	21	12
Julia Long	High School	Social Work Intern	6	9
Rachel Bass	High School	Social Work Intern	8	8
Open Door	High School	Mental Health Clinician	0	6
Aaron Coyle	High School	Counselor	20	11
Enrique Gomez	High School	Counselor	18	12
Laura Kewel	High School	School Psychologist	8	3
Heather Miller	Middle School	School Psychologist	13	8
Samantha Ellis	Middle School	School Psychologist Intern	15	10
Zayna Abueshsheikh	Middle School	School Psychologist Intern	15	10
February 2, 2023			Page 5 of 9 415	275





# **School Based Mental Health Services (SBMH)**

## **Grant Program**

February 2, 2023



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## Challenges

*There are increases in student mental health needs, including those resulting from:*



Impacts from  
COVID-19



Disasters or  
Traumatic  
Events



Adverse  
Childhood  
Experiences



Support for the mental  
health of children and youth  
increases educational  
opportunities by  
**creating conditions for  
students to fully engage  
in learning**

## Solutions

*SBMH grants aim to address student mental health needs by providing:*



More school-  
based mental  
health services  
providers



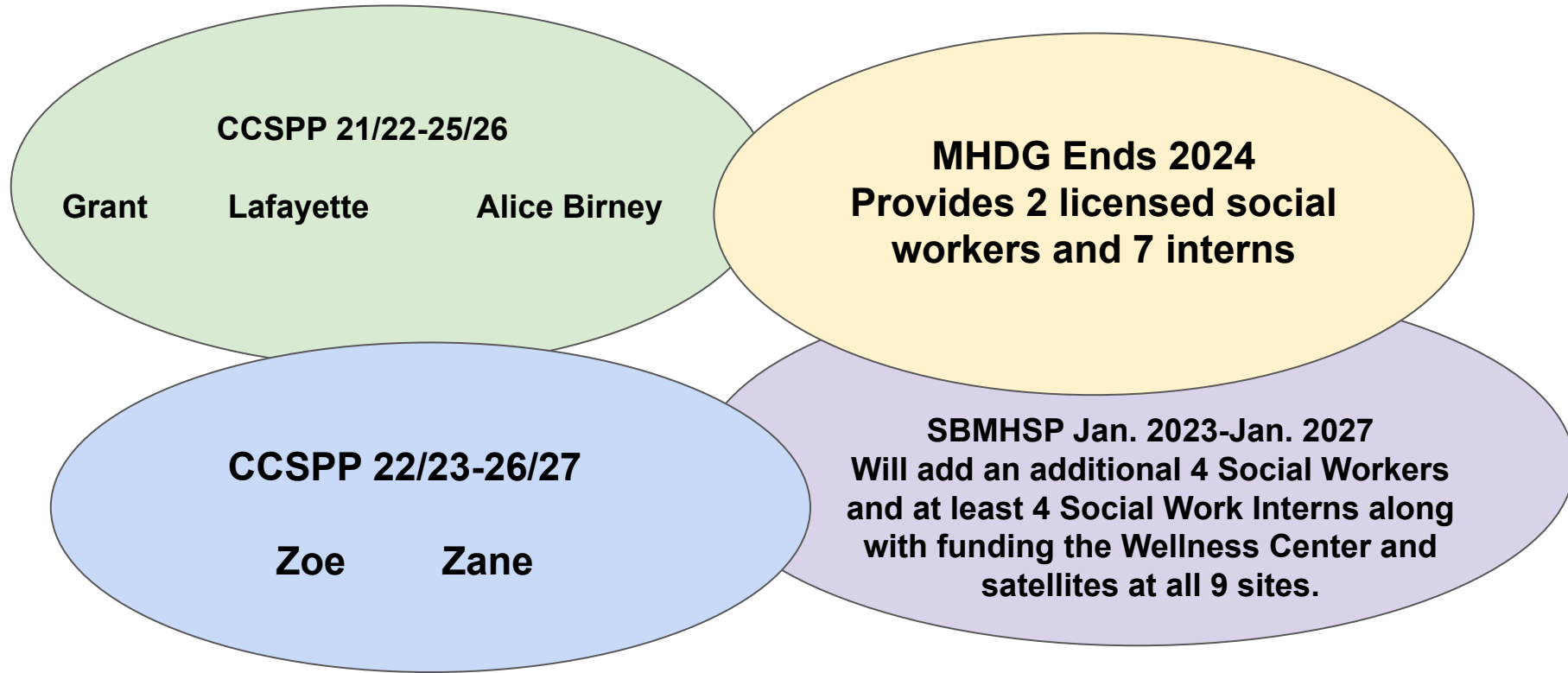
More providers  
from diverse  
backgrounds



