

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

Regular Meeting

6:30 PM

February 1, 2024

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

E. CLOSED SESSION (Room 118)

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

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

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

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

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

(7) Conference with Real Property Negotiator Superintendent Storts Regarding Jacobs Building Property Concerning Price and/or Terms of Payment (GC § 54956.8) (Negotiating Party: AMG Communities-Jacobs, LLC)

F. RECONVENING OF OPEN SESSION (Board Room)

G. REPORT OUT FROM CLOSED SESSION

H. PLEDGE OF ALLEGIANCE TO THE FLAG - Zoe Barnum High 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 Minutes from the Regular Meeting on January 11, 2024

Referred to the Board by:

Gary Storts, Superintendent

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

Referred to the Board by:

Jennifer Johnson, Assistant Superintendent of Educational Services

- (15) Approval for Student Services Staff to Travel Out-of-State to the Mental Health School Professionals (MHSP2019), School-Based Mental Health (SBMH2020/21), Trauma Recovery (TR) Grantee Meeting

Referred to the Board by:

Lisa Claussen, Director of Student Services

- (16) Approval of Memorandum of Understanding Between Eureka City Schools (ECS) and Humboldt NeuroHealth (HNN)

Referred to the Board by:

Lisa Claussen, Director of Student Services

- (17) Approval of Memorandum of Understanding Between Eureka City Schools (ECS) and Humboldt Del Norte Independent Practice Association (IPA)

Referred to the Board by:

Lisa Claussen, Director of Student Services

- (18) Approval of Resolution #23-24-025; Declaring the Futility of Public Bidding for the Additional Alterations to the Science Building C Work at Eureka High School, and Approving a Change Order for that Work

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (19) Approval of the Amended Appendix A, College and Career Access Pathways Dual Enrollment Partnership Agreement with College of the Redwoods

Referred to the Board by:

Jennifer Johnson, Assistant Superintendent of Educational Services

- (20) Approval of Field Trip Request - EHS Players/Drama Club Field Trip to the Oregon Shakespeare Festival in Ashland, OR on April 15-19, 2024

Referred to the Board by:

Renae Will, Executive Director of Personnel Services and Public Affairs

M. DISCUSSION

- (21) Report on Eureka City Schools Transportation Department

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (22) Enrollment and Attendance Update

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (23) Local Control Accountability Plan Update

Referred to the Board by:

Jennifer Johnson, Assistant Superintendent of Educational Services

N. CLOSED SESSION (continued)

O. RECONVENING OF OPEN SESSION (continued)

P. REPORT OUT FROM CLOSED SESSION (continued)

Q. INFORMATIONAL ONLY ITEMS

- (24) Information Only: March 2024 - Review of CDE Calendar of Events

- (25) 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.

Notice: Students and parents/guardians may request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The request must be made in writing to the Secretary or Clerk of the Board.

AGENDA ITEM

Agenda Title: Approval of Personnel Action Report No. 9

Meeting Date: February 1, 2024

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 Will, Executive Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

- ▣ Personnel Report No. 9

**EUREKA CITY SCHOOLS
PERSONNEL REPORT NO. 9
February 1, 2024**

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

CERTIFICATED PERSONNEL

ASSIGNMENTS

Day, Briana	Walk on Coach JV and Varsity Cheerleading – Football, (EHS), eff. 2023 – 2024
Nakoa, Melissa	Temporary Counseling Services Director, 195 days (pro-rated), (EHS), eff. 1/22/24 – 6/14/24
Reeves, Lisa	Walk on Coach Varsity Cheerleading – Football, (EHS), eff. 2023 – 2024

DAY-TO-DAY SUBSTITUTE

Blandford, Lisa	Day to Day Substitute Teacher, (District Wide), eff. 1/19/24 – 6/30/24
Borries, Michelle	Day to Day Substitute Teacher, (District Wide), eff. 1/9/24 – 6/30/24
Jewell, Stacy	Day to Day Substitute Teacher, (District Wide), eff. 1/9/24 – 6/30/24
Lefebvre, Melissa	Day to Day Substitute Teacher, (District Wide), eff. 1/12/24 – 6/30/24
Williams, Raymond	Day to Day Substitute Teacher, (District Wide), eff. 1/11/24 – 6/30/24

CLASSIFIED PERSONNEL

RETIREMENTS

Forsman, Victoria	Intermediate Clerk Typist (Washington), 3 hrs/day AND Monitor (Washington), 3.5 hrs/day, eff. 6/30/24
-------------------	--

ASSIGNMENTS

Her, Shelly	Campus Supervisor (Alice Birney), 4 hrs/day, eff. 1/12/24
Morris, Licia	Instructional Asst. Special Education III (DW/EHS), eff. 1/16/24
Valladares, Gillian	Monitor (Lafayette), 3 hr/day, eff. 1/8/24

SPECIAL APPOINTMENTS

Millender, Donovan	Monitor Substitute (District Wide), eff. 1/8/24
--------------------	---

CHANGE OF STATUS

Hang, Cheyenne	From: Lead After School Program Asst. (Washington), 4 hrs/day To: Lead After School Program Asst. (Washington), 3.7 hrs/day, eff. 1/15/24 - 6/1/24
Johns, Danielle	From: Food Services Manager (Food Services), 8 hrs/day To: Central Kitchen Operations Manager (Food Services), 8 hrs/day, eff. 1/16/24

Tompkins, Sarah	From: Monitor (Washington), 4 hrs/day To: Instructional Asst. Special Education III (Washington), 7 hrs/day, eff. 1/09/24
Moore, Mela	From: Chronic Absenteeism Prevention Coordinator (Zoe Barnum), 8 hrs/day To: Community Schools Liaison (DW/Zane), 8 hrs/day, eff. 1/08/24
Woods, Clara	From: Food Service Worker (CK/satellite), 1.5 hrs/day To: Food Service Worker (CK/satellite), 8 hrs/day, eff. 1/22/24

TERMINATIONS

CL-23-24-03	Eff. 1/12/24
-------------	--------------

AGENDA ITEM

Agenda Title: Approval of Minutes from the Regular Meeting on January 11, 2024
Meeting Date: February 1, 2024
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 11, 2024.

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)*

Gary Storts, Superintendent

ATTACHMENTS:

Description

- ▣ 01.11.24 Board Mtg Minutes



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 11, 2024
MINUTES

A. CALL TO ORDER OF OPEN SESSION

President Johnson called the open session to order at 5:00 p.m.

Members Present: Duncan, Johnson, Ollivier, Rebholtz

Members Absent: Pardoe

Staff Present: Storts, Ziegler, Johnson, Will, Claussen, Harris

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

No public comment on closed session items.

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

President Johnson moved the meeting to closed session to discuss closed session items.

- (1) Public Employee Performance Evaluation (Gov. Code §54957) Title: Superintendent
- (2) Conference with Labor Negotiator Superintendent Storts Regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)
- (3) Public Employee Discipline, Dismissal, Release, Complaint, Accept the Resignation of a Public Employee (GC § 54957)
- (4) Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. J(10)
- (5) Public Employee Appointment (Gov. Code §54957) - See Personnel Action

Report Consent Agenda Item No. J(10)

D. RECONVENING OF OPEN SESSION (Room 116)

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

Members Present: Duncan, Johnson, Ollivier, Rebholtz, Salas

Members Absent: Pardoe

Staff Present: Storts, Ziegler, Johnson, Will, Claussen, Harris

E. REPORT OUT FROM CLOSED SESSION

There was no action to report on closed session items.

F. PLEDGE OF ALLEGIANCE TO THE FLAG – Zane Middle School

Students from the Black Student Union at Zane Middle School led the Board in the pledge of allegiance and shared information about their group.

G. ADJUSTMENTS TO THE AGENDA

(6) Approval of the Agenda

No adjustments to the agenda.

It was M/S by Duncan/Ollivier to approve the Agenda. Student Board Representative: yes 1, no 0, absent 0. Governing Board: yes 4, no 0, absent 1 (Pardoe). Motion carried.

H. INFORMATION

(7) Student Reports – No student reports.

(8) Superintendent's Report – Superintendent Storts shared he has officially moved into his new office. He is excited for the transition and the opportunity. He also congratulated Jennifer Johnson on her new position in Educational Services. Storts is looking forward to Student Listening Tours, which is will be starting soon. He will work with the Board and provide an opportunity for them to attend.

(9) Board Members' Reports

Salas provided an update to the Board on recent activities at Lafayette, Winship, Zane, Washington, and EHS.

Ollivier enjoyed a winter break and her son is excited to be an extra in the move that will be filmed at EHS.

Rebholtz continues to volunteer at Grant Elementary and enjoys spending time with the students.

Johnson notes an appreciation for Student Board member Salsas and the time and dedication she puts into her Board reports.

I. PUBLIC COMMENT ON NON-AGENDA ITEMS

Kevin Plessinger addressed the Board regarding concerns with coach conduct. He notes he is speaking to the Board as a concerned parent and community member. He conveyed to the Board concerns with bullying and emotional abuse by his daughter's basketball coach. The head coach and assistant coach humiliated his daughter during a game. He provided timeline information on the incident and his attempt to having meetings with EHS regarding the situation. He notes this type of archaic coaching does harm to students. He has not received answers to his questions and his daughter was dismissed without cause. The incident occurred on December 29th and there has been a lack of communication and transparency since that date. He has formally requested an investigation into the incident and requests the Board's support in holding those responsible for their actions.

Thomas Stewart addressed the Board regarding Jacobs Jr. High. He provided historical information on why the property means to him. He is upset with the District's decision in December to sell the property and that the District cannot provide information on how the property will be used by the developer.

J. CONSENT CALENDAR

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

- (10) Approval of Personnel Action Report No. 8
Referred to the Board by:
Renaë Will, Executive Director of Personnel Services and Public Affairs
- (11) Approval of Minutes from the Regular Meeting on December 14, 2023
Referred to the Board by:
Gary Storts, Superintendent
- (12) Approval of December 2023 Warrants
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (13) Approval of 2024 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
- (14) Approval of Policy Updates from CSBA - September 2023 and Updates to Board Bylaw 9322 (First Review)
Referred to the Board by:
Gary Storts, Superintendent

- (15) Approval of Revision to Board Meeting Dates for 2024
Referred to the Board by:
Gary Storts, Superintendent
- (16) Approval of Grant Intent to Apply: Farm to School Incubator Grant
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (17) Approval of Resolution 23-24-024 Approving the Designation of
Superintendent Gary Storts as an Additional District Representative
Authorized to Sign and File Documents with OPSC Online/SAB-Administered
Program(s)
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (18) Approval and Acceptance of the Grant Award Notification (GAN) for the
2023-2024 Supporting Inclusive Practices Preschool
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (19) Approval for District Instructional Staff to to Travel Out-of-State and Attend
the "Plain Talk About Literacy and Learning" Conference
Referred to the Board by:
Jennifer Johnson, Assistant Superintendent of Educational Services
- (20) 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:
Jennifer Johnson, Assistant Superintendent of Educational Services
- (21) Conditional Approval of the School Accountability Report Card (SARC)
Referred to the Board by:
Jennifer Johnson, Assistant Superintendent of Educational Services

Student Board Representative: yes 1, no 0, absent 0. Governing Board: yes 4, no 0, absent 1 (Pardoe). Motion carried.

K. DISCUSSION/ACTION

- (22) Consideration of Revised Resolution #23-24-020 Authorizing the
Employment of a Retired Annuitant Under Government Code Sections
7522.56 & 21221 and Consideration / Adoption of Accompanying Salary
Schedule for CalPERS Enrolled Employee
Referred to the Board by:
Rena Will, Executive Director of Personnel Services and Public Affairs

Will provided information to the Board on this item, which was previously approved by the Board. The resolution was sent back to the District regarding some minor technicalities and the resolution needs to be re-approved. Will has confirmed the revised resolution will be approved by the state, if adopted by the Board.

It was M/S by Duncan/Johnson to approve Revised Resolution #23-24-020 Authorizing the Employment of a Retired Annuitant Under Government Code Sections 7522.56 & 21221 and Consideration and Adoption of Accompanying Salary Schedule for CalPERS Enrolled Employee. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 4, noes 0, absent 1 (Pardoe). Motion carried.

L. DISCUSSION

- (23) Update on Governor's Proposal for the 2024-2025 State Budget
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler provided an update to the Board on the Governor's proposed for the 2024-2025 state budget, which was released on June 10, 2024. Ziegler reviewed the highlights of the proposal relating to education and notes there are still difficult times ahead. Ziegler is thankful that the District received the grant funding for the Grant campus, as that funding has now been delayed for other school districts in California in the foreseeable future.

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

Will provided an overview to the Board on the average years of experience of teachers per school site, along with a comparison of data from previous years.

Trisha Sanders addressed the Board regarding teacher turnover. She conveyed concerns with administrators who have not been in the classroom but are making important decisions on behalf of students. She states she is speaking from a position of expertise and there is value when teachers feel seen and heard.

- (25) Local Control Accountability Plan Update
Referred to the Board by:
Jennifer Johnson, Assistant Superintendent of Educational Services

Johnson provided an update on the Local Control Accountability Plan (LCAP). She reviewed the members of the team, the annual update requirements, metrics, and accomplishments. She is working on a ThoughtExchange question which will be sent out soon. The team is working on final meetings dates and next steps.

M. CLOSED SESSION

Closed session did not continue.

N. RECONVENING OF OPEN SESSION

Not applicable. Closed session did not continue.

O. REPORT OUT FROM CLOSED SESSION

Not applicable. Closed session did not continue.

P. INFORMATIONAL ONLY ITEMS

(26) Information Only: IRS Mileage and Per Diem Rates

(27) Information Only: February 2024 - Review of CDE Calendar of Events

(28) Information Only: Meaningful Board Report (Future Annual Items)

Q. ADJOURNMENT

President Johnson adjourned the meeting at 7:08 p.m.

Respectfully submitted,

Gary Storts, Superintendent
Secretary of the Board of Education

Micalyn Harris, Recording Secretary

AGENDA ITEM

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

Meeting Date: February 1, 2024

Item: Consent

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

The Governing Board is being asked to approve the 2023-2024 School Accountability Report Card (SARC) using data from the 2022-2023 school year.

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

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

STRATEGIC PLAN/PRIORITY AREA:

This item is reflected in all areas of the strategic plan.

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

This is approved annually. The 2022-2023 SARCs were last approved February 2, 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)*

Jennifer Johnson, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- ▣ Alice Birney Elementary SARC 2023
- ▣ Grant Elementary SARC 2023
- ▣ Lafayette Elementary SARC 2023
- ▣ Washington Elementary SARC 2023
- ▣ Catherine L. Zane Middle School SARC 2023
- ▣ Winship Middle School SARC 2023

- ▢ Eureka High School SARC 2023
- ▢ Zoe Barnum High School SARC 2023

Alice Birney Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

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, Humboldt County Office of Education, Blue Lake Rancheria, Ink People, Local organic farmers, Grow Together. We are joined with an elementary school in JiHang, Taiwan for our second year. A group traveled to Taiwan this past summer to deepen the projects with JiHang. We will do introduction videos, Care Packages around holidays, puppet show for Earth Day, and end of the year video.

Major Achievements

Alice Birney has earned the reputation as a high-expectations school. We have implemented a Community School model across our elementary schools where self regulation skills are taught through break space, recover, and and calm room. All staff members including our teachers, CARE (Comprehensive Approach to Responsive Environments) specialist, monitors, secretaries, custodians, librarian, aides, Literacy and EL technicians, advocates, and the principal take responsibility for the educational progress and the emotional well-being of all students. Our dedicated staff and system-wide supports ensure that our students continue to score well on Standardized testing in spite of social, economic and personal barriers and our P.B.I.S.(Positive Behavior Interventions and Supports) Program promotes a positive and safe school climate.

Focus for Improvement

As life-long learners we at Alice Birney embrace opportunities for improvement. Our teachers regularly participate in school-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, visible learning initiative through learning intentions and success criteria. Alice Birney will work with Dave Nagel around feedback and making learning visible to students. Teachers are applying their knowledge now of the Science of Reading with our new ELA program. UFLI is still being supplemented in some targeted group instruction for WIN Time. 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

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	95
Grade 1	53
Grade 2	51
Grade 3	77
Grade 4	58
Grade 5	58
Total Enrollment	392

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	43.9%
Male	56.1%
American Indian or Alaska Native	4.8%
Asian	15.1%
Black or African American	4.1%
Filipino	0.5%
Hispanic or Latino	31.4%
Native Hawaiian or Pacific Islander	3.1%
Two or More Races	13.5%
White	27.6%
English Learners	35.2%
Foster Youth	1%
Homeless	10.2%
Socioeconomically Disadvantaged	91.1%
Students with Disabilities	16.6%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.90	100.00	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown	0.00	0.00	9.80	5.33	18854.30	6.86
Total Teaching Positions	18.90	100.00	185.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.20	100.00	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.40	2.74	11953.10	4.28
Unknown	0.00	0.00	11.60	5.84	15831.90	5.67
Total Teaching Positions	21.20	100.00	198.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	September 2021
---	----------------

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

7/22/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	C-10: Floor tile bubbled, door not latching C-11: Floor tile bubbled and older ceiling tiles 12"x12" (2) are broken. Ceiling tiles located by windows C-12: Floor tile bubbled

School Facility Conditions and Planned Improvements

				C-18: Instructor installed postings with tumb tacks into drywall causing dama
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: 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
Safety: Fire Safety, Hazardous Materials	X			
Structural: 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
External: 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

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).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	19	19	34	34	47	46
Mathematics (grades 3-8 and 11)	16	18	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	193	185	95.85	4.15	19.46
Female	78	77	98.72	1.28	20.78
Male	115	108	93.91	6.09	18.52
American Indian or Alaska Native	13	12	92.31	7.69	16.67
Asian	25	25	100.00	0.00	16.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33	1.67	20.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	26	89.66	10.34	34.62
White	48	45	93.75	6.25	13.33
English Learners	57	55	96.49	3.51	10.91
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	175	169	96.57	3.43	17.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	9.09

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	193	188	97.41	2.59	17.65
Female	78	77	98.72	1.28	14.29
Male	115	111	96.52	3.48	20.00
American Indian or Alaska Native	13	12	92.31	7.69	8.33
Asian	25	25	100.00	0.00	20.83
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	27	93.10	6.90	18.52
White	48	46	95.83	4.17	21.74
English Learners	57	57	100.00	0.00	7.02
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	175	171	97.71	2.29	17.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	6.06

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.55	16.07	23.01	26.10	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	56	98.25	1.75	16.07
Female	26	26	100.00	0.00	15.38
Male	31	30	96.77	3.23	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	23.08
English Learners	19	18	94.74	5.26	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.08	1.92	13.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.2	96.4	100	98.2	96.4

2023-24 Opportunities for Parental Involvement
<p>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 in late January.</p> <p>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.</p> <p>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 done it! We have over 20 members attending. The outreach by our EL technician is part of the success. We have teamed with Centro Del Pueblo for outreach to our Hispanic families. They provide financial and informational resources. Our Garden Day on October 28 was a success. We juiced apples from our tree, weeded, planted, and built new shelves. Each student had about a 1/2 ounce of juice on Halloween. We are ready for the winter months. We continue to have our Garden Seasonal Celebration each trimester, as well as our Garden Stewardship program on Tuesday at lunch for all 1-5th grade students and ASP on Tuesday /Thursday.</p> <p>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. A few different modules have been organized, including a puppet show!</p>

2023-24 Opportunities for Parental Involvement

Alice Birney is a bilingual staff. We have a Spanish interpreter phone extension for families who speak Spanish only. We provide Hmong translation as well. This ensures are families have access to the educational system. Our largest group to join PIQE are our EL families. They are interested in learning more about the school system. We will be offering a tour this year of our school with the principal, later in Spring. Moreover, our Family Forum will be hosted again this year. We hope to host on our Literacy Night in January where families can share their voices. Community Liaison will support. Parent Cafes are happening weekly. Changing Tides is teaching parents the protective factors for parenting. Parent attendance is building. Translation services will be provided.

