

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Mission Statement:

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

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

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

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

Major Achievements:

- Eureka High School offered 9 different AP courses, with three additional courses offered on a rotating basis. 5 additional courses receive UC/CSU honors credit. 2 courses totaling 11 sections are dual-enrolled with College of the Redwoods (numbers affected by COVID). This includes CTE classes, Freshman Seminar and AP Composition.
- 44 EHS students were recognized by the State of California with the Seal of Bi-Literacy
- We are a nationally recognized Service Learning School.
- Additionally, we boast programs with students and teachers receiving regional and state recognition and honors. These include honors in Future Farmers of America (FFA), Science Bowl team, Distributive Education Clubs of America (DECA - Business Education) and comprehensive programs in both instrumental and vocal music.
- We are proud that in addition to championships, our athletic program continues to build character through the Inside Out initiative in our student-athletes that impacts our community beyond the athletic arena. EHS has a student athletic council, with leaders from each team and hosted the first annual Loggerween in 2020.
- The EHS Theater Program continues to be recognized for the volume and quality of its productions which were adapted to online this year.
- EHS students consistently perform at the Regional Poetry Out Loud competition and have competed at the state level.
- EHS students have been finalists in Innovate Business Challenge sponsored by Decades of Difference multiple years, often with multiple students. (not held this year)

2022-23 School Overview

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

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 360 |
| Grade 10 | 353 |
| Grade 11 | 320 |
| Grade 12 | 248 |
| Total Enrollment | 1,281 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.7 |
| Male | 52.1 |
| American Indian or Alaska Native | 5.1 |
| Asian | 11.3 |
| Black or African American | 2.3 |
| Filipino | 0.8 |
| Hispanic or Latino | 22.5 |
| Native Hawaiian or Pacific Islander | 1.3 |
| Two or More Races | 8.9 |
| White | 47.9 |
| English Learners | 11.7 |
| Foster Youth | 0.8 |
| Homeless | 3.7 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 62.2 |
| Students with Disabilities | 15.3 |

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| 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 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 1.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 1.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.40 | |
| Total Out-of-Field Teachers | 0.40 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.20 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

Year and month in which the data were collected

September 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|-----------------------------|--|
| 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 | Yes | 0 |

| | | | |
|-------------------------------|---|-----|---|
| | Trigonometry: Functions and Application by Addison-Wesley, Adopted 2011 | | |
| Science | <p>Earth Science: Geology, the Environment, and the Universe by Glencoe, Adopted 2006</p> <p>Biology 7th ed. by Pearson Prentice Hall, Adopted 2006</p> <p>Anthony's Textbook of Anatomy & Physiology by Mosby & Elsevier, Adopted 2008</p> <p>Marine Biology by McGraw Hill, Adopted 2013</p> <p>Modern Chemistry; Holt Reinhart, Winston; Adopted 2006</p> <p>Conceptual Physics: The High School Physics Program by Pearson Prentice Hall, Adopted 2006</p> <p>Environmental Science for the AP Course by WH Freeman, Adopted 2016</p> <p>Plant & Soil Science: Fundamentals and Applications by Delmar Cengage Learning, Adopted 2016</p> | Yes | 0 |
| History-Social Science | <p>10th Grade: History Alive! World Connections by TCI, Adopted 2017</p> <p>10 Grade AP: Traditions & Encounters: A Global Perspective on the Past by McGraw-Hill, Adopted 2019</p> <p>11th Grade: History Alive!, Pursuing American Ideals by TCI, Adopted 2018</p> <p>11th Grade AP: Fabric of a Nation: A Brief History with Skills and Sources by BFW Publishers, Adopted 2020</p> <p>12 Grade: Econ Alive! The Power to Choose by TCI, Adopted 2011</p> <p>Government Alive! Power, Politics, and You by TCI, Adopted 2020</p> <p>12th Grade AP: American Government Institutions and Policies, Wilson/Dilulio/Bose Adopted 2021</p> | Yes | 0 |
| Foreign Language | <p>Komm mit! (German) Levels 1, 2, 3; Holt Rinehard & Winston, adopted 1995</p> <p>Descubre Level 1, 2 and 3, adopted 2018</p> <p>AP Spanish, Abriendopaso, Adopted 2014</p> | 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 with an anticipated completion date of November 2022. Plans for modernizing the science building are in process, which will include revitalizing classrooms, a new heating system, and a roof. Measure T, which will fund upgrades to Albee Stadium and Bud Cloney baseball field should break ground summer of 2022. The project will replace and modernize the drainage system, install a turf football field and new track. A new snack bar and restroom facility along with a new team room and upgrades to the existing team room is planned. Baseball and softball fields will be upgraded, along with batting cages and bullpens.