Retention and  
recruitment  
incentives



# Eureka City Schools SEL Grants



Goal: All ECS Schools have a site- assigned Social Worker and Community School Representation

February 2, 2023

# Future Plans

## Recruit and hire:

- 4 Social Workers
- 2 ERICS Clinicians to provide support students receiving Educationally Related Mental Health Services which are currently being provided services through Humboldt County Office of Education
- 1 Wellness Coordinator to support managing the referrals and coordination of care and training of interns
- 2 School Psychologists (one NEW and one was unable to be filled for the 22/23 SY)

## Professional Development:

- Positive Behavior Intervention Supports (PBIS)
- Trauma Informed and Healing
- School Staff Wellness
- Culturally Sensitive

## AGENDA ITEM

Agenda Title: Local Control Accountability Plan Update

Meeting Date: February 2, 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 2022-2023 Local Control and Accountability Plan (LCAP).

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

This presentation is part of a series of presentations about the LCAP. The intent is to keep members of the School Board well-informed on the progress and development of the plan.

**STRATEGIC PLAN/PRIORITY AREA:**

Applies to all strategic plan areas.

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

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education. The LCAP development process serves three distinct, but related functions: comprehensive planning, meaningful engagement, and accountability and compliance. At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK-12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students.

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

There is no cost associated with this item.

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

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

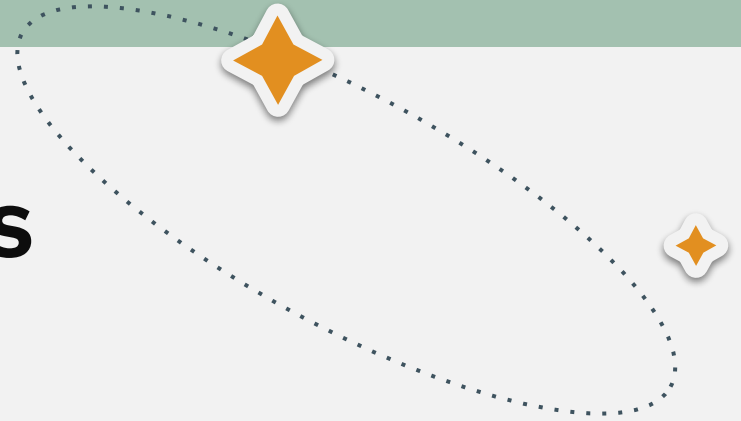
Description

- ▯ LCAP Updates to the ECS Governing Board 2-2-23

# Eureka City Schools

## LCAP Update

### Feb. 2, 2023



# LCAP Writing Team

**01** Meeting every 3 weeks

**02** Overview of writing team responsibilities

**03** Divided up responsibilities

**04** Review Doc Tracking





# Team Members

- Gary Storts– Assistant Superintendent Ed Services
- Jennifer Johnson– Writing Team Coordinator
- Rachel Brakeman– Grant Principal
- Kristie Puzz– Winship Principal
- Paul Claussen– EHS Assistant Principal
- Hope von Werlhof– ETA Representative
- Amy Chase– CSEA Representative

# Goal #1

---



## Kristi, Amy and Jennifer

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.