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	414	158	38.2
Female	191	181	69	38.1
Male	236	233	89	38.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	20	20	9	45.0
Asian	64	60	14	23.3
Black or African American	17	16	9	56.3
Filipino	2	2	1	50.0
Hispanic or Latino	137	133	42	31.6
Native Hawaiian or Pacific Islander	13	13	7	53.8
Two or More Races	60	57	21	36.8
White	114	113	55	48.7
English Learners	148	146	36	24.7
Foster Youth	7	6	4	66.7
Homeless	54	51	26	51.0
Socioeconomically Disadvantaged	389	378	144	38.1
Students Receiving Migrant Education Services	2	0	0	0.0
Students with Disabilities	75	74	32	43.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.17	3.98	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.98	0
Female	1.05	0
Male	6.36	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.56	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.92	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5	0
White	7.89	0
English Learners	1.35	0
Foster Youth	0	0
Homeless	5.56	0
Socioeconomically Disadvantaged	3.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.33	0

2023-24 School Safety Plan

SCHOOL SITE:
Alice Birney
DATE: October 2, 2023
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

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 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. CKLA by Amplify has been adopted for all grade levels as our Language Arts curriculum. We took a shift away from our previously adopted Fountas and Pinnell for the Science of Reading 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, some of our teachers are attending LTRS training. Our CARE specialist is working on her administrative credential. Teachers are supplementing with phonics progression taught in the UFLI program. Our Reading Intervention teacher is using the BOOST program and pushing into classrooms during WIN time. Alice Birney has partnered with Ink People around art modules for our students and staff. Visual and performing arts activities are scheduled. 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 are a sister school with an elementary school called Jhih Hang 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. This year we will do a puppet show around Earth Day, and an airplane unit of study because their mascot is the airplane. 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 continued the 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. One restorative justice support specialist responds 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 by the Social Worker and intern. Social worker and intern 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 and Blue Lake Rancheria. Books and maps from Blue Lake Rancheria. After school series partnerships with Arcata playhouse for students.

Findings & Desired Improvements Findings

PBIS: Alice Birney School has effectively implemented Tier I supports that compliment our three school rules. Expectation stations and reteaching occurs twice a trimester. 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 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 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. T

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. 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 93% last year. 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

Last year, the CALL survey guided our Student Leadership team's goals. This year, we continue to focus on evidenced based instruction and professional development around reading and writing curriculum. Teachers are writing success criteria and learning intentions. This year we will work on how to integrate success criteria into our daily lessons and how students can self reflect. As principal, I will continue to model strategies for structured student talk and writing. Levels of Engagement will be used for self reflection around learning.

Priorities/Goals

2023-24 School Safety Plan

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.
Our overall strategies for the 2023-2024 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.

Related Activities
Resources
Person(s) Responsible
Timeline
Evaluation
Continue to implement the district-wide social skills curriculum Second Step Schoolwide for grades K-5 including bully prevention unit
Second Step
staff development
Lesson Plans
Biweekly Focus
Anti-Bullying Curriculum

Staff,
Teachers, Administration,
CARE

In place and Ongoing
Wel team data review
Observation of classrooms
Staff Development
Explicitly teach behavior expectations to all students throughout the school year.
Expectation Stations
PBIT team
District PBIS team
Staff,
Teachers, Administration, CARE
Beginning of the year, after every extended break, ongoing
PBIS team
To increase engagement and activity on the playground
Language frames
Provide ongoing monitor training

Staff,
Teachers, Administration,
CARE
BSA
social work
Nest team
Ongoing
Projects completed /participated in: Trained by BSA, on job training
Provide social emotional support for students through the use of our community gardens and bike club for fifth graders

Create ASP series modules around theater, instruments, sports, visual arts, sewing

Pilot with a small group of teachers across grades to work with a garden consultant, Tayloranne Finch, to connect the garden boxes, ELA/ math, the arts, and social/emotional development. Develop garden space to allow for outdoor teaching and learning.

Staff,
Teachers, Admin
CARE,
GROW Together Consults,
Farmer Jesse

Bike club advisors
Event per trimester

Ongoing peace path work
Teacher/ student feedback

Product in garden areas
Provide small group support for student’s social and emotional needs.
Selected groups by SST referral
*skill based
*care/ coping
Counselor
Socialworker/
Social Work Intern
Ongoing
Participation
Acknowledge positive behaviors and character traits through a student recognition system.
Monday Morning Meeting
Stamina Award month by class
Stamina buttons
Small treat : PBIS: golden tickets
Spelling Bee winners

Staff,
Teachers, Administration, CARE
Weekly/Monthly drawings, ongoing
Wel team data review
PBIS team
Support events and activities that celebrate diversity as well as educate students and families about diversity on campus.
Garden Trimester Events

Coastal Knowledge Project
ink People grant
Staff,
Teachers, Administration, CARE
Ongoing
Stakeholder feedback

Component 2 Places (Physical Environment)

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

Action: To establish and maintain a safe and attractive physical environment for student, staff and family access (ingress and egress) and use.

2023-24 School Safety Plan

Related Activities

Resources

Person(s) Responsible

Timeline/Budget

Evaluation

Maintain current student contact information for each teacher

Student Information System

Clerical Staff

Quarterly

Staff feedback

Provide students and staff with training and practice in the emergency procedures:

Earthquake Drill

Fire Drills/Earthquake w/ evacuation

Lockdown Imminent Danger

District emergency procedures and protocols

Administration

Ongoing

Staff feedback

Provide prevention education for students

Nutrition

At Risk Behaviors

Physical Exercise

Staff,

Teachers, Administration, CARE

Ongoing

Staff feedback

Provide Crisis Prevention Training for staff:

CPI training

First Aid / CPR

Threat Assessment: Take threats seriously and deal with them as possible acts of violence.

District emergency procedures and protocols

Staff,

Teachers, Administration, CARE

Ongoing

Staff feedback

Provide Risk Reduction Education for staff:

Mandated reporting

Sexual Harassment Policy

Medication procedures

Monthly Safety Fact Sheet

District emergency procedures and protocols

Staff,

Teachers, Administration, CARE

Ongoing

Staff feedback

Ensure that Emergency Communication Protocols are clear to staff and ready to use.

School radios

Phone tree for emergencies

Radio stations to be used

Protocol with ECS Disaster Preparedness

Alarms or announcements for specific drills

Automated calls/emails

District emergency procedures and protocols

Staff,

Teachers, Administration, CARE

Ongoing

Staff feedback

Practice Bus safety

2023-24 School Safety Plan

Drivers will inform students of bus safety and acceptable bus behavior at the beginning of each school year
Drivers will do safety bus evacuations

District emergency procedures and protocols
Staff,
Teachers, Administration, CARE
Ongoing
Staff feedback

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	17	1	2	0
2	24	0	2	0
3	25	0	3	0
4	19	1	2	0
5	19	1	2	0
6	0	0	0	0
Other	10	1	0	0

2022-23 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

2022-23 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	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,703	\$1,712	\$5,991	\$62,319
District	N/A	N/A	\$8,833	\$65,307
Percent Difference - School Site and District	N/A	N/A	-38.3	0.3
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-9.6	-23.8

Fiscal Year 2022-23 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 and Math Intervention teachers, a 2.4 FTE English Language Development teachers, Each TK-2 classroom has a classroom aide to support small group instruction. Alice Birney also has 2 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 daily, so our library is open all day, and even after school for families to check out.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,627	\$50,875
Mid-Range Teacher Salary	\$64,767	\$79,761
Highest Teacher Salary	\$87,656	\$103,045
Average Principal Salary (Elementary)	\$99,579	\$128,154
Average Principal Salary (Middle)	\$118,680	\$131,774
Average Principal Salary (High)	\$134,640	\$142,676
Superintendent Salary	\$217,906	\$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

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 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. Two years ago, our district leadership attended the Visible Learning Conference in Colorado. Over the last year, we have focused on learning intentions and success criteria for math and ELA lessons. Alice Birney teachers are looking at the levels of engagements and Zones of Regulation. Our reading intervention teacher is using BOOST, CKLA, and UFLI. We have new ELA curriculum based on the Science of Reading. Teachers are applying the knowledge they learned last year in the collaborative: Getting Reading Right.

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. Engagement strategies including structured student talk will be addressed in PD and admin led collaboration time. This will be needed for long period of CKLA instruction.

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. Beyond SST program is a new program for our district and site. Intentionally building PD that gives teachers the time to explore the system and its tools.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	

Grant Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Mission and Vision Statement

Grant Elementary School is committed to providing quality educational programs in a safe, community atmosphere which fosters high academic standards while supporting the social and emotional development of our students and prepares them to be responsible citizens in a global society. At Grant Elementary, the vision is for teachers, staff, families, and the community to work together, maintaining an inclusive environment that honors the uniqueness of each individual, where all students feel safe and are motivated to reach their highest potential.

School Profile

At Grant Elementary School, we emphasize high academic standards while supporting the social and emotional development of our students. Grant is in our second year of being a Community School where we look at the whole child and provide wrap around services for our students and families. We promote academic growth, focusing on written language and the development of higher level thinking. Amplify has been adopted for all grade levels as our Language Arts curriculum. Our district uses Everyday Mathematics 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 our second year 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 and Math, Community Schools. We are pleased to not only have a site-based Leadership Team to support instruction and social-emotional well-being, but also a Student Leadership to capture student voice and help make decisions that support our students.

Focus for Improvement

Grant has adopted Amplify Language Arts Curriculum for all grades and is focusing on implementing Guided Reading K-5.

2023-24 School Description and Mission Statement

Each grade level has a dedicated What I need time 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.

We will:

- *Practice Schoolwide Feedback Cycles around ELA and Mathematics, 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. Increase technology/computer usage for students at home.
- *Expand the use of research-based academic support throughout the school day to improve students’ reading skills and ensure our District Instructional Norms are incorporated into our daily instructional practices schoolwide.
- *Continue to support each student’s personal, social, and emotional growth.

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	50
Grade 2	49
Grade 3	27
Grade 4	47
Grade 5	38
Total Enrollment	247

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
American Indian or Alaska Native	2.8%
Asian	13.4%
Black or African American	0.8%
Hispanic or Latino	25.9%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	13%
White	42.5%
English Learners	15.4%
Foster Youth	1.2%
Homeless	4.9%
Socioeconomically Disadvantaged	81%
Students with Disabilities	13.4%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.40	100.00	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown	0.00	0.00	9.80	5.33	18854.30	6.86
Total Teaching Positions	12.40	100.00	185.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.80	100.00	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.40	2.74	11953.10	4.28
Unknown	0.00	0.00	11.60	5.84	15831.90	5.67
Total Teaching Positions	14.80	100.00	198.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	September 2021
---	----------------

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

7/15/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		C-12: Water stained ceiling tile (6) C-15: Carpet seam unraveling, rain gutter rusted out C-9: Water stain on ceiling tile (by vent pipe), door not latching
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	29	35	34	34	47	46
Mathematics (grades 3-8 and 11)	32	27	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	103	94.50	5.50	34.95
Female	49	45	91.84	8.16	26.67
Male	60	58	96.67	3.33	41.38
American Indian or Alaska Native	--	--	--	--	--
Asian	18	16	88.89	11.11	50.00
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	25	92.59	7.41	32.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	49	98.00	2.00	36.73
English Learners	19	18	94.74	5.26	27.78
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	84	93.33	6.67	29.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	20.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	102	93.58	6.42	27.45
Female	49	45	91.84	8.16	17.78
Male	60	57	95.00	5.00	35.09
American Indian or Alaska Native	--	--	--	--	--
Asian	18	16	88.89	11.11	43.75
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	25	92.59	7.41	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	48	96.00	4.00	31.25
English Learners	19	18	94.74	5.26	22.22
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	83	92.22	7.78	20.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	10.53

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.

Science test results include the CAST 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 CAST 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.26	22.58	23.01	26.10	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	33	97.06	2.94	27.27
Female	14	14	100.00	0.00	14.29
Male	20	19	95.00	5.00	36.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	38.46
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	26	96.30	3.70	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	93.9	93.9	93.9	84.8	87.9

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.

2023-24 Opportunities for Parental Involvement
<p>Parent Involvement</p> <p>Grant School welcomes parent involvement! We encourage parents to volunteer in classrooms, on field trips, for Trekking Tuesday the first Tuesday 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 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.</p> <p>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.</p> <p>Contact Information</p> <p>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.</p>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	279	263	98	37.3
Female	133	129	49	38.0
Male	146	134	49	36.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	3	37.5
Asian	36	33	7	21.2
Black or African American	2	2	2	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	68	65	27	41.5
Native Hawaiian or Pacific Islander	6	5	4	80.0
Two or More Races	38	36	13	36.1
White	121	114	42	36.8
English Learners	41	39	8	20.5
Foster Youth	6	6	3	50.0
Homeless	23	16	10	62.5
Socioeconomically Disadvantaged	229	214	88	41.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	50	21	42.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.46	3.58	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.58	0
Female	3.01	0
Male	4.11	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.26	0
White	4.96	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.37	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.88	0

2023-24 School Safety Plan

Safety of students and staff is a primary concern at Grant Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed annually and updated by the School Safety Committee. All revisions are communicated to both the classified and the certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year (and as needed) Earthquake drills are held four times 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 was updated and adopted by the School Site Council in October 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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	1	0
1	25	0	2	0
2	24	0	2	0
3	27	0	1	0
4	15	1	1	0
5	14	1	1	0
6	0	0	0	0
Other	15	1	1	0

2022-23 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	247

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,820	\$2,087	\$5,733	\$58,947
District	N/A	N/A	\$8,833	\$65,307
Percent Difference - School Site and District	N/A	N/A	-42.6	-5.3
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-14.0	-29.3

Fiscal Year 2022-23 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. We use these funds to support our categorical programs and supplemental services. Our budget is submitted to the School Site Council and district for their approval on a yearly basis. Support services at Grant Elementary are 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 (1.0 FTE) English Language Development teacher and a part-time English Language Technician support students in order to accelerate learning for students working to acquire the English Language. A full time (1.0FTE) Reading Interventionist and three part-time Literacy Technicians that supports instruction in the general education classrooms and provides small group instruction both inside of the general education classrooms and as a pull-out service. In addition, this year we were able to continue to fund a .5FTE Math Intervention Teacher to support instruction in the general education classrooms and provide small-group instruction to students underperforming in the area of mathematics. Two classroom aides also provide our general education classrooms with additional instructional support. A CARE Specialist, (Comprehensive Approach to Responsive Environments), was hired to support teachers and students in the area of behavior, professional development, supporting Grant's GATE program, 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,627	\$50,875
Mid-Range Teacher Salary	\$64,767	\$79,761
Highest Teacher Salary	\$87,656	\$103,045
Average Principal Salary (Elementary)	\$99,579	\$128,154
Average Principal Salary (Middle)	\$118,680	\$131,774
Average Principal Salary (High)	\$134,640	\$142,676
Superintendent Salary	\$217,906	\$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

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 2023-2024 school year various training opportunities have or will be provided: Visible Learning, CKLA/Amplify trainings, Interim Assessments, Everyday Mathematics, TCI, PBIS, Student Success Team process training, Restorative Practices, 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

Professional Development

Academy, Technology, Special Education and Social Emotional Learning. In addition, ongoing PBIS and Trauma Informed Practices 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	13

Lafayette Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 and math differentiation with WIN (What I need) time. 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 Afterschool program currently supports students with homework assistance and numerous other academic activities.

2023-24 School Description and Mission Statement

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 125 students who attend this program daily
- - All students, Transitional Kindergarten through 5th grade, receive targeted instruction in language arts through WIN time
- - Our school has acquired a large selection of technology that is specifically designed for student use
- - Development and implementation of a 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 Reading Intervention program. Progress will be monitored and addressed as needed through Student Study Team meetings and other opportunities.
- -Implement instructional strategies to support English learner development and academic success. Students in need will be offered support from our English learner teacher and technician through pull-out/push-in opportunities.
- -Increase technology skills in both staff and students through ongoing trainings and supports.
- -Expand and reflect upon our daily instructional practice in order to best support the academic skills of our students.
- -Strive to support the personal, social and emotional well being of our students through positive behavior supports and trauma informed practice.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	50
Grade 2	37
Grade 3	37
Grade 4	27
Grade 5	29
Total Enrollment	239

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8%
Male	55.2%
American Indian or Alaska Native	5%
Asian	13%
Black or African American	1.7%
Hispanic or Latino	33.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	10.5%
White	35.6%
English Learners	32.2%
Foster Youth	2.1%
Homeless	10.5%
Socioeconomically Disadvantaged	82%
Students with Disabilities	14.2%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.10	92.40	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown	1.00	7.60	9.80	5.33	18854.30	6.86
Total Teaching Positions	13.10	100.00	185.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.60	86.31	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.84	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.40	2.74	11953.10	4.28
Unknown	1.00	6.84	11.60	5.84	15831.90	5.67
Total Teaching Positions	14.60	100.00	198.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	September 2021
---	----------------

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

7/21/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Cafeteria: Floor damaged under milk cooler, gutter rusted out above back door. Classroom 15: Water stained ceiling tiles (4) Classroom 18: Water stained ceiling tiles (10), water stained light lens (2) Classroom 21: Water stained ceiling tile (1), gutter
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Classroom 6: Lamps out in 1 light fixture Classroom 7: Lamps out in 4 light fixtures 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

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cafeteria: Floor damaged under milk cooler, gutter rusted out above back door. Classroom 18: Water stained ceiling tiles (10), water stained light lens (2) Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to rep
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 10: Door not latching Classroom 11: Playstructure is in need of replacement parts, door not latching Classroom 21: Water stained 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		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	29	34	34	47	46
Mathematics (grades 3-8 and 11)	24	23	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	102	98	96.08	3.92	28.57
Female	47	45	95.74	4.26	31.11
Male	55	53	96.36	3.64	26.42
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	18.18
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	25.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	9	81.82	18.18	--
White	40	40	100.00	0.00	27.50
English Learners	28	27	96.43	3.57	18.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	80	96.39	3.61	27.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	20.83

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	102	99	97.06	2.94	23.23
Female	47	46	97.87	2.13	17.39
Male	55	53	96.36	3.64	28.30
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	16.67
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	9	81.82	18.18	--
White	40	40	100.00	0.00	27.50
English Learners	28	28	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	81	97.59	2.41	23.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.08	19.35	23.01	26.10	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	31	100.00	0.00	19.35
Female	16	16	100.00	0.00	18.75
Male	15	15	100.00	0.00	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	41.67
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100	100	100	100	100

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.