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

Year and month of the most recent FIT report

10/24/2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Pool: Pool closed due to roof collapsing, HVAC system removed, Lead paint peeling from ceiling and walls, roof deck rotted S 101: Hallway water stained ceiling tile due to heater leak, extension cord used to power ceiling mounted projector, faucet on 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 |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|---|--|
| | | | | <p>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</p> |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | X | | | <p>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</p> |
| <p>Safety: Fire Safety, Hazardous Materials</p> | X | | | <p>Pool: Pool closed due to roof collapsing, HVAC system removed, Lead paint peeling from ceiling and walls, roof deck rotted</p> |
| <p>Structural: Structural Damage, Roofs</p> | | | X | <p>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</p> |
| <p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p> | X | | | <p>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</p> |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 57 | N/A | 34 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 21 | N/A | 22 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 303 | 284 | 93.73 | 6.27 | 56.69 |
| Female | 148 | 140 | 94.59 | 5.41 | 62.86 |
| Male | 155 | 144 | 92.90 | 7.10 | 50.69 |
| American Indian or Alaska Native | 17 | 16 | 94.12 | 5.88 | 56.25 |
| Asian | 40 | 38 | 95.00 | 5.00 | 63.16 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 61 | 57 | 93.44 | 6.56 | 54.39 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 22 | 21 | 95.45 | 4.55 | 38.10 |
| White | 149 | 138 | 92.62 | 7.38 | 59.42 |
| English Learners | 23 | 21 | 91.30 | 8.70 | 33.33 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 11 | 10 | 90.91 | 9.09 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 170 | 161 | 94.71 | 5.29 | 50.93 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 42 | 36 | 85.71 | 14.29 | 11.11 |

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 303 | 281 | 92.74 | 7.26 | 21.00 |
| Female | 148 | 138 | 93.24 | 6.76 | 20.29 |
| Male | 155 | 143 | 92.26 | 7.74 | 21.68 |
| American Indian or Alaska Native | 17 | 15 | 88.24 | 11.76 | 13.33 |
| Asian | 40 | 38 | 95.00 | 5.00 | 21.05 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 61 | 56 | 91.80 | 8.20 | 25.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 22 | 21 | 95.45 | 4.55 | 14.29 |
| White | 149 | 137 | 91.95 | 8.05 | 21.17 |
| English Learners | 23 | 21 | 91.30 | 8.70 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 11 | 10 | 90.91 | 9.09 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 170 | 159 | 93.53 | 6.47 | 16.35 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 42 | 35 | 83.33 | 16.67 | 0.00 |

CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 23.88 | NT | 23.01 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 376 | 356 | 94.68 | 5.32 | 23.88 |
| Female | 163 | 153 | 93.87 | 6.13 | 24.18 |
| Male | 213 | 203 | 95.31 | 4.69 | 23.65 |
| American Indian or Alaska Native | 20 | 18 | 90 | 10 | 11.11 |
| Asian | 57 | 56 | 98.25 | 1.75 | 23.21 |
| Black or African American | 11 | 11 | 100 | 0 | 9.09 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 75 | 71 | 94.67 | 5.33 | 11.27 |
| Native Hawaiian or Pacific Islander | 11 | 11 | 100 | 0 | 27.27 |
| Two or More Races | 27 | 25 | 92.59 | 7.41 | 16 |
| White | 172 | 161 | 93.6 | 6.4 | 32.3 |
| English Learners | 46 | 45 | 97.83 | 2.17 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 11 | 91.67 | 8.33 | 9.09 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 229 | 220 | 96.07 | 3.93 | 20 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 57 | 52 | 91.23 | 8.77 | 0 |