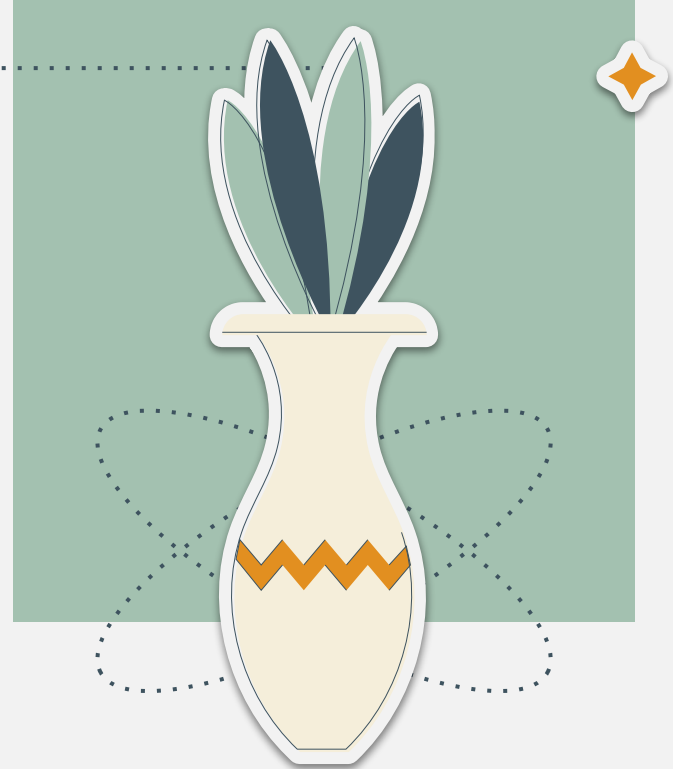
# Goal #2

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## Paul, Rachel and Hope

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



# Work to Date:



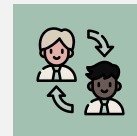
## Template Loaded in Doc Tracking

Working on Year 2  
outcomes for Annual  
Update



## Reviewed Surveys from last year

Use same student and  
staff surveys, update  
parent and community  
surveys. Will use Thought  
Exchange



## Gathered Site Council Meeting Dates

Gather LCAP and  
Portrait of a Graduate  
input from Site Councils  
at late Feb or early  
March meetings

# Any Questions?



## AGENDA ITEM

Agenda Title: Eureka City Schools Safety and Security Update

Meeting Date: February 2, 2023

Item: Discussion

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

The Governing Board is asked to receive an update on Safety and Security measures taken for 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)*

This update is given to keep the Governing Board well-informed on the progress and development of Safety and Security measures for Eureka City Schools.

### STRATEGIC PLAN/PRIORITY AREA:

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

This is the first time this item is being brought before the Governing Board.

**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

- ▣ ECS Safety & Security Update to the Governing Board, 2/2/23

# **Eureka City Schools**

## Safety & Security Update February 2, 2023

Assistant Superintendent, Gary Storts

District Safety & Security Coordinator, Scott Mauroff



# Drills, Trainings and Procedures

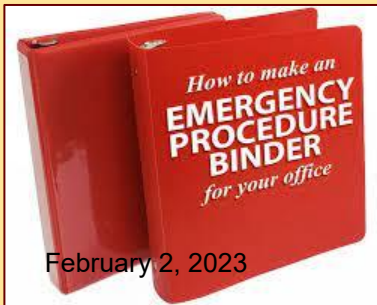
\*To this point, ECS has conducted:

- 29 Fire Drills
- 11 Earthquake Drills
- 7 Lockdown Drills - flaws were addressed and fixed



\*Two Active Assailant Trainings have been presented with more being scheduled

- ECS staff attended an Active Assailant training hosted by Homeland Security



\*An updated, more user friendly Emergency Procedure binder has been integrated District wide for consistency

**Prioritizing School Safety:** On Monday, October 10th, Eureka City Schools conducted campus safety and security walk-throughs on each school campus. ECS thanks Eureka Police Department, Humboldt County Sheriff's Office, California Highway Patrol, Keenan Insurance, and Humboldt Bay Fire for their participation and collaboration!



February 2, 2023

*"This is the first time a district in this area has had this extent of collaboration with emergency services." - Taylor Titus, Director Insurance Services/JPA*



# Meet our School Resource Officers



Tim Marsolan



Tim Marsolan and Don Arminio

Tim and Don have been in law enforcement for 17 and 16 years respectively. Tim has been an SRO for seven years while this will be Don's first year in the position. Both officers have children in the local area.

*"Our objective is to bridge the gap between community members and police and to show a more caring, positive and sincere side of law enforcement. We are looking forward to collaborating with the ECS community and supporting our students."*



# Safety & Security Badges for District Staff

\*All District Staff were given the opportunity to have their picture taken by Lifetouch. ID badges and lanyards were handed out for easy staff identification.

\*A badge making machine has been purchased and is currently being installed. ID badges will be accessible to all staff, including new hires in a more timely manner.



# EMERGENCY SUPPLIES

ECS purchased supplies for emergency buckets and go bags which will be placed in every classroom and office in the district. The EHS ASB Club helped with the assembly and will receive \$10,000 to be dispersed amongst the EHS student body.