2023-24 Opportunities for Parental Involvement
<p>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.</p> <p>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.</p> <p>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.</p>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	294	271	94	34.7
Female	129	124	47	37.9
Male	165	147	47	32.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	17	16	3	18.8
Asian	38	33	7	21.2
Black or African American	5	5	1	20.0
Filipino	0	0	0	0.0
Hispanic or Latino	93	89	32	36.0
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	32	30	14	46.7
White	107	96	35	36.5
English Learners	86	81	18	22.2
Foster Youth	11	11	6	54.5
Homeless	47	44	18	40.9
Socioeconomically Disadvantaged	248	228	83	36.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	54	19	35.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.38	2.83	1.70	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.7	0
Female	0.78	0
Male	2.42	0
Non-Binary		
American Indian or Alaska Native	11.76	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.13	0
White	1.87	0
English Learners	0	0
Foster Youth	18.18	0
Homeless	6.38	0
Socioeconomically Disadvantaged	2.02	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.28	0

2023-24 School Safety Plan

Lafayette Elementary School is committed to the safety of students and staff. The CSSP serves as our blueprint for preparedness, response, and recovery, encompassing a range of scenarios from natural disasters to unforeseen incidents. This plan is not only a reflection of our dedication to the safety of our students and staff but also a collaborative effort involving various stakeholders. Parents, teachers, administrators, local law enforcement, and community members all play a crucial role in the development of our CSSP, ensuring that it is comprehensive, effective, and tailored to the unique needs of our school community. Together, we are committed to fostering a safe and nurturing space where our students can thrive academically and personally. 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 6th, 2023.

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	0
1	17	1	2	0
2	25	0	1	0
3	25	0	1	0
4	27	0	1	0
5	29	0	1	0
6	0	0	0	0
Other	24	0	1	0

2022-23 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

2022-23 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	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,714	\$2,385	\$5,329	\$59,647
District	N/A	N/A	\$8,833	\$65,307
Percent Difference - School Site and District	N/A	N/A	-49.5	-4.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-21.2	-28.1

Fiscal Year 2022-23 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. Three 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 Literacy Technicians and multiple classroom aides 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,627	\$50,875
Mid-Range Teacher Salary	\$64,767	\$79,761
Highest Teacher Salary	\$87,656	\$103,045
Average Principal Salary (Elementary)	\$99,579	\$128,154
Average Principal Salary (Middle)	\$118,680	\$131,774
Average Principal Salary (High)	\$134,640	\$142,676
Superintendent Salary	\$217,906	\$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

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.

During the 20230-2024 school year, in addition to many of the trainings listed from 2022-2023 that will continue this year, the following professional growth opportunities have or will be provided in the following areas: Amplify ELA curriculum, Restorative Practices and PLC+.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Washington Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

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

Focus for Improvement:

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

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	79
Grade 2	75
Grade 3	78
Grade 4	90
Grade 5	81
Total Enrollment	499

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
American Indian or Alaska Native	4%
Asian	9.4%
Black or African American	1.4%
Filipino	0.6%
Hispanic or Latino	23.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	12%
White	48.3%
English Learners	13%
Foster Youth	1.4%
Homeless	4.2%
Migrant	0.4%
Socioeconomically Disadvantaged	69.1%
Students with Disabilities	14.8%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.10	90.98	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.51	7.50	4.05	12115.80	4.41
Unknown	1.00	4.51	9.80	5.33	18854.30	6.86
Total Teaching Positions	22.10	100.00	185.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.30	95.72	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.40	2.74	11953.10	4.28
Unknown	1.00	4.28	11.60	5.84	15831.90	5.67
Total Teaching Positions	23.30	100.00	198.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Data Collected September 2020

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

Year and month in which the data were collected

September 2021

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

7/29/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Cafeteria: Cafeteria floor bubbling seven areas Room 1: Counter top is chipped and burned Room 11: Water stained ceiling tiles (16), Carpet stained, in need of replacement, exterior siding showing signs of dry rot, moisture penetration from roof causing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 16: Exterior siding showing signs of dry rot, carpet stained Room A: Carpet stained Second Wing Boy's Restroom: Chipping paint above urinals, TP stuck to ceiling
Electrical		X		Room 17: Sink cabinet door out of alignment, several lamps out in light fixtures, panic door hardware sticking Room 19: Water stained ceiling tiles (2), several lamps out in light fixtures, back door panic hardware sticks Room 20: Several lamps out in l
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Third Wing Girl's Restroom: Sink faucet hard to activate, door not latching
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 11: Water stained ceiling tiles (16), Carpet stained, in need of replacement, exterior siding showing signs of dry rot, moisture penetration from roof causing ceiling tile staining Room 16: Exterior siding showing signs of dry rot, carpet stained
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 17: Sink cabinet door out of alignment, several lamps out in light fixtures, panic door hardware sticking Room 19: Water stained ceiling tiles (2), several lamps out in light fixtures, back door panic hardware sticks Room 22: Repair needed to vanda

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	34	34	34	47	46
Mathematics (grades 3-8 and 11)	35	37	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	246	242	98.37	1.63	33.88
Female	116	115	99.14	0.86	37.39
Male	130	127	97.69	2.31	30.71
American Indian or Alaska Native	13	13	100.00	0.00	15.38
Asian	20	20	100.00	0.00	20.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	63	98.44	1.56	25.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	41.94
White	109	108	99.08	0.92	40.74
English Learners	33	33	100.00	0.00	3.03
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	175	98.31	1.69	32.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	53	96.36	3.64	15.09

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	246	241	97.97	2.03	36.51
Female	116	114	98.28	1.72	34.21
Male	130	127	97.69	2.31	38.58
American Indian or Alaska Native	13	13	100.00	0.00	7.69
Asian	20	20	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	62	96.88	3.12	29.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	38.71
White	109	108	99.08	0.92	43.52
English Learners	33	33	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	174	97.75	2.25	32.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	53	96.36	3.64	11.32

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.00	28.21	23.01	26.10	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	80	98.77	1.23	27.50
Female	33	33	100.00	0.00	36.36
Male	48	47	97.92	2.08	21.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	30.77
White	33	33	100.00	0.00	39.39
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100.00	0.00	29.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	0.00

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	93.8	91.4	86.4	87.7	88.9

2023-24 Opportunities for Parental Involvement
<p>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.</p> <p>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.</p> <p>Contact Information Parents or community members who wish to participate in leadership teams, school committees, and school activities, or</p>

2023-24 Opportunities for Parental Involvement

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	523	516	166	32.2
Female	257	252	84	33.3
Male	266	264	82	31.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	21	21	5	23.8
Asian	49	47	5	10.6
Black or African American	7	7	5	71.4
Filipino	3	3	1	33.3
Hispanic or Latino	128	127	52	40.9
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	62	61	29	47.5
White	248	245	68	27.8
English Learners	70	68	19	27.9
Foster Youth	10	10	3	30.0
Homeless	33	31	20	64.5
Socioeconomically Disadvantaged	373	368	143	38.9
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	110	110	37	33.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.89	3.82	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.82	0
Female	1.17	0
Male	6.39	0
Non-Binary		
American Indian or Alaska Native	4.76	0
Asian	2.04	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.56	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.84	0
White	5.24	0
English Learners	1.43	0
Foster Youth	0	0
Homeless	6.06	0
Socioeconomically Disadvantaged	3.75	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.27	0

2023-24 School Safety 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 the 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 Site council team in 2023. 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

2023-24 School Safety Plan

taught school-wide rules and expectations at the beginning of the school year and following each school break or when the data indicates that a reteach will help students be successful. Our three school expectations are: Be Safe, Be Respectful, and Be Responsible. We 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 research-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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	4	0
1	26	0	3	0
2	25	0	3	0
3	26	0	3	0
4	30	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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

2022-23 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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,153	\$1,949	\$5,204	\$67,109
District	N/A	N/A	\$8,833	\$65,307
Percent Difference - School Site and District	N/A	N/A	-51.7	7.7
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-23.6	-16.5

Fiscal Year 2022-23 Types of Services Funded

A variety of on-site and local support services are available to provide academic assistance to students at Washington. Washington's specific academic, social, and cultural goals aim to achieve student success. Our Goals are related to improving student proficiency in certain LA, math, increasing graduation rates, enhancing school safety, or promoting a positive school culture. Services provided by categorical funds include additional classroom teacher support for classes with the greatest student need via a literacy technician funded by Title 1 funds. Each TK-2 classroom has a classroom aide to support small-group instruction. Additionally, a reading intervention teacher and math intervention teacher work with identified students in order to support them in meeting grade-level expectations. Our community schools have supported the school to have a restorative practice aide and a community school liaison to build student and family belonging. We fund one additional monitor to improve the school safety at Washington. We fund an increase of library technician hours daily, so our library is open all day, and even after school for families to check out. Our GATE program is funded 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 with 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,627	\$50,875
Mid-Range Teacher Salary	\$64,767	\$79,761
Highest Teacher Salary	\$87,656	\$103,045
Average Principal Salary (Elementary)	\$99,579	\$128,154
Average Principal Salary (Middle)	\$118,680	\$131,774
Average Principal Salary (High)	\$134,640	\$142,676
Superintendent Salary	\$217,906	\$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

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 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. Two years ago, our district leadership attended the Visible Learning Conference in Colorado. Over the last year, we have focused on learning intentions and success criteria for math and ELA lessons. Alice Birney teachers are looking at the levels of engagement and Zones of Regulation. Our reading intervention teacher is using BOOST, CKLA, and UFLI. We have a new ELA curriculum based on the Science of Reading. Teachers are applying the knowledge they learned last year in the collaborative: Getting Reading Right.

Classified paraprofessional staff development is coordinated through our Personnel Department in modules relating to particular employment strands. Our District 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 could learn. Engagement strategies including structured student talk will be addressed in PD and admin-led collaboration time. This will be needed for a long period of CKLA instruction.

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. Beyond SST program is a new program for our district and site. Intentionally building PD that gives teachers the time to explore the system and its tools.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Catherine L. Zane Middle School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Zane Middle School, nestled in the heart of Eureka, serves as a vibrant educational hub for students in sixth through eighth grade. With a dynamic student body of approximately 400, our school offers a welcoming and inclusive environment where every student's potential is nurtured and celebrated. At Zane, we're dedicated to fostering academic excellence while embracing a holistic approach to education. Our curriculum places a special emphasis on STEAM (Science, Technology, Engineering, Arts, and Math) activities, encouraging students to explore the intersections of these disciplines. Through hands-on experiences in our science laboratories, engaging technological initiatives, and creative arts programs, students are empowered to develop critical thinking, problem-solving, and innovation skills necessary for the 21st century. Beyond academics, Zane Middle School prides itself on offering diverse extracurricular activities. From an enriching music program that celebrates various genres to a robust athletics department that encourages physical fitness and teamwork. Our school values community involvement and collaboration. Zane Middle School actively engages parents, caregivers, and the broader community through our School Site Council, PTSA (Parent-Teacher-Student Association), and ELAC (English Learner Advisory Committee). These platforms provide opportunities for input, participation, and partnership, ensuring that the school remains deeply connected with the needs and aspirations of our diverse community. Creating a safe, nurturing, and respectful environment for all students is fundamental at Zane. Positive Behavior Intervention and Supports (PBIS) form the cornerstone of our school's climate, promoting a culture of inclusivity, kindness, and personal responsibility among students and staff alike. We believe in the power of collaboration and continuous learning. Zane Middle School facilitates regular teacher collaboration, both within our campus and across the district, fostering a culture of professional growth and innovative teaching practices. This commitment to collaboration allows us to continually enhance the educational experience we offer our students.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	134
Grade 7	146
Grade 8	153
Total Enrollment	433

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
American Indian or Alaska Native	4.2%
Asian	11.5%
Black or African American	1.8%
Hispanic or Latino	27.3%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	12.7%
White	41.3%
English Learners	21.2%
Foster Youth	0.7%
Homeless	3%
Socioeconomically Disadvantaged	73.4%
Students with Disabilities	17.6%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.90	91.07	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.99	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown	2.00	7.94	9.80	5.33	18854.30	6.86
Total Teaching Positions	25.20	100.00	185.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.30	91.29	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	1.56	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.29	5.40	2.74	11953.10	4.28
Unknown	1.50	5.86	11.60	5.84	15831.90	5.67
Total Teaching Positions	25.60	100.00	198.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.20	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

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

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
Mathematics	6th-8th: Publisher CPM College Preparatory Math 6th-8th: CPM Publisher College Preparatory Math (CPM) 6th Core Connections Course 1 7th Core Connections Course 2 8th Core Connections Course 3 Adopted 2017 Adopted 2017	Yes	0
Science	6th: Pearson Prentice Hall Focus on Earth Science Adopted 2008 7th: Pearson/Prentice Hall Focus on Life Science Adopted in 2008 8th: Pearson/Prentice Hall Focus on Physical Science Adopted in 2008	Yes	0
History-Social Science	Teacher Curriculum Institute (TCI) Adopted 2017 6th History Alive, The Ancient World 7th History Alive, The Medieval World and Beyond 8th History Alive, The United States through Industrialism	Yes	0
Foreign Language	Descubre 1 Adopted 2018	Yes	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

11/21/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	C-12: Hole in doorway trim board needing to be filled and painted, counter edges chipped. C-14: Water stained ceiling tiles (4) C-15: Counter top chipped and stained. C-27: Counter edging missing C-41: Floor tile in need of replacement C-42: Floor ti
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boy's Locker Room: Exhaust fan vent is in need of cleaning in restroom C-24: Dry rot/Termite damage on wooden baseboard Girl's Locker Room: Exhaust fan vent in need of cleaning, one of the toilet bases is not secure to floor Room 200: Torn carpet seam,
Electrical	X			C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken P-3: Dry rot on skirting and siding, missing exterior GFI coverplate, ceiling tile stained (1) Room 200: Torn carpet seam, carpet has large
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken C-71: Floor tile in need of replacement, drinking fountain water turned off C-72: Floor tile in need of replacement, drinking fountain water
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			P-3: Dry rot on skirting and siding, missing exterior GFI coverplate, ceiling tile stained (1) P-4: Dry rot on exterior siding Student Restrooms: Plywood patches covering holes in FRP in both restrooms, strong urine smell and exterior/underside of fix
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bus Stop Restroom: Entrance doors and frames in need of painting, metal trim in restrooms rusting out, FRP wall panels stained

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	<p>State Priority: Pupil Achievement</p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	37	34	34	47	46
Mathematics (grades 3-8 and 11)	23	24	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	431	419	97.22	2.78	36.52
Female	208	205	98.56	1.44	39.02
Male	223	214	95.96	4.04	34.11
American Indian or Alaska Native	17	17	100.00	0.00	17.65
Asian	46	44	95.65	4.35	38.64
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	121	116	95.87	4.13	27.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	61	96.83	3.17	29.51
White	169	166	98.22	1.78	46.39
English Learners	78	74	94.87	5.13	6.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	317	308	97.16	2.84	30.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	65	98.48	1.52	4.62

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	431	417	96.75	3.25	23.56
Female	208	203	97.60	2.40	19.70
Male	223	214	95.96	4.04	27.23
American Indian or Alaska Native	17	15	88.24	11.76	6.67
Asian	46	44	95.65	4.35	22.73
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	121	117	96.69	3.31	13.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	60	95.24	4.76	16.67
White	169	166	98.22	1.78	35.54
English Learners	78	75	96.15	3.85	4.05
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	317	305	96.21	3.79	16.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	65	98.48	1.52	3.13

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.33	27.59	23.01	26.10	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	152	145	95.39	4.61	27.59
Female	73	70	95.89	4.11	27.14
Male	79	75	94.94	5.06	28.00
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	29.41
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	36	92.31	7.69	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	23.81
White	61	59	96.72	3.28	32.20
English Learners	26	24	92.31	7.69	4.17
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	115	108	93.91	6.09	21.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	9.52

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	92.8%	88.5%	91.4%	88.5%	92.8%

2023-24 Opportunities for Parental Involvement
<p>At Zane Middle School, we recognize the essential role parents play in their child's academic journey. We offer multiple avenues for parents to engage and collaborate with us in supporting their child's learning and overall development. Committee Involvement. Parents are invited to become members of influential committees that contribute to programmatic and fiscal decisions. The School Site Council and ELAC (English Learner Advisory Committee) welcome parental participation, allowing for valuable input on school policies and initiatives.</p> <p>To foster a deeper understanding of student progress, Zane Middle School hosts student-led conferences annually. This unique opportunity brings together parents, students, and staff to focus on student achievements and areas for growth, fostering meaningful dialogue that positively impacts student learning. Additionally, parents and teachers can schedule conferences throughout the year to address individual student needs. For students with specific needs, Zane Middle School facilitates a collaborative approach involving professionals and families through the student study team process. This collaborative effort ensures tailored support for the student's educational journey.</p> <p>Parents are encouraged to attend after-school performances and athletic events, providing a platform to witness and celebrate student accomplishments throughout the year. Back to School Night in September and School Information Night in January offer insights into the school's programs and encourage parental involvement within the school community. Volunteer opportunities abound at Zane Middle School, from supporting the library and After School Program to assisting in classrooms. Parent Teacher Student Association (PTSA) membership is another way to actively engage in school activities and initiatives.</p> <p>Zane Middle School hosts Awards Assemblies to honor students' academic achievements and other forms of excellence. Parents or community members interested in leadership roles, school committees, or volunteering are encouraged to reach out to the school office.</p> <p>For any inquiries or to get involved, please contact the main office at Zane Middle School at (707) 441-2470. Additionally, all teachers have accessible email accounts, the addresses for which can be found on the school website.</p>

2023-24 Opportunities for Parental Involvement

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	466	159	34.1
Female	233	227	79	34.8
Male	248	239	80	33.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	26	26	14	53.8
Asian	51	50	4	8.0
Black or African American	8	8	5	62.5
Filipino	0	0	0	0.0
Hispanic or Latino	129	128	46	35.9
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	64	60	25	41.7
White	195	187	63	33.7
English Learners	98	97	25	25.8
Foster Youth	13	11	9	81.8
Homeless	27	27	15	55.6
Socioeconomically Disadvantaged	364	351	134	38.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	83	36	43.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.23	11.73	16.01	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.01	0
Female	15.02	0
Male	16.94	0
Non-Binary		
American Indian or Alaska Native	19.23	0
Asian	5.88	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	17.83	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	15.63	0
White	16.92	0
English Learners	13.27	0
Foster Youth	15.38	0
Homeless	14.81	0
Socioeconomically Disadvantaged	18.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	22.73	0

2023-24 School Safety Plan

Zane Middle School prioritizes the safety and well-being of its students through a comprehensive school safety plan that undergoes annual updates. This plan encompasses detailed procedures for logistical lockdowns, evacuation strategies for natural disasters, and a student release plan, ensuring preparedness for various scenarios. Collaborating closely with the District Site and Safety Coordinator allows Zane to align its procedures with district and state regulations, consistently refining protocols to meet the latest mandates.