2021-22 Career Technical Education Programs

The students at Eureka High School participate in the district's Trade Academy by attending site visits with local industry partners and interacting with guest speakers in their classrooms. This program supplements the curriculum by adding on-site career exploration. Students also connect with local colleges by doing campus tours and classroom visits through HCOEs College Connect program, and Eureka High teachers take the opportunity to host guest lectures from professors and industry partners that specialize in trade work and technical education. Additionally, we cultivate partnerships with local agencies and business establishments to provide internship opportunities for students. Students are able to participate in internships that are both skill oriented and resume building in partnership with the Education at Work program. This semester we have students doing IT internships, working at Coast Central Credit Union, and a student retained a job post internship in the agriculture field. The percentage of students enrolling in CTE courses has remained near 40% of all students and students achieving pathway completer status has increased over the past five years. This effort is further supported through our ongoing articulation and partnership activities with Humboldt State University and College of the Redwoods.

This year, Eureka High School offers eight course sequences for CTE pathways that total 27 year long courses. The pathways focus on eight industry sectors including: Agriculture and Natural Resources, Building and Construction Trade, Hospitality, Tourism and Recreation, and Transportation.

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

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 572 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 78 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 91.88 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 38.81 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Eureka High School is the largest secondary school on the North Coast of California. EHS is the only comprehensive high school serving the City of Eureka and its surrounding feeder communities. Our approximately 1,300 students are drawn from urban, suburban and rural areas of Humboldt County.

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

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

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

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 1.4 | 0 | | 7.4 | 1.7 | | 8.9 | 7.8 |
| Graduation Rate | | 96.3 | 95.9 | | 91 | 94.3 | | 84.2 | 87 |

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

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

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 241 | 231 | 95.9 |
| Female | 107 | 105 | 98.1 |
| Male | 134 | 126 | 94.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 39 | 38 | 97.4 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 48 | 47 | 97.9 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 19 | 19 | 100.0 |
| White | 111 | 103 | 92.8 |
| English Learners | 41 | 40 | 97.6 |
| Foster Youth | -- | -- | -- |
| Homeless | 23 | 20 | 87.0 |
| Socioeconomically Disadvantaged | 167 | 160 | 95.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 36 | 26 | 72.2 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1322 | 1284 | 408 | 31.8 |
| Female | 638 | 617 | 223 | 36.1 |
| Male | 684 | 667 | 185 | 27.7 |
| American Indian or Alaska Native | 69 | 66 | 25 | 37.9 |
| Asian | 147 | 146 | 28 | 19.2 |
| Black or African American | 30 | 30 | 12 | 40.0 |
| Filipino | 10 | 10 | 2 | 20.0 |
| Hispanic or Latino | 297 | 291 | 90 | 30.9 |
| Native Hawaiian or Pacific Islander | 18 | 18 | 4 | 22.2 |
| Two or More Races | 118 | 114 | 51 | 44.7 |
| White | 633 | 609 | 196 | 32.2 |
| English Learners | 156 | 153 | 36 | 23.5 |
| Foster Youth | 11 | 11 | 2 | 18.2 |
| Homeless | 58 | 58 | 35 | 60.3 |
| Socioeconomically Disadvantaged | 849 | 827 | 307 | 37.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 211 | 205 | 82 | 40.0 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 7.98 | 5.15 | 2.45 |
| Expulsions | 0.08 | 0.02 | 0.05 |