February 2, 2023

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## Other Updates



Uniformed Incident Command vests were given to each principal for easier recognition by emergency services.



Comprehensive Site Safety Plans (CSSP's) and Emergency Operating Procedures (EOP's) were updated, accepted and submitted to Keenan Insurance.



# Questions?



Eureka City  
Schools



February 2, 2023

## AGENDA ITEM

Agenda Title: Report on Eureka City Schools Transportation Department

Meeting Date: February 2, 2023

Item: Discussion

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

The Governing Board is asked to receive a report on Eureka City Schools' Transportation Department.

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

The Board of Trustees will receive an update regarding the age and condition of the District's fleet.

**STRATEGIC PLAN/PRIORITY AREA:**

Subject does not apply to a Strategic Plan Priority Area

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

Annual report.

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

Not applicable.

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

Paul Ziegler, Assistant Superintendent of Business Services

**ATTACHMENTS:**

Description

- Presentation

# Eureka City Schools Transportation Update 2022/2023



# Staffing

- |     |                            |                 |
|-----|----------------------------|-----------------|
| • 1 | Director:                  | Tiffany James   |
| • 1 | Trainer trainee/Dispatcher | Tiffinie Wagner |
| • 1 | Shared Secretary           | Amy Chase       |
| • 1 | Mechanic:                  | Alex Santiago   |

## 7 Daily School Bus Drivers:

- |           |                                 |
|-----------|---------------------------------|
| • Bus 6 - | Tiffany James (open position)   |
| • Bus 7 - | Sherry Hill                     |
| • Bus 5 - | Nancy Cringle                   |
| • Bus 9 - | Sopha Ith (Tolate)              |
| • Bus 8 - | Ken MacMillian                  |
| • Bus 14- | Tiffinie Wagner (open position) |
| • Bus 11- | Open                            |
| • Bus 12- | Open                            |
| • Bus 18- | Open                            |

Driver training behind the wheel -2

# Bus Fleet

- **Total number of large school buses in fleet: 11**
  - 6 used daily for Regular Transportation
- **Total number of small school buses in fleet: 4**



# Bus Fleet Information

BUS #	MAKE	YEAR	AVERAGE LIFE EXPECTANCY	YEARS PAST EXPECTANCY	
BUS 1	BLUEBIRD 84 PASS	1995	20	8	Summer 2023
BUS 2	BLUEBIRD 84 PASS	1999	20	4	working on grant to replace
BUS 3	INTERN. 24 PASS	2007	20		working on grant to replace
BUS 4	BLUEBIRD 81 PASS	2002	20		working on grant to replace
BUS 5	BLUEBIRD 81 PASS	2020	20		
Bus 6	BLUEBIRD 81 EV	2021	20		
BUS 7	THOMAS 81 PASS	2012	20		
BUS 8	THOMAS 81 PASS	2012	20		
BUS 9	BLUEBIRD 66 PASS	2000	20	2	working on grant to replace
BUS 10	BLUEBIRD 72 PASS	2000	20	2	working on grant to replace
BUS 11	THOMAS 20 PASS	1999	20	3	
BUS 12	THOMAS 25 PASS	2001	20	1	
BUS 14	BLUEBIRD 66 PASS	1999	20	3	working on grant to replace
BUS 18	GIRARDIN 24 PASS	2005	20		
BUS 25	INTER/WARD 72 PASS	1995	20	8	Summer 2023
BUSES IN RED ARE SPARE BUSES					

# Snap Shot of Transportation

- Currently our department is transporting 753 students to and from school. This includes General Ed., Special Ed., Foster, M/Vento, Hardship, and over flow students placed outside their school of residence by the District.
- Our buses currently travel approximately 315 miles per day on their routes.

# Upcoming Items

- Award of the Rural School Bus Replacement Project Grant expected in August 2023 for the Renewable Diesel and Electric School Bus)
- The TransFinder routing software, which will allow instant staff and community updates on daily bus routes, is at a standstill.
- Staffing & Retention – We have 4 schoolbus drivers and 5 vacant positions. In the last 6 months we have offered 5 original schoolbus driver classes. We will continue to do behind the wheel training and offer another original school bus class if needed either over Spring Break or after the end of the school year.