The school's commitment to a safe and positive school climate extends beyond emergency preparedness. Zane Middle School places significant emphasis on fostering conflict resolution skills and promoting positive decision-making among students. The implementation of Positive Behavioral Interventions and Supports (PBIS) is a cornerstone of this effort. The dedicated PBIS team, comprised of Certificated, Classified, Parent, and Administrative staff members, meets monthly to enhance and reinforce these practices. Staff members receive continuous training in PBIS and Restorative Practices to ensure effective implementation. During the academic year, PBIS remains instrumental in guiding student behavior and facilitating re-entry into

2023-24 School Safety Plan

the learning environment when students require additional support or reinforcement of expectations.

Zane Middle School's commitment to holistic student development is further demonstrated by the incorporation of a daily 20-minute advisory period. This period is dedicated to explicit instruction in Social Emotional Learning, utilizing the Second Step curriculum to provide students with valuable tools and skills for emotional intelligence and healthy social interactions.

By integrating these initiatives and practices, Zane Middle School aims to create a safe, supportive, and nurturing environment where students not only thrive academically but also develop essential life skills for their future success.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	5	3
Mathematics	25	4	6	2
Science	27	2	8	1
Social Science	27	2	8	1

2022-23 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

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$65,307
Percent Difference - School Site and District	N/A	N/A	-46.6	-22.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-18.2	-46.0

Fiscal Year 2022-23 Types of Services Funded

Zane Middle School, as a Title I institution, is committed to providing a range of exceptional and supplementary academic programs to support student success.

MTSS Model and Intensive Intervention:

Utilizing the Multi Tiered Systems and Supports (MTSS) model, Zane Middle School has established strategic and intensive English Language Arts (ELA) and Math intervention classes. These classes are designed to cater to the needs of identified students requiring additional support and reteaching. Students attend these intervention periods with the opportunity to exit once they've mastered the ELA or Math concepts.

English Language Learners Support:

For English Language Learners (ELL), Zane Middle School offers individualized instruction through English Language Development (ELD) classes. Additionally, an EL tech assists in delivering targeted instruction, thereby reducing the teacher-student ratio and providing focused guidance based on each student's ELD level.

Special Education Programs:

Students with Individualized Education Plans (IEPs) benefit from Special Education support provided at Zane Middle School. This includes Resource Supported General Education Classes, Learning Center, or Special Day Class, ensuring that students' individual needs are met within inclusive educational settings.

Afterschool and Weekend Support:

Zane Middle School boasts an outstanding afterschool program facilitated by ELOP leaders. This program offers academic support to students, reinforcing learning and providing additional assistance. As an AVID (Advancement Via Individual Determination) school, Zane provides students with essential materials such as binders and planners, aiding in the implementation of AVID strategies.

Moreover, Zane Middle School is dedicated to offering afterschool tutoring sessions conducted by credentialed teachers three days a week. These sessions aim to support students in their academic progress and provide extra guidance.

Saturday School and Alternative Support:

Recognizing the importance of addressing academic struggles without resorting to out-of-school suspension, Zane implements Saturday Workshop as an alternative program. This program focuses on correcting behavior issues while providing academic support to help students better engage with their education.

These diverse and targeted programs at Zane Middle School demonstrate a commitment to meeting the individual needs of students, ensuring they receive comprehensive support for their academic growth and success.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,627	\$50,875
Mid-Range Teacher Salary	\$64,767	\$79,761
Highest Teacher Salary	\$87,656	\$103,045
Average Principal Salary (Elementary)	\$99,579	\$128,154
Average Principal Salary (Middle)	\$118,680	\$131,774
Average Principal Salary (High)	\$134,640	\$142,676
Superintendent Salary	\$217,906	\$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

Professional Development

Zane Middle School places a strong emphasis on continuous professional development, ensuring that teachers and administrators have access to the necessary tools and resources to support student learning effectively. The school leadership, in collaboration with district office staff, utilizes a variety of data sources including CAASPP testing, district benchmark exams, Academic Program Survey results, CHKS (California Healthy Kids Survey), and site SWIS (School-Wide Information System) data. This data-driven approach helps identify areas for teacher and administrator professional development.

Focus on Common Core State Standards and Visible Learning:

Teachers receive ongoing professional development in the implementation of the Common Core State Standards. Notably, professional development during the 2023-24 school year centered on Visible Learning, specifically focusing on areas such as PLC+ (Professional Learning Communities Plus), Feedback, and Teacher Clarity. There's a specific emphasis on Teacher Clarity in partnership with Corwin for the upcoming school year with the plan to expand our work in the area of PLC+ over the coming year.

Collaboration and Coordination:

Regular staff developments on various subjects are conducted every other Monday, covering a range of topics from department meetings to Social Emotional Learning. In addition, Zane Middle School collaborates with Winship Middle School in a coordinated schedule to ensure equity of instruction, pacing, and common assessments, fostering a collaborative and consistent educational environment. This collaborative and professional development model has been ongoing, enhancing instructional coherence between the schools.

Support for Beginning Teachers:

New teachers benefit from participation in the local NCTIP (New Teacher Center Induction Program), which guides them through the induction process, providing mentoring, professional development, and support as they embark on their teaching careers. In addition, the middle school is supported with 1 FTE Instructional Coach with Title 1 funding an additional section of coaching.

Continued Support and Opportunities:

Professional development opportunities extend beyond workshops to include participation in district-wide committees, programs and workshops at the Humboldt County Office of Education, conferences, and department collaborations. Teachers are supported in implementing their learning through 1 FTE Instructional Coach with Title 1 funding an additional section of coaching, collaborative peer communities, and teacher-principal meetings.

Classified Staff Development:

Professional Development

Even the classified paraprofessional staff benefit from coordinated development modules tailored to their specific employment strands, ensuring ongoing growth and support.

Zane Middle School's commitment to comprehensive and targeted professional development underscores its dedication to continuous improvement, ensuring that all staff members have the resources and training necessary to support student success.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	

Winship Middle School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Winship Middle School, nestled in the serene surroundings of Cutten amidst majestic Redwood trees, is dedicated to fostering an environment where student learning is our paramount focus. Our commitment extends beyond the academic realm, encompassing a broader goal of ensuring that students, staff, and families experience a profound sense of belonging at Winship. With a distinctive emphasis on Agriculture, Natural Resources, and Forest Restoration, Winship has secured multiple grants to enhance our educational landscape. These grants have facilitated the creation of garden beds, an outdoor classroom, and a greenhouse and shade house, providing valuable resources for our science classes. Notably, Winship takes pride in being the exclusive middle school in the region offering an Agriculture Science program, led by a credentialed Ag Science teacher.

In line with our dedication to providing a comprehensive and supportive educational environment, Winship Middle School is a proud recipient of the Community Schools Grant. This grant has empowered us to further strengthen our ties with the local community, allowing us to expand our range of services and programs for all stakeholders. With this grant, Winship continues to foster collaborative initiatives that address the diverse needs of our students, families, and the broader community.

Recognizing the pivotal role of parental involvement in student success, Winship places a strong emphasis on fostering partnerships with families. The Winship PTSA, a dynamic and engaged organization, plays a vital role in supporting programs and organizing activities that enrich the educational experience for both students and their families. The dedicated staff at Winship upholds rigorous expectations for academic and behavioral excellence, firmly believing in the inherent capacity of every student to achieve high standards. In tandem with these expectations, Winship provides personalized support to ensure that each student can successfully reach their full potential. At Winship Middle School, our holistic approach to education, supported by the Community Schools Grant, reflects a deep commitment to cultivating a sense of community, where learning is not only a pursuit but a shared journey towards success.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	89
Grade 7	156
Grade 8	155
Total Enrollment	400

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5%
Male	52.5%
American Indian or Alaska Native	6.3%
Asian	6.8%
Black or African American	1.3%
Filipino	0.5%
Hispanic or Latino	24.3%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	10.8%
White	49%
English Learners	16.3%
Foster Youth	1.5%
Homeless	5.3%
Socioeconomically Disadvantaged	69.5%
Students with Disabilities	11.8%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.30	86.85	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	2.48	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown	1.70	10.61	9.80	5.33	18854.30	6.86
Total Teaching Positions	16.50	100.00	185.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	75.39	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	8.04	5.40	2.74	11953.10	4.28
Unknown	3.40	16.52	11.60	5.84	15831.90	5.67
Total Teaching Positions	20.60	100.00	198.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	1.60
Total Out-of-Field Teachers	0.00	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

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

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
Mathematics	6th-8th: CPM Publisher College Preparatory Math (CPM) 6th Core Connections Course 1 7th Core Connections Course 2 8th Core Connections Course 3 Adopted 2017	Yes	0
Science	6th: Pearson Prentice Hall Focus on Earth Science Adopted 2008 7th: Pearson/Prentice Hall Focus on Life Science Adopted in 2008 8th: Pearson/Prentice Hall Focus on Physical Science Adopted in 2008	Yes	0
History-Social Science	6th, History Alive (TCI) The Ancient World 7th, History Alive (TCI) The Medieval World and Beyond 8th, History Alive (TCI) The United States through Industrialism Adopted 2017	Yes	0
Foreign Language	Descubre, adopted 2018 (Spanish 1)	Yes	0
Health		No	0
Visual and Performing Arts		No	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

8/10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	B-3: Water stained ceiling tile (1) C-102: Water stained ceiling tile (1), missing light covers (2) Cafeteria: Water stained ceiling tiles in cafeteria (5) and custodial closet (4), ground cover plate missing on landing between café and J building D Wing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boy's Locker Room: Food splatter on walls F-1: Counter chipped, graffiti on student table wood framing, wire mold electrical outlet cover missing Girl's Gym Restroom: Graffiti of stall doors Girl's Locker Room: Dry rot on exterior siding, graffiti on
Electrical		X		C-102: Water stained ceiling tile (1), missing light covers (2) F-1: Counter chipped, graffiti on student table wood framing, wire mold electrical outlet cover missing H-2: Siding showing signs of dry rot, exterior GFI cover missing H-4: GFI cover plate
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			D Wing Boy's Restroom: Dry rot on breezeway roof deck, urinal drain clogged F-3: Water stain ceiling tiles (4), water off to one of four faucet on sink
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			D Wing Boy's Restroom: Dry rot on breezeway roof deck, urinal drain clogged D Wing Staff Restroom: Dry rot on roof deck boards F-4: Exterior siding showing signs of dry rot Girl's Locker Room: Dry rot on exterior siding, graffiti on exterior siding H-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D-4: Water stained ceiling tile (1) P-1: Used as Band equipment storage, siding showing signs of dry rot, door not latching

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		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	25	28	34	34	47	46
Mathematics (grades 3-8 and 11)	15	15	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	372	97.13	2.87	28.49
Female	173	166	95.95	4.05	34.94
Male	210	206	98.10	1.90	23.30
American Indian or Alaska Native	20	17	85.00	15.00	11.76
Asian	27	26	96.30	3.70	23.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	91	97.85	2.15	17.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	22.22
White	191	188	98.43	1.57	36.70
English Learners	60	60	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	249	96.51	3.49	21.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	48	94.12	5.88	6.25

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	370	96.61	3.39	15.14
Female	173	165	95.38	4.62	18.79
Male	210	205	97.62	2.38	12.20
American Indian or Alaska Native	20	16	80.00	20.00	6.25
Asian	27	26	96.30	3.70	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	91	97.85	2.15	5.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	19.44
White	191	187	97.91	2.09	22.46
English Learners	60	60	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	247	95.74	4.26	10.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	48	94.12	5.88	2.08

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.15	24.09	23.01	26.10	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	137	95.80	4.20	24.09
Female	49	48	97.96	2.04	20.83
Male	94	89	94.68	5.32	25.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	32	94.12	5.88	9.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	21.43
White	81	79	97.53	2.47	29.11
English Learners	17	17	100.00	0.00	11.76
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	82	94.25	5.75	12.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	6.67

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.7	97.4	98	96	98

2023-24 Opportunities for Parental Involvement
Winship Middle School actively promotes parent engagement within the school community, emphasizing the importance of fostering a sense of belonging. Through initiatives like the Community Schools Grant and the introduction of a new position, the Community Schools Liaison, our goal is to strengthen the connection between the school and families while offering valuable resources.
Parents are encouraged to participate in various capacities at Winship, including joining the PTSA, contributing to the Site Council, engaging in the English Learner Advisory Council, volunteering in classrooms, assisting in the library, providing coaching support, and offering tutoring services. These diverse opportunities for involvement aim to create a collaborative environment that enhances the overall educational experience for both students and their families.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	418	125	29.9
Female	197	194	67	34.5
Male	230	224	58	25.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	28	27	14	51.9
Asian	28	27	1	3.7
Black or African American	7	7	3	42.9
Filipino	2	2	0	0.0
Hispanic or Latino	101	98	29	29.6
Native Hawaiian or Pacific Islander	7	7	1	14.3
Two or More Races	44	43	14	32.6
White	209	206	63	30.6
English Learners	66	66	5	7.6
Foster Youth	10	10	5	50.0
Homeless	26	26	13	50.0
Socioeconomically Disadvantaged	299	290	102	35.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	59	25	42.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.56	12.47	15.46	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.46	0
Female	13.71	0
Male	16.96	0
Non-Binary		
American Indian or Alaska Native	35.71	0
Asian	7.14	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	12.87	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	20.45	0
White	14.83	0
English Learners	6.06	0
Foster Youth	0	0
Homeless	34.62	0
Socioeconomically Disadvantaged	19.06	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	24.59	0

2023-24 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	3	10	0
Mathematics	28	1	10	0
Science	31	0	4	1
Social Science	28	1	10	0

2022-23 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

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.5
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$65,307
Percent Difference - School Site and District	N/A	N/A	-28.4	-21.0
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	0.6	-44.6

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,627	\$50,875
Mid-Range Teacher Salary	\$64,767	\$79,761
Highest Teacher Salary	\$87,656	\$103,045
Average Principal Salary (Elementary)	\$99,579	\$128,154
Average Principal Salary (Middle)	\$118,680	\$131,774
Average Principal Salary (High)	\$134,640	\$142,676
Superintendent Salary	\$217,906	\$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Eureka Senior High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-4414
Superintendent	Gary Storts
Email Address	stortsg@eurekacityschools.org
District Website	www.eurekacityschools.org

2023-24 School Description and Mission Statement

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)

2023-24 School Description and Mission Statement

- EHS is home to a world-renowned bird collection and partners with the Audubon Society and Humboldt State University.
- EHS offers three World Languages- Spanish, German and Yurok.
- EHS is the only public school in the region offering the Prevention Project curriculum on human trafficking and was featured on CNN's The Freedom Project.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	357
Grade 10	324
Grade 11	310
Grade 12	304
Total Enrollment	1,295

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.4%
American Indian or Alaska Native	5.3%
Asian	10.3%
Black or African American	2.1%
Filipino	0.7%
Hispanic or Latino	23.6%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	8.4%
White	48.4%
English Learners	11.4%
Foster Youth	0.7%
Homeless	3.2%
Socioeconomically Disadvantaged	64.4%
Students with Disabilities	14.9%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.90	90.19	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	1.77	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.71	7.50	4.05	12115.80	4.41
Unknown	4.10	7.31	9.80	5.33	18854.30	6.86
Total Teaching Positions	56.50	100.00	185.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.00	90.11	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	0.66	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	1.52	5.40	2.74	11953.10	4.28
Unknown	4.70	7.70	11.60	5.84	15831.90	5.67
Total Teaching Positions	61.00	100.00	198.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.00	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.40	0.90
Total Out-of-Field Teachers	0.40	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	0.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 2021

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

History-Social Science	10th Grade: History Alive! World Connections by TCI, Adopted 2017 10 Grade AP: Traditions & Encounters: A Global Perspective on the Past by McGraw-Hill, Adopted 2019 11th Grade: History Alive!, Pursuing American Ideals by TCI, Adopted 2018 11th Grade AP: Fabric of a Nation: A Brief History with Skills and Sources by BFW Publishers, Adopted 2020 12 Grade: Econ Alive! The Power to Choose by TCI, Adopted 2011 Government Alive! Power, Politics, and You by TCI, Adopted 2020 12th Grade AP: American Government Institutions and Policies, Wilson/Dilulio/Bose Adopted 2021	Yes	0
Foreign Language	Komm mit! (German) Levels 1, 2, 3; Holt Rinehard & Winston, adopted 1995 Descubre Level 1, 2 and 3, adopted 2018 AP Spanish, Abriendopaso, Adopted 2014	Yes	0
Health			0

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 and was completed and Opened in August of 2023. 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 2024. 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 Auditorium is currently closed due to repairs from the earthquake in December of 2022. Performances have been moved to local venues. The Science building is currently closed, so classrooms have moved to portables and a basement room in the main building. 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

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Pool: Pool closed due to roof collapsing, HVAC system removed, Lead paint peeling from ceiling and walls, roof deck rotted S 101: Hallway water stained ceiling tile due to heater leak, extension cord used to power ceiling mounted projector, faucet on t
Interior: Interior Surfaces			X	Auditorium: First floor hallway has water stained ceiling tiles, balcony closed due to accessibility issues C 115: Water stained ceiling tile in hallway C 118: Broken blinds C 121: Broken blinds, several lamps out in light fixtures C 206: Instructor use
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			C 200A: Carpet in need of cleaning C 224: Room is cluttered, extension cord used to power plug strip Dressing Room: Paint peeling on stairway walls, food splatter on basement door and walls IT 101: Carpet in need of cleaning
Electrical	X			C 113: Lamps out is several light fixtures C 121: Broken blinds, several lamps out in light fixtures C 122: Several lamps out in light fixtures C 201: VGA cable wrapped around room C 222: Instructor ran speaker cords in front of doorway and covered wi
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C 114: Faucet dripping First Fl. Boy's Restroom: Faucet missing button to activate First Fl. Boy's Restroom: Paint peeling, one urinal covered with a bag and another short flushing Hallway Boy's Restroom: Holes in tile from old, removed, dispensers, wa
Safety: Fire Safety, Hazardous Materials	X			Pool: Pool closed due to roof collapsing, HVAC system removed, Lead paint peeling from ceiling and walls, roof deck rotted
Structural: Structural Damage, Roofs			X	Auditorium: First floor hallway has water stained ceiling tiles, balcony closed due to accessibility issues Cafeteria: Mismatched/chipped floor tile, water stained ceiling tile by vent Exterior Cafeteria Girl's Restroom: Skylight water leaking causing pai
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Conditions and Planned Improvements				
				IT Stairs: Paint peeling under glass block, broken/cracked glass block, stained ceiling tile in north stairs, window scratched at the top of stairs north side S 113: Window latch broken

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	57	52	34	34	47	46
Mathematics (grades 3-8 and 11)	21	21	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	297	279	93.94	6.06	52.33
Female	146	144	98.63	1.37	54.86
Male	151	135	89.40	10.60	49.63
American Indian or Alaska Native	11	10	--	9.09	--
Asian	32	31	96.88	3.12	61.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	75	91.46	8.54	22.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	42.86
White	139	130	93.53	6.47	70.00
English Learners	40	36	90.00	10.00	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	171	92.43	7.57	42.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	38	84.44	15.56	15.79

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	297	281	94.61	5.39	21.35
Female	146	144	98.63	1.37	19.44
Male	151	137	90.73	9.27	23.36
American Indian or Alaska Native	11	10	--	9.09	--
Asian	32	31	96.88	3.12	16.13
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	75	91.46	8.54	9.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	14.29
White	139	132	94.96	5.04	30.30
English Learners	40	37	92.50	7.50	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	172	92.97	7.03	14.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	38	84.44	15.56	5.26

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.88	29.12	23.01	26.10	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	414	394	95.17	4.83	28.93
Female	191	183	95.81	4.19	31.69
Male	223	211	94.62	5.38	26.54
American Indian or Alaska Native	21	19	90.48	9.52	31.58
Asian	48	48	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	90	94.74	5.26	23.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	25.00
White	199	187	93.97	6.03	34.22
English Learners	36	36	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	256	243	94.92	5.08	23.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	59	96.72	3.28	6.78

2022-23 Career Technical Education Programs

The students at Eureka High School participate in Humboldt County'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 or job 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. The percentage of students enrolling in CTE courses has remained near 40% of all students and students achieving pathway completer status has increased over the past five years. This effort is further supported with multiple pathways being dual-enrolled with College of the Redwoods and our ongoing articulation and partnership activities with Cal Poly Humboldt.