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.08 | 9.23 | 0.63 | 6.71 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.15 | 0.00 | 0.05 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 9.23 | 0.15 |
| Female | 7.21 | 0.00 |
| Male | 11.11 | 0.29 |
| American Indian or Alaska Native | 13.04 | 0.00 |
| Asian | 0.68 | 0.00 |
| Black or African American | 13.33 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 9.43 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 13.56 | 0.85 |
| White | 9.95 | 0.16 |
| English Learners | 8.97 | 0.00 |
| Foster Youth | 54.55 | 0.00 |
| Homeless | 15.52 | 1.72 |
| Socioeconomically Disadvantaged | 11.31 | 0.24 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 18.96 | 0.95 |

2022-23 School Safety Plan

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

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

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

2019-20 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 26 | 11 | 18 | 15 |
| Mathematics | 26 | 13 | 17 | 11 |
| Science | 23 | 7 | 22 | |
| Social Science | 26 | 10 | 9 | 10 |

2020-21 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22 | 20 | 28 | 3 |
| Mathematics | 24 | 15 | 26 | 5 |
| Science | 23 | 9 | 20 | |
| Social Science | 26 | 8 | 16 | 7 |

2021-22 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 24 | 18 | 25 | 7 |
| Mathematics | 24 | 20 | 20 | 6 |
| Science | 22 | 13 | 17 | |
| Social Science | 27 | 8 | 17 | 6 |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 640.5 |

2021-22 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.1 |
| Social Worker | 1.0 |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,751 | \$1,872 | \$6,879 | \$55,825 |
| District | N/A | N/A | \$8,833 | \$62,131 |
| Percent Difference - School Site and District | N/A | N/A | -24.9 | -10.7 |
| State | N/A | N/A | \$6,594 | \$79,175 |
| Percent Difference - School Site and State | N/A | N/A | 4.2 | -34.6 |

2021-22 Types of Services Funded

The Eureka City Schools District has been experiencing a long-term declining enrollment, following a trend experienced throughout the county. This declining enrollment combined with drops in state revenue has resulted in declining funding for educational programs and related services. Despite these fiscal struggles, we have a complete and comprehensive English Learner Program and Special Education Services. EHS had an increase in enrollment for the last 4 school years. Our Economic Impact Aide funding partially supports our certificated Advancement Via Individual Determination (AVID) program which guides gifted but underachieving students toward college. We continue to offer ELD and English Loop classes to support English learners.

2020-21 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,002 | \$48,503 |
| Mid-Range Teacher Salary | \$58,642 | \$74,912 |
| Highest Teacher Salary | \$82,500 | \$100,321 |
| Average Principal Salary (Elementary) | \$92,199 | \$122,160 |
| Average Principal Salary (Middle) | \$111,370 | \$127,632 |
| Average Principal Salary (High) | \$126,720 | \$137,578 |
| Superintendent Salary | \$200,086 | \$198,665 |
| Percent of Budget for Teacher Salaries | 26% | 31% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

2021-22 Advanced Placement (AP) Courses

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

| | |
|--|----|
| Percent of Students in AP Courses | 15 |
|--|----|

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

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 4 |
| Fine and Performing Arts | 0 |
| Foreign Language | 1 |
| Mathematics | 2 |
| Science | 2 |
| Social Science | 4 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 13 |

Professional Development

Eureka High School utilized weekly collaboration time to work as a whole staff, departments, subject-specific groups, and cross-curricular groups. This year's work has focused on the area of distance learning and adjustment of our curriculum due to COVID. There has been an ongoing focus on integration of AVID strategies and Constructing Meaning strategies school-wide. The majority of the staff is now trained in classroom circles, using a Restorative Justice model. New to the 2022-23 school year ECS has adopted Visible Learning strategies with a focus on Learning Intentions and Success Criteria. A monthly WEL team meeting plans the PD that focuses on rolling out these strategies.

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

Classified paraprofessional staff development is coordinated through our adult education program and is in modules relating to particular employment strands. The Humboldt County Office of Education provides on-going staff development addressing certificated personnel, classified personnel, pupil personnel services personnel, parents, and administrators.

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

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

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