## AGENDA ITEM

Agenda Title: Update on Auditor's Report

Meeting Date: February 2, 2023

Item: Discussion

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

The Governing Board is asked to receive an update on the 2021-2022 Audit Report.

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

School districts are required to undergo an annual financial audit by an outside accounting firm. The July 1, 2021 - June 30, 2022 Eureka City Schools audit is being performed by James Marta & Company LLP.

The annual audits are required to be issued by December 15 of the following fiscal year. However, due to the County of Humboldt's delay in reconciling fiscal year 2020-21 cash balances for all county governmental agencies, an accurate cash reconciliation of the Eureka City Schools accounts is not possible at this time. Consequently, we are following the Humboldt County Office of Education's recommendation and requesting an audit extension, pursuant to Education Code Section 41020.2(a)(1), until March 15, 2023. Once HCOE concurs with our request, they will forward our request to the State of California for final approval.

We expect to bring the 2021-22 Audit Report to the March 9, 2023, Board meeting.

**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 item.

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

Cost for the 2021-22 audit is \$40,900.

**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: Information Only: March 2023 - Review of CDE Calendar of Events  
Meeting Date: February 2, 2023  
Item: Information Only

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

### March 2023

American Red Cross Month

The CDE encourages you to recognize March as American Red Cross Month.

Arts Education Month in California/Youth Art Month

The CDE encourages you to annually recognize March as Arts Education Month in California/Youth Art Month.

Music in Our Schools Month

The CDE encourages you to annually recognize March as Music in Our Schools Month.

National Middle Level Education Month

The CDE encourages you to annually recognize March as National Middle Level Education Month.

National Nutrition Month

The CDE encourages you to annually recognize March as National Nutrition Month.

National Social Work Month

The CDE encourages you to annually recognize March as National Social Work Month.

National Women's History Month

The CDE encourages you to annually recognize March as National Women's History Month.

#### Newspaper in Education Week

The CDE encourages you to annually recognize the first week in March as Newspaper in Education Week.

#### Read Across America Day (3/2/2023)

The CDE encourages you to annually recognize March 2 as Read Across America Day.

#### National Anthem Day (3/3/2023)

The CDE encourages you to annually recognize March 3 as National Anthem Day.

#### National School Breakfast Week

The CDE encourages you to recognize National School Breakfast Week: March 6–10, 2023. Every year, National School Breakfast Week (NSBW) is celebrated on the first full week in March.

#### Save Your Vision Week

To remind Americans about the importance of safeguarding their eyesight, the United States Congress, by joint resolution approved December 30, 1963, as amended (36 United States Code 138), has authorized and requested the President to proclaim the first week in March (March 6–12, 2023) of each year as "Save Your Vision Week."

#### Conservation, Bird, and Arbor Day (3/7/2023)

The CDE encourages you to annually recognize March 7, the anniversary of the birthday of Luther Burbank, known as Conservation, Bird, and Arbor Day, on which day schools shall include exercises and instruction on the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation (California Education Code Section 37221).

#### National Poison Prevention Week

The CDE encourages you to recognize National Poison Prevention Week: March 19–25, 2023. To encourage Americans to learn more about the dangers of accidental poisonings and to take appropriate preventative measures, the Congress, by joint resolution approved September 26, 1961, as amended (75 Stat. 681), has authorized and requested the President to issue a proclamation designating the third week of March each year as "National Poison Prevention Week" (36 United States Code 130).

#### International Day for the Elimination of Racial Discrimination (3/21/2023)

The CDE encourages you to annually recognize March 21 as International Day for the Elimination of Racial Discrimination.

Ramadan Begins\*\* (3/22/2023)

In 2023, Ramadan is expected to begin at sundown on Wednesday, March 22, and end at sundown on Friday, April 21.

Welcome Home Vietnam Veterans Day (3/30/2023)

March 30 of each year is designated and set apart as Welcome Home Vietnam Veterans Day, a day having special significance pursuant to California Education Code Section 37222. On Welcome Home Vietnam Veterans Day, all public schools and educational institutions are encouraged to conduct exercises recognizing the contributions of all those involved in the Vietnam War and remembering the sacrifices they made for their country.