For 22-23, Eureka High School offered eight course sequences for CTE pathways that total 22 year long courses. The pathways focus on five industry sectors including: Agriculture and Natural Resources (Ag Mechanics, Agriscience, Floral Design), Building and Construction Trades (Cabinetmaking, Millwork and Woodworking), Hospitality, Tourism and Recreation (Culinary), and Transportation (Diagnostic, Service, and Repair - Auto).

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 guidance tech 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	532
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70.6
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.05
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	35.78

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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

2023-24 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, Indian Education Parent 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>Parents/Guardians of students with disabilities that have either a 504 or IEP are invited at least on an annual basis to conduct a review of their learners plan to address needs and supports in the student's day.</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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.2	0	2.1	6	1.7	5.7	9.4	7.8	8.2
Graduation Rate	94.4	95.9	94.3	90.9	94.3	88.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	283	267	94.3
Female	137	135	98.5
Male	146	132	90.4
Non-Binary			
American Indian or Alaska Native	15	15	100.0
Asian	36	35	97.2
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	59	58	98.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	20	19	95.0
White	139	127	91.4
English Learners	29	28	96.6
Foster Youth	--	--	--
Homeless	14	13	92.9
Socioeconomically Disadvantaged	186	176	94.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	43	34	79.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1354	1316	354	26.9
Female	647	622	172	27.7
Male	706	693	182	26.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	75	71	21	29.6
Asian	139	137	16	11.7
Black or African American	30	29	15	51.7
Filipino	9	9	0	0.0
Hispanic or Latino	319	315	80	25.4
Native Hawaiian or Pacific Islander	17	17	0	0.0
Two or More Races	114	110	40	36.4
White	651	628	182	29.0
English Learners	156	153	30	19.6
Foster Youth	14	14	4	28.6
Homeless	56	54	28	51.9
Socioeconomically Disadvantaged	886	858	260	30.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	215	206	89	43.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.08	9.23	8.71	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.15	0.07	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.71	0.07
Female	6.49	0
Male	10.76	0.14
Non-Binary		
American Indian or Alaska Native	16	0
Asian	1.44	0
Black or African American	16.67	0
Filipino	0	0
Hispanic or Latino	8.46	0.31
Native Hawaiian or Pacific Islander	0	0
Two or More Races	14.91	0
White	8.45	0
English Learners	7.05	0.64
Foster Youth	21.43	0
Homeless	16.07	0
Socioeconomically Disadvantaged	10.61	0.11
Students Receiving Migrant Education Services	0	0
Students with Disabilities	18.14	0

2023-24 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	13	27	8
Mathematics	24	21	23	3
Science	22	10	20	0
Social Science	27	9	14	9

2022-23 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	431.67

2022-23 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)	3.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	0.5
Nurse	0.8
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$65,307
Percent Difference - School Site and District	N/A	N/A	-24.9	-10.7
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	4.2	-34.6

Fiscal Year 2022-23 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. EHS had an increase in enrollment for the last 4 school years with the 23-24 school year seeing no significant enrollment shift.

Despite these fiscal struggles, we have a complete and comprehensive English Learner Program and Special Education Services. The Special education department has launched an initiative that supports increasing amounts of student in the general education environment through the use of Co-teaching. The Special Education Department also has the ability to support students every period through the implementation of the new testing center for the 23-24 school year. 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. Through ESSER funds the last three years, the site has been able to fund a credit recovery sections which address students that have fallen credit deficient.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,627	\$50,875
Mid-Range Teacher Salary	\$64,767	\$79,761
Highest Teacher Salary	\$87,656	\$103,045
Average Principal Salary (Elementary)	\$99,579	\$128,154
Average Principal Salary (Middle)	\$118,680	\$131,774
Average Principal Salary (High)	\$134,640	\$142,676
Superintendent Salary	\$217,906	\$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	15.7
--	------

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

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	3
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	8	

Zoe Barnum High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Zoe Barnum High School
Street	216 W Harris Street
City, State, Zip	Eureka, CA 95501
Phone Number	(707) 441-2467
Principal	Adriana West
Email Address	westa@eurekacityschools.org
School Website	http://zuebarnum.eurekacityschools.org/
County-District-School (CDS) Code	12-75515-1232057

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2023-24 School Description and Mission Statement

our program, we provide personalized instruction that prepares students for success in furthering their education in college, vocational training, or career.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	33
Grade 12	41
Total Enrollment	75

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.7%
Male	57.3%
American Indian or Alaska Native	9.3%
Asian	1.3%
Hispanic or Latino	20%
Native Hawaiian or Pacific Islander	2.7%
Two or More Races	16%
White	50.7%
English Learners	8%
Foster Youth	5.3%
Homeless	13.3%
Socioeconomically Disadvantaged	80%
Students with Disabilities	20%

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.70	81.74	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	18.04	7.50	4.05	12115.80	4.41
Unknown	0.00	0.00	9.80	5.33	18854.30	6.86
Total Teaching Positions	4.60	100.00	185.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	88.24	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	11.76	5.40	2.74	11953.10	4.28
Unknown	0.00	0.00	11.60	5.84	15831.90	5.67
Total Teaching Positions	5.60	100.00	198.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.30
Local Assignment Options	0.80	0.30
Total Out-of-Field Teachers	0.80	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	September 2021
--	----------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	11th grade, They say I say-Academic Writing, adopted 2018 12th grade, Uncharted Territory, A high School Reader, adopted 2018 Edge Grammar & Writing; National Geographic, adopted 2011 The Language of Composition; Bedford, Freeman, Worth, adopted 2011 Literature (2009); McDougal Littell, adopted 2011 World Mythology, NTC Publishing Group, adopted 1994 The Glass Castle, adopted 2010 Writing That Works, adopted 2012 Of Mice and Men, adopted 2000 Lord of the Flies, adopted 2006 To Kill a Mockingbird, adopted 2001 Shakespeare, adopted 1970 McDougal Littell, Language of Literature, Grade 9, 2002 McDougal Littell, Language of Literature, Grade 10, 2002 Bedford, Language of Composition, Grade 11, 2002	Yes	0
Mathematics	CA CC Algegra 1, adopted 2015 Algebra Structures and Methods, McDougal Littel, adopted 2000 Algebra 2, adopted 2012 Geometry, Pearson, adopted 2011 Algebra 2 Common Core, Pearson, 2012	Yes	0
Science	Earth Science; Glencoe, adopted 2006 Biology, Miller Livine, 2007	Yes	0
History-Social Science	History Alive! Pursuing American Ideals, TCI, adopted 2018 History Alive! World Connections by TCI Teacher Curriculum Institute (TCI); adopted 2017	Yes	0

	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		
Health	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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boy's Restroom: Two of four mirrors reflective coating failing, partitions scratched with graffiti C-12: One cracked and three damaged ceiling tiles C-2: Window blinds damaged, holes in drywall from using tacks and staples C-3: Window blinds damaged, paint chipping on window ledges C-4: White board dented, drywall damaged Girl's Restroom: Two of four mirrors reflective coating failing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Staff Workroom: Repair hole in soffit screen to prevent birds from nesting

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C-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		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	14	12	34	34	47	46
Mathematics (grades 3-8 and 11)	4	0	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	36	26	72.22	27.78	11.54
Female	18	13	72.22	27.78	7.69
Male	18	13	72.22	27.78	15.38
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	16	80.00	20.00	18.75
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	24	77.42	22.58	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	36	25	69.44	30.56	0.00
Female	18	12	66.67	33.33	0.00
Male	18	13	72.22	27.78	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	16	80.00	20.00	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	23	74.19	25.81	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	3.85	5.26	23.01	26.10	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	19	54.29	45.71	5.26
Female	13	7	53.85	46.15	--
Male	22	12	54.55	45.45	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	10	58.82	41.18	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	15	55.56	44.44	6.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	33
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	81.33
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
<p>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. We hold a monthly School Site Council meeting where parents can support the school plan for student achievement and give input for school improvement.</p> <p>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) 441-2467. Contact Adriana West, Principal at 707 441 2467.</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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	26.1	4.4	22.2	6	1.7	5.7	9.4	7.8	8.2
Graduation Rate	71.7	93.3	57.4	90.9	94.3	88.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	54	31	57.4
Female	24	15	62.5
Male	30	16	53.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	28	19	67.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	20	11	55.0
Socioeconomically Disadvantaged	48	28	58.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	2	13.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	102	94	87	92.6
Female	45	41	35	85.4
Male	57	53	52	98.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	6	6	100.0
Asian	3	2	2	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	24	23	23	100.0
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	15	14	13	92.9
White	49	46	40	87.0
English Learners	9	8	8	100.0
Foster Youth	7	7	5	71.4
Homeless	19	17	16	94.1
Socioeconomically Disadvantaged	84	79	73	92.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	19	17	89.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.83	6.86	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.98	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.86	0.98
Female	4.44	0
Male	8.77	1.75
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.67	0
White	2.04	0
English Learners	0	0
Foster Youth	0	0
Homeless	10.53	0
Socioeconomically Disadvantaged	8.33	1.19
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.29	4.76

2023-24 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. The school site safety plan is reviewed yearly by the school site council and was last reviewed on October 24, 2023.

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		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	11	7	0	0
Mathematics	7	5	0	0
Science	8	4	0	0
Social Science	12	6	0	0

2022-23 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

2022-23 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	0.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$65,307
Percent Difference - School Site and District	N/A	N/A	49.3	-26.4
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	75.6	-49.7

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,627	\$50,875
Mid-Range Teacher Salary	\$64,767	\$79,761
Highest Teacher Salary	\$87,656	\$103,045
Average Principal Salary (Elementary)	\$99,579	\$128,154
Average Principal Salary (Middle)	\$118,680	\$131,774
Average Principal Salary (High)	\$134,640	\$142,676
Superintendent Salary	\$217,906	\$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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

Professional Development

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.

At the beginning of the 2022-23 school year, our staff focused on professional developments centered on Visible Learning strategies. These professional development opportunities have been provided at beginning of the year and during all day professional developments throughout the 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

AGENDA ITEM

Agenda Title: Approval for Student Services Staff to Travel Out-of-State to the Mental Health School Professionals (MHSP2019), School-Based Mental Health (SBMH2020/21), Trauma Recovery (TR) Grantee Meeting

Meeting Date: February 1, 2024

Item: Consent

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

The Governing Board is asked to approve the out-of-state travel to the Mental Health School Professionals (MHSP2019), School-Based Mental Health (SBMH2020/21), Trauma Recovery (TR) Grantee Meeting in Arlington, Virginia from March 14 - 15, 2024 for ECS Social Worker Katie Allen.

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

The Mental Health Demonstration Grant (MHDG) requires one person from ECS to attend their national meeting annually. To properly report expenditures from the grant, ECS is required to participate in the annual meeting. Knowledge of the grant programs' Office of Safe and Supportive Schools (OSSS) will be instrumental with properly allocating grant funds. Learning intuitive ways to collaborate, communicate and achieve long-term goals with sustainability for the MHDG will be valuable for this year and possibly for future years to come.

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 \$)*

Funding for Meeting/Travel/Lodging will come from the MHDG.

Flight - \$1,000

Lodging - \$ 600

Expenditures - \$ 200

Total **\$1,800**

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

Lisa Claussen, Director of Student Services

ATTACHMENTS:

Description

- MHSP - SBMH Annual Meeting 3-14 & 3-15-24



Office of Elementary
and Secondary
Education

Office of Safe and
Supportive Schools



**National Center on Safe Supportive
Learning Environments**

Engagement • Safety • Environment

Mental Health School Professionals (MHSP2019), School-Based Mental Health (SBMH2020/21), Trauma Recovery (TR) Grantee Meeting

**American Institutes for Research
1400 Crystal Drive
Arlington, VA 22202**

Thursday, March 14, 2024

8:30 am to 4:00 pm

Friday, March 15, 2024

9:00 am to 2:00 pm

DRAFT AGENDA

Meeting Objectives

Participants will:

- Learn about the Office of Safe and Supportive Schools' (OSSS) priorities for their grant programs and beyond.
- Explore ways to foster collaboration and communication that supports their vision and goals for achieving long term sustainability.
- Have opportunities to discuss strategies and lessons learned across grant programs.

Day 1 Agenda Thursday, March 14, 2024

8:30 – 9:00 am

Registration

9:00 – 9:15 am

Welcome and Introductions / Logistics

Nicole White, Federal Program Officer (FPO), OSSS, Office of Elementary and Secondary Education (OESE); Greta Colombi, Director, National Center on Safe Supportive Learning Environments (NCSSLE)

Grantee Meeting Draft Agenda, March 2024 1

9:15 – 9:30 am	Opening Remarks from OSSS Leadership
9:30 – 10:15 am	Grantee Connections 1 <i>NCSSLE Technical Assistance Staff</i>
10:15 – 10:30 am	BREAK
10:30 – 12:00 pm	Session 1: Developing Local Strategies for Sustainability
12:00 – 1:30 pm	LUNCH (on your own; map to restaurants in building available)
1:30 – 2:30 pm	Session 2: Best Practices for Integrating School-Based Mental Health Supports
2:30 – 2:45 pm	BREAK
2:45 – 3:45 pm	Session 3: What's Working: Sharing Evidence-based Interventions and Innovations
3:45 – 4:00 pm	Wrap Up and Closing: Day 1 <i>Amy Banks, FPO, OSSS, OESE; Greta Colombi, Director, NCSSLE</i>

Day 2 Agenda Friday, March 15, 2024

9:00 – 9:15 am	Welcome To Day 2 <i>Nicole White, FPO, OSSS, OESE; Greta Colombi, Director, NCSSLE</i>
9:15 – 10:15 am	Session 4: Communicating for Impact
10:15 – 10:30 am	BREAK
10:30 – 12:00 pm	Session 5: Aligning and Embedding Grant Efforts Into Your School System
12:00 – 12:45 pm	LUNCH
12:45 – 1:15 pm	Grantee Connections 2
1:15 – 1:45 pm	Closing Activity with Grantees
1:45 – 2:00 pm	Wrap Up: Day 2 <i>Amy Banks, FPO, OSSS, OESE; Greta Colombi, Director, NCSSLE</i>

AGENDA ITEM

Agenda Title: Approval of Memorandum of Understanding Between Eureka City Schools (ECS) and Humboldt NeuroHealth (HNN)
Meeting Date: February 1, 2024
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 Eureka City Schools (ECS) and Humboldt NeuroHealth (HNN).

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

HNN will be providing on-site services for ECS students. ECS students will receive the benefit of school-based behavior health clinician and case manager for 3 days per week. In addition, a coordinator will participate and collaborate in the organization of the program. ECS students will receive mental health screenings, assessments, and services for individuals and group discussions. HNN will provide electronic medical records and handle all direct billing for HNN provided to student services.

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 \$)*

Funds for this program will come directly from the Advancing Wellness and Resilience in Education (AWARE) Grant.

Fees:

\$25,000 per quarter, \$50,000 total for 2/5/24 to 8/31/24

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

Lisa Claussen, Director of Student Services

ATTACHMENTS:

Description

- MOU Humboldt NeuroHealth and ECS - 2-1-24 for Wellness Center Support & Services

MEMORANDUM OF UNDERSTANDING For Wellness Center Services

THIS AGREEMENT ("Agreement") is made effective as of February 1st, 2024, and between Eureka City Schools (referred to herein as "ECS"), and Humboldt NeuroHealth, (referred to herein as "HNN") for the support of Wellness Center Support and Services.

Responsibilities of the Parties:

Both parties understand that each should be able to fulfill its responsibilities under this Memorandum of Understanding (MOU) in accordance with the provisions of law and regulation that govern their individual activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. If at any time any Parties are unable to perform their functions under this MOU consistent with such Parties statutory and regulatory mandates, the affected Parties shall immediately provide written notice to the others seeking a mutually agreed upon resolution.

Humboldt NeuroHealth will provide the following services on-site for Eureka City Schools students for the period of February 5 - August 31, 2024:

- A. School-based behavioral health clinician for 3 days per week, schedule dependent on agreement from both parties.
- B. School-based case manager for 3 days per week, schedule dependent on agreement from both parties.
- C. Coordinator to participate and collaborate in decision-making, ongoing planning and status meetings, setting up the services, and data and resource management.
- D. Mental health screening, assessment, and services for individual students, groups of students, and school-wide programs, as mutually agreed.
- E. Create electronic medical records of the encounters as part of HNN's medical records.
- F. Handle all direct billing for HNN provided student services.

ECS will provide:

- A. Facilities adequate for the provision of said services
- B. Appropriate referrals of students to HNN services
- C. ECS identified ECS staff to act as coordinator and point of contact for HNN staff, and will support service integration, regularly host and participate in project meetings, and work with HNN to ensure coordination and continuity of services through the AWARE grant project
- D. Ongoing support and feedback on program effectiveness,

Confidentiality:

Parties to this MOU agree to comply with the applicable sections of any appropriate statute or requirement to assure that:

1. All applications and individual records related to services provided under this MOU, including eligibility for services, enrollment, and referral shall be confidential and shall not be open to examination for any purposes not directly connected with the delivery or evaluation of such services.
2. No person will publish or disclose, use, or permit to be published, disclosed, or used, any confidential information pertaining to applicants, participants, or students overall.
3. Each of the Parties will agree to abide by the current confidentiality provision of respective statutes and shall share information necessary for the administration of the program including accountability. To the extent allowable and in accordance with each of the Parties governing state and/or federal laws and regulations, parties, therefore, agree to share client information necessary for the provision of services and accountability.
4. Any information deemed confidential under state or federal law provided to or developed by any of the Parties in the performance of the duties described in this MOU shall be kept confidential and shall not be made available to any individual or organization without the approval of all parties, however, the Parties shall make administrative, fiscal, program and participant records available as required by law for audit purposes to assist in the performance of state/federal responsibilities.
5. Parties shall notify remaining Parties promptly of any unauthorized possession, use, knowledge or attempt thereof, of any other Parties data files or other confidential information and shall promptly furnish to that parties full details of the unauthorized release of such confidential information and shall assist with the investigation or prevention of the further release of such information.
6. All services described in this MOU will be delivered in compliance with the Health Insurance Portability and Accountability Act (HIPAA) and School Based Wellness Center Standards.
7. Ensure confidentiality of all personal health information and other personal information consistent with Health Insurance Portability and Accountability Act (HIPAA), Health Information Technology for Economic and Clinical Health Act (HiTECH), and Confidentiality of Medical Information Act (CMIA). Conform with all relevant laws and regulations related to parent notification, including Family Code §6924 and Health and Safety Code §124260.
8. The parties hereto agree that they will not disclose results of any records unless such disclosure is authorized to the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and 42 C.F.R., 2.1 et seq. and if necessary, will resist in judicial proceedings any effort to obtain access to the Medical Records, except as provided in the above-cited regulations

Additional Conditions

ECS shall hold harmless, defend and indemnify Humboldt NeuroHealth from and against any liability, claim, action, cost, damage or loss of injury, including death, to any person or damage to any property to the extent that such is caused by, or results from, the negligence or misconduct of ECS or its officers, agents, or employees or others under its control. This obligation shall

continue beyond the term of this Agreement as to any act or omission which occurred during or under this Agreement.

Humboldt NeuroHealth shall hold harmless, defend and indemnify ECS from and against any liability, claim, action, cost, damage or loss of injury, including death, to any person or damage to any property to the extent that such is caused by, or results from, the negligence or misconduct of Humboldt NeuroHealth or its officers, agents, or employees or others under its control. This obligation shall continue beyond the term of this Agreement as to any act or omission which occurred during or under this Agreement.

Fees

\$25,000 per quarter, \$50,000 total for this contract time period. All fees are to be paid quarterly by ECS, upon receipt of invoice from HNH.

Termination Provisions

Notification of termination shall be given to all Parties at least 30 days prior to the intended date of termination.

In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.

For Humboldt NeuroHealth:

For Eureka City Schools:

Jennifer Brown,
Executive Director

Lisa Claussen,
Director of Student Services

Date

Date

AGENDA ITEM

Agenda Title: Approval of Memorandum of Understanding Between Eureka City Schools (ECS) and Humboldt Del Norte Independent Practice Association (IPA)

Meeting Date: February 1, 2024

Item: Consent

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

The Governing Board is asked to approve of the Memorandum of Understanding Between Eureka City Schools (ECS) and Humboldt Del Norte Independent Practice Association (IPA).

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

Humboldt IPA will provide on-site staffing for the ECS Wellness Center services across ECS school sites for a total of 5 days, 6.5 hours daily. Up to four (4) empowerment groups will be provided across two (2) sites, sites and days to be determined by mutual agreement. In addition, a coordinator will participate and collaborate in the organization of the program. ECS students will receive mental health screenings, assessments, and services for individuals and group discussions. IPA will provide electronic medical records and handle all direct billing for IPA provided to student services.

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 \$)*

Funds for this program will come directly from the Advancing Wellness and Resilience in Education (AWARE) Grant.

Fees:

\$50,002 for contract period. Quarterly invoicing will be provided by Humboldt IPA and paid upon receipt by ECS.

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

Lisa Claussen, Director of Student Services

ATTACHMENTS:

Description

- MOU HDN Independent Practice Assoc (IPA) and ECS - 4-4-24 to 8-31-24 for Wellness Center Support & Services

MEMORANDUM OF UNDERSTANDING For Wellness Center Services

THIS AGREEMENT ("Agreement") is made effective as of February 1, 2024, and between Eureka City Schools (referred to herein as "ECS"), and Humboldt Del Norte Independent Practice Association, (referred to herein as "IPA") for the support of Wellness Center Support and Services.

Responsibilities of the Parties:

Both parties understand that each should be able to fulfill its responsibilities under this Memorandum of Understanding (MOU) in accordance with the provisions of law and regulation that govern their individual activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. If at any time any Parties are unable to perform their functions under this MOU consistent with such Parties statutory and regulatory mandates, the affected Parties shall immediately provide written notice to the others seeking a mutually agreed upon resolution.

Humboldt IPA will provide the following services for the period of March 4 - August 31, 2024:

1. Provide staffing for on-site wellness center services for a total of five (5) days a week across ECS school sites, sites and days to be determined by mutual agreement, from 10:00am – 4:30pm, based on the academic calendar.
2. Provide up to a total of four (4) empowerment groups across two (2) sites, sites and days to be determined by mutual agreement.
3. Coordinator to participate and collaborate in decision-making, ongoing planning and status meetings, setting up the services, and data and resource management.
4. Mental health screening, assessment, and services for individual students, groups of students, and school-wide programs, as mutually agreed.
5. Create electronic records of the encounters as part of IPA's medical records.
6. Handle any direct billing for IPA provided student services, as appropriate.

ECS will provide:

- A. Facilities adequate for the provision of said services.
- B. Appropriate referrals of students to the IPA services
- C. ECS identified ECS staff member(s) who serves as the onsite support person(s) for students and mentors and is encouraged to be present during appropriate activities
- D. ECS identified staff person to act as coordinator and point of contact for IPA staff, and will support service integration, regularly host and participate in project meetings, and work with IPA to ensure coordination and continuity of services through the AWARE grant project
- E. Ongoing support and feedback on program effectiveness

Confidentiality:

Parties to this MOU agree to comply with the applicable sections of any appropriate statute or requirement to assure that:

1. All applications and individual records related to services provided under this MOU, including eligibility for services, enrollment, and referral shall be confidential and shall not be open to examination for any purposes not directly connected with the delivery or evaluation of such services.
2. No person will publish or disclose, use, or permit to be published, disclosed, or used, any confidential information pertaining to applicants, participants, or students overall.
3. Each of the Parties will agree to abide by the current confidentiality provision of respective statutes and shall share information necessary for the administration of the program including accountability. To the extent allowable and in accordance with each of the Parties governing state and/or federal laws and regulations, parties, therefore, agree to share client information necessary for the provision of services and accountability.
4. Any information deemed confidential under state or federal law provided to or developed by any of the Parties in the performance of the duties described in this MOU shall be kept confidential and shall not be made available to any individual or organization without the approval of all parties, however, the Parties shall make administrative, fiscal, program and participant records available as required by law for audit purposes to assist in the performance of state/federal responsibilities.
5. Parties shall notify remaining Parties promptly of any unauthorized possession, use, knowledge or attempt thereof, of any other Parties data files or other confidential information and shall promptly furnish to that parties full details of the unauthorized release of such confidential information and shall assist with the investigation or prevention of the further release of such information.
6. All services described in this MOU will be delivered in compliance with Health Insurance Portability and Accountability Act (HIP AA) and School Based Wellness Center Standards.
7. Parties will ensure confidentiality of all personal health information and other personal information consistent with Health Insurance Portability and Accountability Act (HIPAA), Health Information Technology for Economic and Clinical Health Act (HiTECH), and Confidentiality of Medical Information Act (CMIA). Conform with all relevant laws and regulations related to parent notification, including Family Code §6924 and Health and Safety Code §124260.
8. The parties hereto agree that they will not disclose results of any records unless such disclosure is authorized to the requirements of the Health Insurance Portability and Accountability Act (HIP AA) and 42 C.F.R., 2.1 et seq. and if necessary, will resist in judicial proceedings any effort to obtain access to the Medical Records, except as provided in the above-cited regulations

Additional Conditions

ECS shall hold harmless, defend and indemnify HUMBOLDT DEL NORTE INDEPENDENT PRACTICE ASSOCIATION from and against any liability, claim, action, cost, damage or loss of injury, including death, to any person or damage to any property to the extent that such is caused by, or results from, the negligence or misconduct of ECS or its officers, agents, or employees or others under its control. This obligation shall continue beyond the term of this Agreement as to any act or omission which occurred during or under this Agreement.

HUMBOLDT DEL NORTE INDEPENDENT PRACTICE ASSOCIATION shall hold harmless, defend and indemnify ECS from and against any liability, claim, action, cost, damage or loss of injury, including death, to any person or damage to any property to the extent that such is caused by, or results from, the negligence or misconduct of HUMBOLDT DEL NORTE INDEPENDENT PRACTICE ASSOCIATION or its officers, agents, or employees or others under its control. This obligation shall continue beyond the term of this Agreement as to any act or omission which occurred during or under this Agreement.

Fees

\$55,002 for the contract period. All fees are to be paid quarterly, as invoiced by the Humboldt IPA, upon receipt of the invoice for services.

Termination Provisions

Notification of termination shall be given to all Parties at least 30 days prior to the intended date of termination.

In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.

For Humboldt IPA:

Rosemary DenOuden,
Executive Director

Date

For Eureka City Schools:

Lisa Claussen,
Director of Student Services

Date

AGENDA ITEM

Agenda Title: Approval of Resolution #23-24-025; Declaring the Futility of Public Bidding for the Additional Alterations to the Science Building C Work at Eureka High School, and Approving a Change Order for that Work

Meeting Date: February 1, 2024

Item: Consent

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

The Governing Board is asked to approve Resolution #23-24-025; Declaring the Futility of Public Bidding for the Additional Alterations to the Science Building C Work at Eureka High School, and Approving a Change Order for that Work.

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

The contractor has provided Change Order No. 18, which may exceed the limit for change orders that are not competitively bid, as established by Public Contract Code section 20118.4.

Going out to bid for the additional work would result in substantial delay to the project, resulting in significantly increased costs for Eureka City Schools due to the significant work stoppage time required by the general contractor to wait for the bidding and award of contract.

California law provides that “Where competitive proposals work an incongruity and are unavailing as affecting the final result or where they do not produce any advantage . . . the statute requiring competitive bidding does not apply” (*Hiller v. City of Los Angeles* (1961) 197 Cal.App.2d 685, 694), and that public entities need not comply with competitive bidding processes where to do so would be impractical or futile and would not serve the purposes of competitive bidding. (*Los Angeles Dredging Company v. City of Long Beach* (1930) 210 Cal. 348; *Graydon v. Pasadena Redevelopment Agency* (1980) 104 Cal.App.3d 631; *Taylor Bus Service, Inc. v. San Diego Bd. of Education* (1987) 195 Cal.App.3d 1331).

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 19: New and Modernized Facilities

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

The Board approved the low bid for the project at the October 6, 2022 meeting and approved the 10% contingency fund at the October 27, 2022 meeting.

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

Change Order No. 18 is \$50,573.72.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

▣ Resolution

RESOLUTION NO. 23-24-025

**BOARD OF EDUCATION OF THE EUREKA CITY SCHOOLS
DECLARING THE FUTILITY OF PUBLIC BIDDING FOR
THE ADDITIONAL ALTERATIONS TO THE SCIENCE BUILDING C WORK
AT EUREKA HIGH SCHOOL, AND
APPROVING A CHANGE ORDER FOR THAT WORK**

WHEREAS, the Eureka City Schools (“Agency”) and Adams Commercial General Contracting, Inc. (“Contractor”) entered into a contract for Contractor for Alterations to the Building C (Science Classrooms) at Eureka High School (“Project”);

WHEREAS, the Agency used competitive bidding for the Project under Public Contract Code section 20111(b) and Contractor was the lowest responsive, responsible bidder for the Project and was awarded a contract for the Project for Nine Million Nine Hundred Seventy Nine Thousand Six Hundred Eighty and NO/100 Dollars (\$9,979,680.00) (“Contract Price”);

WHEREAS, the Agency would like to issue a change order for additional work on the Project (“Additional Work”);

WHEREAS, Contractor has provided a quote for the Additional Work and is able to complete the Additional Work for Fifty Thousand Five Hundred Seventy Three and 72/100 Dollars (\$50,573.72), which may exceed the limit for change orders that are not competitively bid, as established by Public Contract Code section 20118.4;

WHEREAS, the Agency’s architect, FF & J Architects, Inc., and Agency staff believe that the Contractor’s quoted price to perform the Additional Work is reasonable because the work was performed on a time and materials basis and was able to be performed during the normal course of construction with minimal delay to the project schedule;

WHEREAS, going out to bid for the Additional Work would result in substantial delay to the Project, the Additional Work, and other public works projects on building C (Science Classrooms), resulting in significantly increased costs for the Agency due to the significant work stoppage time required by the general contractor to wait for the bidding and award of contract to occur for the structural and fire life safety conditions to be corrected and finishes installed;

WHEREAS, Additional Work must be provided by the Contractor to ensure continuity of quality and appearance of the work. The work includes repairs to the new roof membrane to maintain the warranty from the roofing manufacturer, installation of additional data drops in rooms adjacent to the cafeteria to support the programs offered in these areas and to replace the fiber optic cables between the MDF and the two IDF cabinets to restore connectivity to the internet.

WHEREAS, hiring a contractor other than the Contractor to perform the Additional Work would result in waste and delay, the general contractor currently has licensed and qualified subcontractors on site to perform this work. Using these subcontractors allows for a fully coordinated and seamless installation minimizing delays which would increase the expense of the Agency because the Contractor has already mobilized on site, is familiar with the Agency's needs, is acquainted with the Project, and has assembled its staff and crew to begin the Project;

WHEREAS, bringing in a new contractor to perform the Additional Work, which is related and similar to the work being performed by Contractor for the Project, would create coordination and interference problems with the Contractor, which would increase the Agency's expense as there would be additional overhead operating costs added by both the current contractor on site and any new contractor brought on to perform this work as well as create coordination conflicts with all the other subcontractors working within the building.;

WHEREAS, if the Agency were to bid the Additional Work, the prices of those bids would likely be higher than the price of Contractor's quote for the Additional Work because Contractor is already mobilized on the Project, thus reducing costs such as overhead, potential overtime costs to perform the work within the limited time frame available, add costs not needed as contractors would add costs to cover unknown conditions which might arise when performing work on existing structures and utility lines;

WHEREAS, the work must be completed in order for the contractor to be able to complete the work in the base contract. The work in the support rooms must be coordinated with the kitchen staff cooking meals for the students on site and use of the cafeteria by the school site while these construction activities are occurring, and the overall safety considerations required for a project of this nature;

WHEREAS, California law provides that "Where competitive proposals work an incongruity and are unavailing as affecting the final result or where they do not produce any advantage . . . the statute requiring competitive bidding does not apply" (*Hiller v. City of Los Angeles* (1961) 197 Cal.App.2d 685, 694), and that public entities need not comply with competitive bidding processes where to do so would be impractical or futile and would not serve the purposes of competitive bidding. (*Los Angeles Dredging Company v. City of Long Beach* (1930) 210 Cal. 348; *Graydon v. Pasadena Redevelopment Agency* (1980) 104 Cal.App.3d 631; *Taylor Bus Service, Inc. v. San Diego Bd. of Education* (1987) 195 Cal.App.3d 1331);

WHEREAS, competitively bidding the Additional Work will not affect the final result to the Agency except to further increase the cost of the Project and delay completion of the Project as the work was performed on a time and materials basis while maintaining the construction schedule and maintaining a safe work environment for both the workers and the students and staff using the cafeteria while the construction activities are occurring, and it would not produce an advantage to the Agency;

NOW THEREFORE, the Board of Education of the Eureka City Schools hereby resolves, determines, and finds the following:

1. That the foregoing recitals are true.
2. For the sufficient and independent reasons stated above, a competitive public bidding process for the Additional Work would be unavailing, would not produce an advantage to the public or the Agency, and would not serve the goals of the competitive bid process in that it would not obtain the best economic result for the public.
3. Based on the foregoing, it would be incongruous, futile, and unavailing to publicly bid the Additional Work.
4. Accordingly, Agency's governing body hereby approves a change order with the Contractor to perform the Additional Work, which change order is attached hereto as Exhibit "A," without further advertising for or inviting of bids.

The foregoing Resolution was adopted by the governing body of the Eureka City Schools at a regularly scheduled meeting on the 1st day of February 2024, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Gary Storts

Secretary of the Board of Education
of Eureka City Schools of
Humboldt County, State of California

Exhibit A

Change Order No. 18

See attached change order no. 18 consisting of two pages, dated January 25, 2024.

**CHANGE
ORDER**

AIA DOCUMENT G701

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

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

Change Order Number: 018

Date January 25, 2024

Architect's Project No. EC21.01.54

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

Contract Date: October 21, 2022

Contract For: Alterations to Science Bldg. C

18.1 Sheet A.3

(PCO 71)

- a. Flash and repair seven additional penetrations through the roof membrane to maintain the NDL (no dollar limit) warranty from the roofing manufacturer.

Requested by: Contractor, District

Reason: Additional penetrations were made through the new roof membrane after it was installed. In order to maintain the NDL warranty from the roofing manufacturer the work had to be performed by the original installing roofing contractor.

Add \$ 2,075.72

18.2 Sheet E3.1

(PCO 72/RFI 132)

- a. Install data drops in seven rooms in the cafeteria and kitchen areas.

Requested by: District, Contractor

Reason: Data drops need to be installed to support the new modifications to the serving line, kitchen areas, student store and student government room.

Add \$ 41,533.80

18.3 Time Extension

(PCO 72/RFI 132)

- a. Extend contract time by Thirty (30) working days (46 Calendar Days).

Requested by: Contractor, Architect, District

Reason: The contractor requires additional time to complete the installation of the additional data drops and cabling.

No Cost \$ 0.00

Change Order No. 18
Alterations to Science Building C
Eureka High School
Eureka City Schools
Project No. EC21.01.54
January 25, 2024
Page - 2

18.4 Sheets ES1.1, E3.1

(PCO 73/RFI 133)

- a. Remove and replace the fiber optic line from the MDF location in building F to the two IDF cabinets in the Science Building to support the data systems within the building.

Requested by: Architect, Contractor, District

Reason: The IDF cabinets were replaced and repositioned. The length of the existing fiber would not allow them to be extended to terminate in the cabinets. New fiber line must be run between the MDF and each IDF to restore connectivity to the internet.

Add \$ 6,964.20

Total Add this Change Order is : \$50,573.72

NOT VALID UNTIL SIGNED BY THE OWNER, ARCHITECT AND CONTRACTOR

The original (Contract Sum) was -----	\$ 9,979,680.00
Net Change by previously authorized Change Orders -----	\$ 1,352,415.03
The (Contract Sum) prior to this Change Order was -----	\$ 11,332,095.03
The (Contract Sum) will be (increased) by this Change Order in the amount of -----	\$ 50,573.72
The new Contract Sum including this Change Order will be -----	\$ 11,382,668.75
The Contract Time will be (increased) by 46 Calendar Days (30 Working Days). -----	(30) days
The date of Substantial Completion as of the date of this Change Order therefore is	February 13, 2024

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

ARCHITECT

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

CONTRACTOR

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

OWNER

Eureka City Schools
2100 J Street
Eureka, CA 95501

By  _____

By _____

By _____

Date JAN 25 2024

Date _____

Date _____

AGENDA ITEM

Agenda Title: Approval of the Amended Appendix A, College and Career Access Pathways Dual Enrollment Partnership Agreement with College of the Redwoods

Meeting Date: February 1, 2024

Item: Consent

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

The Governing Board is asked to approve an amendment to Appendix A, Dual Enrollment Agreement with College of the Redwoods.