Cesar Chavez Day (3/31/2023)

California Education Code Section 37220.5: (a) In addition to the holidays prescribed in Section 37220, public schools may be closed on March 31, known as "Cesar Chavez Day," or the appropriate Monday or Friday following or preceding that date, if the governing board, pursuant to a memorandum of understanding reached pursuant to Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, agrees to close schools for that purpose. (b) On March 31 or on the day determined by the governing board, public schools and educational institutions throughout the state may include exercises, funded through existing resources, commemorating and directing attention to the history of the farm labor movement in the United States and particularly the role therein of Cesar Chavez. The State Board of Education shall adopt a model curriculum guide to be available for use by public schools for exercises related to Cesar Chavez Day. The CDE will be closed on Cesar Chavez Day.

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

Information only.

**STRATEGIC PLAN/PRIORITY AREA:**

Subject does not apply to a Strategic Plan Priority Area

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

Not applicable.

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

Not applicable.



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

Not applicable.

## AGENDA ITEM

Agenda Title: Information Only: Meaningful Board Report (Future Annual Items)

Meeting Date: February 2, 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 &amp; Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning &amp; Achievement</u> Gary Storts	<u>Personnel Services</u> Renae Will	<u>Business Services Finance &amp; Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
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<b>Jan, 12, 2023</b>	<p><del>Routine Revisions to Governance Handbook (Annual) (updated President/Clerk, etc.)</del> - 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><del>SPSA Approval 2022-2023 (significant budget changes) Grant</del> - 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 (<b>Depends on timing/release of State Budget - may move to Special Mtg or February Mtg</b>)</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>
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# Meaningful Board Report

## Governance | Future Board Agenda Items



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Board Meeting	<b><u>Superintendent's Office / Setting Direction &amp; Governance</u></b> Fred Van Vleck, Ed.D.	<b><u>Educational Services / Student Learning &amp; Achievement</u></b> Gary Storts	<b><u>Personnel Services</u></b> Renaë Will	<b><u>Business Services Finance &amp; Facilities</u></b> Paul Ziegler	<b><u>Student Services Special Education</u></b> Lisa Claussen
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					Attachment from Sheri Jensen on Thursday, January 5, 2023
<b>Possible special meeting in January</b>  <b><u>Scheduled:</u></b> <b>January 5th, 17th, 19th</b>	Biennial (2023) or if new board member, revisit protocols, vision, and strategic plan prioritization				
<b>Feb. 2, 2023</b>	CDE Recognitions - Informational (for the following month)  Info Item: MBR	SPSA Approval 2022-2023 (significant budget changes)-Grant - <b>Moved from January meeting to February Meeting</b>  Common Core State Standards moved California Standards Tests (CAST - science only)  LCAP Update	Classified Employee of the Year awards	Transportation Department  Auditor's Report <b>(Moved from December 15, 2022)</b>	Pre-school programs (moved from January)

# Meaningful Board Report

## Governance | Future Board Agenda Items



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Note: No 2nd Meeting in February in 2023					
<b>March 9, 2023</b>	<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) <b>contracts good thru June 30, 2025</b></p>	<p>Special Education Program</p>
<b>March 30, 2023</b>  <b>Reception in Room 114</b>	<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



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	Mtg Info Item: MBR	Public Hearing-Prior to Part II of Grant			
<b>April 26, 2023 (Wednesday)</b>	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]
<b>May 11, 2023</b>	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 ( <b>Depending on timing/release of budget - may move to first June Mtg</b> )	

# Meaningful Board Report

## Governance | Future Board Agenda Items



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<b>June 1, 2023</b>	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
<b>June 22, 2023</b>	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)
<b>June 27, 2023</b>		LCAP adoption		Budget Adoption	

# Meaningful Board Report

## Governance | Future Board Agenda Items



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<b>(Tuesday)</b>					
<b>August 3, 2023</b>	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
<b>August 24, 2023</b>	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

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		CM NGSS			
<b>Sept. 14, 2023</b>	<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>

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		of 2023, moved to Sept.			
<b>Oct. 5, 2023</b>	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 <a href="#">HERE</a>  Report on Federal Program Monitoring Findings  CAASPP results			
<b>Oct. 26, 2023</b>	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	

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		recognition Update California Science Tests (CAST - science only)			
<b>Nov. 16, 2023</b>	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			
<b>Organizational Meeting</b>  <b>Dec. 14, 2023</b>	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

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	<p>Annual review BP/AR</p> <p>Supt's Eval (Closed Session)</p> <p>Share MBRR (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>	
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	- Provide update to Board on Status of Yearly Goals To-Date  Info Item: MBR				