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 approve an amendment to Appendix A of the 2022-2025 Dual Enrollment Agreement with College of the Redwoods for multiple classes - Agriculture Leadership, Intro Organic/ Sustainable Ag. and Soil Science. Dual enrollment allows students to take college classes with qualified high school instructors.

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 Governing Board originally approved the 2022-2025 Dual Enrollment Agreement with College of the Redwoods at their August 4, 2022 meeting. The Governing Board last amended the Dual Enrollment Agreement with College of the Redwoods Appendix A at the April 26th 2023 meeting.

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

There is no cost associated with this amendment.

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

Jennifer Johnson, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- CCAP Amended Appendix A Eureka Signed.pdf



College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement

Amended Appendix A—2023-2024 Academic Year

WHEREAS the College and Career Access Pathways Partnership Agreement (“CCAP Agreement”) is between Eureka City School District (“DISTRICT”) and Redwoods Community College District (“COLLEGE”); and

WHEREAS, the COLLEGE and the DISTRICT agree to record specific components of the CCAP Agreement using the Appendix A for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the COLLEGE for those students; the listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from these courses; and
NOW THEREFORE the DISTRICT and the COLLEGE agree as follows:

1. **CCAP Agreement**—The COLLEGE and the DISTRICT entered into the CCAP Agreement, pursuant to action of the governing boards of the College and DISTRICT, as follows:

Redwoods Community College District Board Meeting:

(a) Board Meeting Date:

Eureka City Schools Board Meeting:

(a) Board Meeting Date:

2. COLLEGE and DISTRICT Point of Contact

Location	Name	Telephone	Email
College of the Redwoods	Katie Towns	707-476-4194	Katelynn-towns@redwoods.edu
Eureka City Schools	Rob Standish	707-441-2508	standishr@eurekacityschools.org



APPENDIX A

Dual Enrollment Course Projections 2023-2024

The COLLEGE has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2023-2024

SCHOOL DISTRICT: Eureka City Schools

HIGH SCHOOL: Eureka High School

EDUCATIONAL PROGRAM: Agricultural

TOTAL NUMBER OF STUDENTS TO BE SERVED: 20 (approximate)					TOTAL PROJECTED FTES: 2.88		
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Agriculture Leadership	AG-44	Spring	TBD	Tues-Fri	Sarvinski Forbes	CC HS	CC HS
Intro Organic/ Sustainable Ag.	AG-63	Spring	TBD	Tues-Fri	Sarvinski Forbes	CC HS	CC HS
Soil Science	AG-17	Spring	TBD	Tues-Fri	Sarvinski	CC HS	CC HS

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Education Code 76004):

The College's General Studies course was chosen because it aligns with the established CTE Program Pathways at the High School. The college and high school also determined after reviewing demographic and cumulative GPA information that offering AG-44, AG-63 & AG-17 as dual enrollment courses under a CCAP agreement would be offering dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education and assist in creating a seamless pathway between the high school and community college in career and technical education areas. High school counselors advise students into dual enrolled sections based on their academic readiness.



College of the Redwoods

Date: 1/8/24

President Name: Keith Hammer

Signature: 

Eureka City Schools-Eureka High School

Date:

Superintendent/Principal Name:

Superintendent Signature:

AGENDA ITEM

Agenda Title: Approval of Field Trip Request - EHS Players/Drama Club Field Trip to the Oregon Shakespeare Festival in Ashland, OR on April 15-19, 2024

Meeting Date: February 1, 2024

Item: Consent

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

The Governing Board is asked to approve the following field trip request:

1. EHS Players/Drama Club Field Trip to the Oregon Shakespeare Festival in Ashland, OR on April 15-19, 2024

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

See attached Field Trip Request Form.

STRATEGIC PLAN/PRIORITY AREA:

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

See attached Field Trip Request Form.

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

See attached Field Trip Request Form.

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

Rena Will, Executive Director of Personnel and Public Affairs

ATTACHMENTS:

Description

- Field Trip Request Form - EHS Players/Drama Club

Eureka City Schools

Process for Requesting Board Approval for Out-of-Area and Overnight Field Trips

Instructions:

1. Teacher/Staff: Fill-out the (1) **Field Trip Request Form** and (2) **"School-Sponsored Student/s Overnight Trip Checklist"** (see attached forms).
2. Once the forms are completed (including all "date completed" and initial boxes), electronically sign page 2 of the Checklist.
3. Send both forms, with any additional supporting documentation, if applicable, in a single .pdf to the Site Principal's Secretary, with a "cc" to the Site Principal, for approval.
4. Once the Site Principal approves by typing their initials and signature, the Site Principal (or Site Principal's Secretary) will email the final .pdf forms to Micalyn (harrismicalyn@eurekacityschools.org) with a brief notation that it has been approved by the Site Principal and needs to go to the Board for approval.
5. Micalyn will email the form to the Director of Personnel for approval and add the Field Trip Request to the next Board Meeting Agenda. The Site Principal and Teacher/Staff member will be notified via email once the field trip has been approved by the Board.

Note: All Field Trip Request forms and other documentation must be received, with the Principal's approval, at least 10 days prior to the scheduled Board meeting. **All forms must be filled out completely (no blanks) in order to be considered by the Board. Incomplete forms will be sent back to the Site Principal and might cause a delay in the field trip being approved by the Board. All overnight/out-of-town or State field trips MUST be approved by the Board prior to the date of the field trip.**

CONSENT ITEM

WHAT:

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

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

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

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

HISTORY:

☐ Annual Trip

☐ First Year Attending

☒ Other: We went in 2014, 2016 and 2019

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

Name: Nanette Voss

Dates of Trip: 4/15-19, 2024

Club/Organization: Eureka High School Players/Drama Club



What means of transportation: Chaperone Cars (to get to airport), plane/bus (through tour company)






Number of students participating: 28


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





We will be staying in a hotel in Manhattan in quad rooms—this is all set up by Educational Travel Adventures.

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

Date Completed (dd/mm/yy)	Requests for Out-of-State, Out-of-Country or Overnight Travel Must Be Board Approved Prior to Travel	Teacher / Staff (initial)	Site Principal (initial)
8/28/2023	Principal establishes a process for approving a staff member's request to conduct a school-sponsored trip.	NV	
8/28/2023	Staff shall consider: <ul style="list-style-type: none"> • Student safety; • Objectives of instruction; • Most effective use of instructional time; • Distance from school; • District and student expense; • Transportation requirements; • Supervision requirements. 	NV	

8/28/2023	Staff affirm that no student will be excluded from participation because of lack of sufficient funds (total cost per student and funding sources must be included).	NV	
10/12/2023	Staff notified parents and students that students are under jurisdiction of the district and subject to district and school rules and regulations.	NV	
10/12/2023, 11/27/2023, and others	Staff hold parent information meeting for staff, chaperones, parents/guardians and students to discuss safety and importance of safety-related rules.	NV	
10/12/2023	Staff ensures adequate supervision reviewed by site administrator (adults/students ratio). List of chaperones must be provided to District Office, including designating if employee or parent/guardian. If a non-staff chaperone, chaperone must have been cleared through the District's volunteer process.	NV 8 adults 28 Kids	
4/12/2024	During travel, staff will have school's first aid kit in his/her possession or immediately available.	NV	

Date Completed (dd/mm/yy)	Requests for Out-of-State, Out-of-Country or Overnight Travel Must Be Board Approved Prior to Travel	Teacher / Staff (initial)	Site Principal (initial)
10/12/2023	Staff obtains parent permission. If trip also involves water activities, specific permission for water activities must be obtained. If students will be in water, including motel pools, there must be a lifeguard at all times the students are in the water. Lifeguard can be a chaperone if they have the certification or one obtained through a local agency and the person has passed the agency requirements. Trip must not include activities identified as "hazardous" by our local JPA which includes but is not limited to rock climbing (walls) and/or zip lines.	NV	

4/1/2024	Transportation information must include how and who is transporting students. If by chartered bus, Director of Transportation must be notified.	NV	
n/a	Parent permission letter for travel out-of-country obtained for each student (District Letter form letter).		N/A
n/a	Forms JPA 1 signed and on file at the school prior to departing on out-of-country school sponsored activity.		N/A
12/20/2023	Staff complete checklist form including requested information, and Board "Field Trip Request Form" and submit to Superintendent's Assistant a minimum of 10 days prior to the Board meeting in which approval is being requested. (Board meeting dates can be obtained by calling the Superintendent's Assistant or looking on the ECS website.)	NV	
4/12/2024	District shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion.	NV Jen Snipes	
n/a	Students must have travel insurance for travel out of lower 48 states.		N/A
10/12/2023	Staff, students and parents have been notified that the District may cancel or postpone student travel at any time if the State Department/Homeland Security or Federal Government indicates such travel presents unreasonable risk.	NV	

APPROVED:

Site Principal: _____

Date: 1/18/24

Teacher/Staff: Nanette Voss

Date: 12/20/2023

Director of Personnel: _____

Date: _____

AGENDA ITEM

Agenda Title: Report on Eureka City Schools Transportation Department

Meeting Date: February 1, 2024

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 2023/2024



Staffing

- 1 Director: Tiffany Winter
- 1 Trainer Trainee/Dispatcher: Tiffinie Wagner
- 1 Shared Secretary: Ginger Irving
- 1 Mechanic: Alex Santiago

7 Daily School Bus Drivers:

- EV Bus 6 - Wayne Ackroyd (started in 2022/23)
- EV Bus 3 - Sherry Hill
- Bus 5 - soon to be EV Bus 10 Nancy Cringle
- EV Bus 9 - Sophal Ith (Tolate)
- EV Bus 2 - Ken MacMillian
- EV Bus 4 - new route Tiffinie Wagner (open position)
- Bus 8 - soon to be EV Bus 16 Corban Hadden (started in 2022/23)
- Bus 11- Open
- Bus 12- Open

Bus Fleet

- **Total number of large school buses in fleet: 12**

7 used daily for Regular Transportation, up one since last year. Will increase by 1 when the trip bus arrives.

- **Total number of small school buses in fleet: 3**

None used currently to maximize amount of students being transported home to school.

Bus Fleet Information

Bus #	MAKE	YEAR	Age	Average Life Expectancy	Years Past Expectancy	
BUS 1	BLUEBIRD 78 PASS EV	2023	0	20 years		
BUS 2	BLUEBIRD 78 PASS EV	2023	0	20 years		
BUS 3	BLUEBIRD 78 PASS EV	2023	0	20 years		
BUS 4	BLUEBIRD 81 PASS	2002	21	20 years	1	waiting to be dismantled/ sub bus until pulled
BUS 4	BLUEBIRD 66 PASS EV	2023	0	20 years		
BUS 5	BLUEBIRD 81 PASS	2020	3	20 years		
Bus 6	BLUEBIRD 81 PASS EV	2021	2	20 years		
BUS 7	THOMAS 81 PASS	2012	11	20 years		
BUS 8	THOMAS 81 PASS	2012	11	20 years		
BUS 9	BLUEBIRD 66 PASS EV	2023	0	20 years		
BUS 10	BLUEBIRD 72 PASS	2000	23	20 years	3	wanting to be dismantled/sub bus until pulled
BUS 10	BLUEBIRD 78 PASS EV	2023	0	20 years		
BUS 11	THOMAS 20 PASS	1999	24	20 years	4	
BUS 12	THOMAS 25 PASS	2001	22	20 years	2	
BUS 14	BLUEBIRD 66 PASS	1999	24	20 years	4	waiting to be dismantled/ sub bus until pulled
BUS 16	BLUEBIRD 78 PASS	2023	0	20 years		
BUS 18	GIRARDIN 24 PASS	2005	18	20 years		working on HVIP EV bus to replace
BUS 25	INTER/WARD 72 PASS	1995	28	20 years	8	waiting for replacement to arrive
TBD	Thomas	2023	0	20 years		new "trip" bus on order

Snap Shot of Transportation

- Currently our department is transporting 934 students to and from school. 934 is 181 more than the 753 transported last year at this time. 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 375 miles per day on their routes. 60 miles a day more than the previous year.

Upcoming Items

- Rural School Bus Replacement Project Grant expected delivery date of February 2024 for the Renewable Diesel
- Award of the HVIP electric bus replacement for Bus 18
- Award of the PG&E grant for bus/fleet vehicle charging infrastructure
- Award of the Energize California grant for bus charging infrastructure
- Staffing & Retention – We have six school bus drivers and three vacant positions. In the last 12 months we have offered 12 original school bus 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: Enrollment and Attendance Update

Meeting Date: February 1, 2024

Item: Discussion

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

The Governing Board will receive an update regarding District enrollment and attendance.

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

The Board will receive a report comparing current enrollment and attendance to prior periods.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

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

This is an annual report.

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

Not applicable.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▢ Presentation



Eureka City
Schools

Enrollment & Attendance Update



February 1, 2024
Presented by Paul Ziegler
Assistant Superintendent

ENROLLMENT

- The number of students registered to attend Eureka City Schools on any given day

ATTENDANCE

- The number of students actually attending school on any given day

AVERAGE DAILY ATTENDANCE (ADA)

- Daily Attendance, averaged over each school day through end of P-2

ATTENDANCE RATIO

- Number of enrolled students attending school on each given day

ENROLLMENT / ATTENDANCE REPORTS

CBEDS: California Basic Education Data System.
The statewide system of collecting enrollment, staffing and salary data on “Information Day”, the first Wednesday of October.

2023/24 Information Day was October 4, 2023.

ENROLLMENT / ATTENDANCE REPORTS

School agencies report their attendance three times during a school year.

- **The First Principal Apportionment (P-1 Count)** covers the period from July 1 through the last school month ending on or before December 31 of a school year
 - A “school month” is a four week period that does not necessarily correspond to the calendar year
- **The Second Principal Apportionment (P-2 Count)** covers the period from July 1 through the last school month ending on or before April 15 of a school year
- **Annual ADA** is based on the count from July 1 through June 30

The final recalculation of the apportionment is based on a school agency’s P-2 ADA Count.

LCFF BASE Revenue is determined by multiplying:

Grade Span per ADA amount

X

ADA for each Grade Span

- 2023/24 **BASE REVENUE** per ADA ranges from \$9,919 for TK-3 up to \$12,015 for 9-12;
Unweighted average Grade Span per ADA is \$10,593.

EUREKA CITY SCHOOLS CBEDS Results

	2014-15	2015-16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	Change
TK	59	56	56	45	57	60	33	58	72	89	17
K	254	247	246	249	212	239	201	232	214	215	1
1	260	253	245	242	235	215	235	210	232	211	(21)
2	248	269	251	239	232	222	208	236	212	240	28
	821	825	798	775	736	736	677	736	730	755	25
3	273	251	261	251	214	224	211	217	219	216	(3)
4	277	263	239	249	230	209	216	214	222	233	11
5	232	281	263	237	245	222	209	214	206	226	20
	782	795	763	737	689	655	636	645	647	675	28
6	266	263	298	262	231	259	224	216	223	208	(15)
7	309	345	337	381	365	345	345	320	302	310	8
8	350	297	351	325	360	372	344	348	308	289	(19)
	925	905	986	968	956	976	913	884	833	807	(26)
9	287	345	313	347	305	391	353	360	357	316	(41)
10	312	281	326	300	326	298	364	356	325	328	3
11	274	301	273	323	300	322	281	351	343	314	(29)
12	321	282	308	288	331	296	316	287	345	343	(2)
Un Gr	0	0	0	0	0	0	0	0	0	0	0
	1,194	1,209	1,220	1,258	1,262	1,307	1,314	1,354	1,370	1,301	(69)
Grand Total	3,722	3,734	3,767	3,738	3,643	3,674	3,540	3,619	3,580	3,538	(42)
Annual Change	(4)	12	33	(29)	(95)	31	(134)	79	(39)	(42)	
P-2 ADA	3,510.67	3,534.39	3,539.28	3,479.85	3,405.62	3,449.54	3,363.14	3,212.97	3,211.50	---	
% of CBEDS	94.32%	94.65%	93.95%	93.09%	93.48%	93.89%	95.00%	88.78%	89.71%	91.03%	
Projected P-2										3,220.48	

HUMBOLDT COUNTY-WIDE INFORMATION DAY ENROLLMENT

All Grades

	<u>Total TK-12</u>	<u>Change From Previous Year</u>
2015/16	18,720	---
2016/17	18,524	(196)
2017/18	18,573	49
2018/19*	18,492	(81)
2019/20*	18,083	(409)
2020/21	17,616	(467)
2021/22	17,578	(38)
2022/23	17,573	(5)
2023/24**	17,334	(239)

* Adjusted to reflect reconfiguration of Mattole Valley Charter Schools

** Based on preliminary report from Humboldt County Office of Education

Information Day 2023-24

SCHOOL ENROLLMENT BY SITE AND GRADE LEVEL

Enrollment as of: October 4, 2023

School Site		TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL
Alice Birney Elementary		23	48	69	54	53	80	56								383
Grant Elementary		19	48	27	52	44	31	52								273
Lafayette Elementary		23	71	44	54	41	43	29								305
Washington Elementary		24	48	71	80	78	79	89								469
Winship Middle									91	164	154					409
Zane Middle									117	146	135					398
Eureka High School												316	326	291	293	1,226
Zoe Barnum High													2	23	50	75
TOTALS BY GRADE		89	215	211	240	216	233	226	208	310	289	316	328	314	343	3,538

1.17 LCFF Unduplicated Pupil Count

Academic Year: 2023-2024	LEA: Eureka City Schools	User ID: feistp@eurekacityschools.org
View: SNAPSHOT	School Type: ALL	Revision Date: 1/24/2024 2:13:24 PM
Revision ID: 5058696	School: ALL	Print Date: 1/25/2024 8:15:19 AM

Non-Charter School(s)												
		Free/Reduced Meal Eligibility Counts Based On:										
School Code	School Name	Total Enrollment	Free & Reduced Meal Program: 181/182	Foster	Tribal Foster Youth: 193	Homeless (1)	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Total Unduplicated FRPM/EL Eligible Count (3)	Unduplicated Pupil Percentage
6007751	Alice Birney Elementary	383	327	8	0	44	0	298	342	132	356	92.95%
6057376	Catherine L. Zane Middle	398	278	5	0	31	0	223	295	74	298	74.87%
1232206	Eureka Senior High	1,226	762	12	0	74	0	595	785	151	801	65.33%
6007777	Grant Elementary	273	205	4	0	20	0	176	212	45	216	79.12%
6007793	Lafayette Elementary	305	231	9	0	34	0	207	250	80	256	83.93%
0000001	NPS School Group for Eureka City Schools	1	0	0	0	0	0	0	0	0	0	0.00%
6007827	Washington Elementary	469	303	6	0	23	1	257	319	56	324	69.08%
0127407	Winship Middle	409	272	5	0	18	0	222	284	67	288	70.42%
1232057	Zoe Barnum High	74	58	4	0	17	0	52	62	7	63	85.14%
TOTAL - Selected Schools		3,538	2,436	53	0	261	1	2,030	2,549	612	2,602	73.54%

EUREKA CITY SCHOOLS SITE ATTENDANCE RATIO

2023-24 YTD													
	BASE YEAR 2022-23	2022-23 Month 4	CBEDS 2023-24	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Difference + / (-)	
ALICE BIRNEY	89.77%	89.93%	383	93.37%	93.14%	92.62%	92.23%					2.30%	
GRANT	89.37%	89.14%	273	93.62%	93.05%	92.28%	92.11%					2.97%	
LAFAYETTE	91.24%	91.16%	305	93.19%	92.45%	91.84%	91.50%					0.34%	
WASHINGTON	91.34%	90.83%	469	95.10%	94.82%	94.20%	93.78%					2.95%	
WINSHIP	90.47%	91.01%	409	93.14%	92.63%	92.47%	92.34%					1.32%	
ZANE	90.24%	90.62%	398	92.33%	92.26%	92.12%	91.96%					1.34%	
EUREKA HIGH	91.66%	92.24%	1,226	94.51%	93.59%	93.18%	92.74%					0.50%	
ZOE BARNUM	65.67%	70.53%	75	77.77%	75.61%	73.74%	72.58%					2.05%	
DISTRICT WIDE TOTAL	90.36%	90.72%	3,538	93.52%	92.92%	92.45%	92.10%					1.38%	

CALCULATION OF LCFF REVENUE

	Average Daily Attendance (<u>ADA</u>)		Average Daily Grade Span <u>Per ADA Amount</u>		Projected 2023/24 <u>LCFF Revenue</u>
LCFF Base	3,390.23	X	10,797	=	36,603,579
Sup and Con	3,390.23	X	2,683	=	9,095,774
Add-On/Grade Span Adj	---		---		<u>2,022,668</u>
Total			<u>13,480</u>		<u>47,722,021</u>

LCFF REVENUE PER STUDENT

AVERAGE ANNUAL LCFF TOTAL REVENUE PER STUDENT **\$13,480**

AVERAGE DAILY LCFF BASE REVENUE PER STUDENT **\$60**

AVERAGE DAILY LCFF TOTAL REVENUE PER STUDENT **\$75**

1% CHANGE IN ATTENDANCE RATIO **\$476,000**

AGENDA ITEM

Agenda Title: Local Control Accountability Plan Update

Meeting Date: February 1, 2024

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 2024-2025 Local Control and Accountability Plan (LCAP).

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

This discussion is part of a series of discussions about the LCAP. The intent is to keep members of the School Board well-informed on the progress and development of the plan.

STRATEGIC PLAN/PRIORITY AREA:

This item is reflected in all 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)*

Jennifer Johnson, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- ▯ 2024-25 LCAP Board Update_Feb 1, 2024



2024-2025 LCAP Update

February 1, 2024

The Team

Gary Storts

Jennifer Johnson

Mario daCosta

Rachel Brakeman

Kristi Puzz

Paul Claussen

Andrew Dehart

CSEA- Katie Levy

Thought Exchange Survey

- Survey will be presented at Site Council or ELAC meetings at each school
- Distributed via Messenger to all families in ECS
- Distributed to all ECS staff
- Distributed to high school students
- Shared on social media for community response
- Opens Feb. 2nd and closes March 7th

<https://tejoin.com/scroll/846619086>



Thought Exchange Survey

- **Question**

In shaping Eureka City Schools' LCAP (Local Control and Accountability Plan), we want to ensure we're collecting input from a variety of participants. What crucial resources do you believe should be included to prepare students for the workforce of the future?

<https://tejoin.com/scroll/846619086>



Thought Exchange Survey

Survey questions

Please rate your level of agreement with the effectiveness of current academic programs in addressing preparing students for the future workforce. *(Likert scale)*

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

Please indicate your level of agreement with the effectiveness of current measures in place to address student well-being and mental health. *(Likert scale)*

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

<https://tejoin.com/scroll/846619086>



Thought Exchange Survey

Survey questions

To what extent do you believe that family and community involvement is effectively promoted and encouraged in our schools?(Likert scale)

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

How strongly do you agree or disagree with the effectiveness of current strategies in promoting regular attendance at our school(Likert scale)

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

Students at multiple levels

<https://tejoin.com/scroll/846619086>



Thought Exchange Survey

Survey questions

What grade level span of students do you most closely associate with?(Multiple choice)

Preschool to 2nd grade

3rd to 5th grade

6th to 8th grade

9th to 12th grade

<https://tejoin.com/scroll/846619086>



Next Steps

**Attend Site
Council and/or
ELAC meetings
at sites**

Gather Input

**Review Survey
Results at March
8th LCAP team
meeting**



Questions?

AGENDA ITEM

Agenda Title: Information Only: March 2024 - Review of CDE Calendar of Events
Meeting Date: February 1, 2024
Item: Information Only

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

March 2024

American Red Cross Month

The CDE encourages you to annually 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 (3/2/2024)

The CDE encourages you to annually recognize March 2 as Read Across America Day.

National Anthem Day (3/3/2024)

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 4–8, 2024. 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 4–10, 2024) of each year as "Save Your Vision Week."

Conservation, Bird, and Arbor Day (3/7/2024)

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).

Ramadan Begins** (3/10/2024)

In 2024, Ramadan is to begin at sundown on Sunday, March 10, and end at sundown on Tuesday, April 9.

National Poison Prevention Week

The CDE encourages you to recognize National Poison Prevention Week: March 17–23, 2024. 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 (3/21/2024)

The CDE encourages you to annually recognize March 21 as International Day for the Elimination of Racial Discrimination.

Welcome Home Vietnam Veterans Day (3/30/2024)

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 (3/31/2024)

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.

Easter* (3/31/2024)

Easter is celebrated on Sunday, March 31, 2024. Easter always falls on the first Sunday after the Paschal Full Moon, the first full moon after the vernal equinox.

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 1, 2024

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 - 2024

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

Jan, 11, 2024	Routine Revisions to Governance Handbook (Annual) (updated President/Clerk, etc.) - Hold - Pending Review w/Consultant CDE Recognitions - Informational (for the following month)	4th Quarter Williams Uniform Complaints report LCAP Board Update Approval of SARC-needs to be done prior to Feb 1st	Distrib. Qualified Teachers	State Budget Update (Depends on timing/release of State Budget - May move to Special Mtg or February Mtg) Enrollment Update IRS mileage and per diem rates	
Possible special meeting in January	Biennial (2025) or if new board member, revisit protocols, vision, and strategic plan prioritization Info Item: MBR				
Feb. 1, 2024	CDE Recognitions - Informational (for the following month) Info Item: MBR	Common Core State Standards moved California Standards Tests (CAST - science only) LCAP Update	Classified Employee of the Year awards	Transportation Department	Pre-school programs (moved from January) Implementation Plan- Community Schools (required to be presented by June 30, 2024)

Note: No 2nd Meeting in February in 2023 — UPDATE FOR 2024, as needed.

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

February 15, 2024	CDE Recognitions - Informational (for the following month) Info Item: MBR	Safe School Plans (moved from 2nd Feb Mtg) Instructional Coaches annual report (moved from 2nd Feb Mtg) LCAP Update Updated Con App (Winter) - Work w/Mario District Instructional Site Visit Update		Technology Infrastructure Auditor selection (if needed) contracts good through June 30, 2025	Special Education Program
March 14, 2024 Reception in Room 114	Board Meeting Dates for Following Year - Board Review Routine Revisions to Governance Handbook (Annual) (updated President/Clerk, etc.) - Moved from January to After March 14th Spec Mtg Info Item: MBR	After-School Education and Safety Program (ASES) LCAP Update-all survey responses 1st Quarter Williams Uniform Complaints report Title VI-Indian Ed - Prior to Part II of Grant	Certificated non-re-elects/ Layoffs	Second Interim	

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

April 4, 2024	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	Newly hired, newly permanent certificated, and newly permanent classified employee recognition	Master Facility Plan Update	Moved from January: Update on Student Wellness (per BP 5030) [added May 2017 - to be done every three years]
May 2, 2024	CDE Recognitions - Informational (for the following month) Info Item: MBR	Annual CTE Report (Career and technology plan for secondary schools including continuation HS and dual enrollment) LCAP Update DELAC update Recommendation for ELA 6-8	Certificated Employee of the Year	Enrollment Update Food Services Department Governor's May Revise (Depending on timing/release of budget - may move to first June Mtg)	
May 22, 2024 (Wednesday)	June Meeting - Sup's Eval Process - Provide a report	Visible Learning Update	Retired employee recognition	Proposed Budget	Marshall Family Resource Center report

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

	<p>on progress toward meeting goals (Closed Session)</p> <p>Board Rec - to Outgoing Student Board Rep - if applicable.</p> <p>CDE Recognitions - Informational (for the following month)</p> <p>Study session athletics -?</p> <p>Info Item: MBR</p>	<p>Individual school bell schedule /instructional minutes</p> <p>LCAP update</p> <p>Final approval ELA 6-8</p>	<p>School Calendar 2025-26 (Lincoln's BD Resolution required - Micalyn)</p>		<p>CDE Child Development Contracts</p>
June 25, 2024 (Tuesday)		LCAP adoption		Budget Adoption	
June 27, 2024	Info Item: MBR	<p>Public hearing for LCAP</p> <p>Add: Covid-19 Written Report (LCAP)</p> <p>Annual Application of Con App (moved to August 27, 2020)</p> <p>SPSA-Title I</p>		<p>Public Hearing for Budget</p> <p>EPA Public Notice</p>	-Added: IDT Agreement (updated)

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Rena Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	--	---	--

		Schools Sonoma MOU for induction (moved to August 6, 2020)			
August 8, 2024	REMINDER: Schedule Biennial (every other year) Training for Board - 2025, 2027 CDE Recognitions - Informational (for the following month) Info Item: MBR	Ratify MOU w/EPD Dual Enrollment MOU (part 1) 2nd Quarter Williams Uniform Complaints report Title VI GAN			
August 29, 2024	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 CM NGSS Updated Con App (Spring) - Work w/Mario	Employee evaluation status report		

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	---	---	--	--	---

Sept. 12, 2024	September Meeting - Sup's Eval Process - Report on the status of year's goals to-date (Closed Session) Apple Pins - Send email reminder out to Principals that Apple Pin Awards accepted anytime throughout the year. (No longer solicited.) CDE Recognitions - Informational (for the following month) Info Item: MBR	1st Mtg - Strategic Plan Outcomes (this item will come before the Development of SP item, in October) LCAP update Update/Revise LCAP- Local Indicators <u>PUBLIC HEARING:</u> Sufficiency of Instructional Materials Physical Fitness Test Results 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 of 2023, moved to Sept.		End of Summer Maintenance Project Report Certification of Unaudited Actuals Financial Report	Beginning of school year report on enrollment * interdistrict transfer update
Oct. 10, 2024	Select Board	2nd Meeting -			

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	---	---	--	--	---

	Member for Humboldt County Committee on School District Organization CDE Recognitions - Informational (for the following month) Community School Update Info Item: MBR	Development/ Approval of the Strategic Plan Report to Board on English Learner progress (as per BP 6174(g) Click HERE Report on Federal Program Monitoring Findings CAASPP results			
Oct. 24, 2024	October - Superintendent's Evaluation (Closed Session) Info Item: MBR	Career and Technical Education Advisory Committee 3rd Quarter Williams Uniform Complaints report Perfect score on the CAASPP - recognition Update California ScienceTests (CAST - science	Newly hired employees/ newly tenured teachers/ new permanent Classified employee recognition	Equipment Replacement Needs	

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

		only			
Nov. 14, 2024	<p>Notice of Scheduling Organizational Mtg (Consent)</p> <p>[Micalyn - Notify County Supt of mtg date/time]</p> <p>CDE Recognitions - Informational (for the following month)</p> <p>Info Item: MBR</p>	<p>LCAP update</p> <p>LCFF/CA Dashboard</p> <p>William's Settlement Follow-up-letter from HCOE</p>			
Organizational Meeting Dec. 12, 2024	<p>By the first meeting in December: Sup's Eval Process - Submit Goals to Board for Approval (Closed Session)</p> <p>Clerk to President's position</p> <p>Nominate Clerk</p> <p>2024 Board dates</p> <p>Annual review BP/AR</p>			<p>First Interim budget report</p> <p>Budget development calendar</p> <p>Auditor's Report</p>	<p>Approval of West Ed MOU for Healthy Kids Survey</p>

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	---	---	--	--	---

	<p>Share MBBR (Study Session or email out?)</p> <p>Annual Review of BP/AR 5116.1 (Intradistrict Open Enrollment)</p> <p>Annual Review of BP/AR 6145 (Extracurricular and co-curricular activities)</p> <p>Biannual sexual harassment and Brown Act training (required in 2023, 2025)</p> <p>Prepare Doc for Board re: Yearly Stipend - confirm what meetings were attended v. absent (Jan-Dec)</p> <p>Info Item: MBR</p>				
--	--	--	--	--	--

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

2025 MBR Schedule - DATE TBD

Jan, **, 2025	Routine Revisions to Governance Handbook (Annual) (updated President/Clerk, etc.) CDE Recognitions - Informational (for the following month)	4th Quarter Williams Uniform Complaints report LCAP Board Update Approval of SARC-needs to be done prior to Feb 1st	Distrib. Qualified Teachers	State Budget Update (Depends on timing/release of State Budget - May move to Special Mtg or February Mtg) Enrollment Update IRS mileage and per diem rates	
---------------	---	---	-----------------------------	---	--

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

Possible special meeting in January	Biennial (2027) or if new board member, revisit protocols, vision, and strategic plan prioritization Info Item: MBR				
Feb. **, 2025	CDE Recognitions - Informational (for the following month) Info Item: MBR	Common Core State Standards moved California Standards Tests (CAST - science only) LCAP Update	Classified Employee of the Year awards	Transportation Department	Pre-school programs (moved from January)

Note: No 2nd Meeting in February in 2023 — UPDATE FOR 2024, as needed.

February **, 2025	CDE Recognitions - Informational (for the following month) Info Item: MBR	Safe School Plans (moved from 2nd Feb Mtg) Instructional Coaches annual report (moved from 2nd Feb Mtg) LCAP Update Updated Con App		Technology Infrastructure Auditor selection (if needed) contracts good thru June 30, 2025	Special Education Program
--------------------------	--	--	--	---	---------------------------

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

		(Winter) - Work w/Mario District Instructional Site Visit Update			
March **, 2025 Reception in Room 114	Board Meeting Dates for Following Year - Board Review Routine Revisions to Governance Handbook (Annual) (updated President/Clerk, etc.) - Moved from January to After March 14th Spec Mtg Info Item: MBR	After-School Education and Safety Program (ASES) LCAP Update-all survey responses 1st Quarter Williams Uniform Complaints report Title VI-Indian Ed - Prior to Part II of Grant	Certificated non-re-elects/ Layoffs	Second Interim	Implementation Plan- Community Schools (required to be presented by June 30, 2024)
April **, 2025	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	AVID Advancement via Individual Determination Visual and performing art Adult Education program LCAP Update	Newly hired, newly permanent certificated, and newly permanent classified employee recognition	Master Facility Plan Update	Moved from January: Update on Student Wellness (per BP 5030) [added May 2017 - to be done every three years]

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renae Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

	month) Info Item: MBR				
May **, 2025	CDE Recognitions - Informational (for the following month) Info Item: MBR	Annual CTE Report (Career and technology plan for secondary schools including continuation HS and dual enrollment) LCAP Update DELAC update Recommendation for ELA 6-8	Certificated Employee of the Year	Enrollment Update Food Services Department Governor's May Revise (Depending on timing/release of budget - may move to first June Mtg)	
May **, 2025	June Meeting - Sup's Eval Process - Provide a report on progress toward meeting goals (Closed Session) Board Rec - to Outgoing Student Board Rep - if applicable. CDE Recognitions - Informational (for the following	Visible Learning Update Individual school bell schedule /instructional minutes LCAP update Final approval ELA 6-8	Retired employee recognition School Calendar 2026-27 (Lincoln's BD Resolution required - Micalyn)	Proposed Budget	Marshall Family Resource Center report CDE Child Development Contracts

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Rena Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	--	---	--

	month) Study session athletics -? Info Item: MBR				
June 25, 2024 (Tuesday)		LCAP adoption		Budget Adoption	
June **, 2025	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)
August **, 2025	Micalyn - Finalize spreadsheet. REMINDER: Schedule Biennial (every other year)	Ratify MOU w/EPD Dual Enrollment MOU (part 1) 2nd Quarter			

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

	Training for Board - 2025, 2027 CDE Recognitions - Informational (for the following month) Info Item: MBR	Williams Uniform Complaints report Title VI GAN			
August **, 2025	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 CM NGSS Updated Con App (Spring) - Work w/Mario	Employee evaluation status report		
Sept. **, 2025	September Meeting - Sup's Eval Process - Report on the status of year's goals to-date (Closed Session)	1st Mtg - Strategic Plan Outcomes (this item will come before the Development of SP item, in October) LCAP update		End of Summer Maintenance Project Report Certification of Unaudited Actuals Financial Report	Beginning of school year report on enrollment * interdistrict transfer update

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	---	---	--	--	---

	<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) Info Item: MBR</p>	<p>Update/Revise LCAP- Local Indicators</p> <p><u>PUBLIC HEARING:</u> 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 of 2023, moved to Sept.</p>			
Oct. **, 2025	<p>Select Board Member for Humboldt County Committee on School District Organization</p> <p>CDE Recognitions - Informational (for</p>	<p>2nd Meeting - Development/ Approval of the Strategic Plan</p> <p>Report to Board on English Learner progress (as per BP 6174(g) Click</p>			

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renae Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	---	---	--	--	---

	the following month) Community School Update Info Item: MBR	<u>HERE</u> Report on Federal Program Monitoring Findings CAASPP results			
Oct. **, 2025	October - Superintendent's Evaluation (Closed Session) Info Item: MBR	Career and Technical Education Advisory Committee 3rd Quarter Williams Uniform Complaints report Perfect score on the CAASPP - recognition Update California ScienceTests (CAST - science only)	Newly hired employees/ newly tenured teachers/ new permanent Classified employee recognition	Equipment Replacement Needs	
Nov. **, 2025	Notice of Scheduling Organizational Mtg (Consent) [Micalyn - Notify	LCAP update LCFF/CA Dashboard William's			

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

	County Supt of mtg date/time] CDE Recognitions - Informational (for the following month) Info Item: MBR	Settlement Follow-up-letter from HCOE			
Organizational Meeting Dec. **, 2025	By the first meeting in December: Sup's Eval Process - Submit Goals to Board for Approval (Closed Session) Clerk to President's position Nominate Clerk 2024 Board dates Annual review BP/AR Share MBRR (Study Session or email out?) Annual Review of BP/AR 5116.1 (Intradistrict Open			First Interim budget report Budget development calendar Auditor's Report	Approval of West Ed MOU for Healthy Kids Survey

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Gary Storts	<u>Educational Services / Student Learning & Achievement</u> Jennifer Johnson	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	--	---	---	--

	<p>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>Info Item: MBR</p>				
--	--	--	--	--	--