

# 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/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

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

## 2023-24 District Contact Information

<b>District Name</b>	Eureka City Schools, A Unified District
<b>Phone Number</b>	(707) 441-2400
<b>Superintendent</b>	Fred Van Vleck Ed. D.
<b>Email Address</b>	vanvleckf@eurekacityschools.org
<b>District Website</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.70	81.74	165.10	89.17	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.60	1.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	18.04	7.50	4.05	12115.80	4.41
<b>Unknown</b>	0.00	0.00	9.80	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	4.60	100.00	185.20	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.90	88.24	179.80	90.50	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.70	0.90	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	11.76	5.40	2.74	11953.10	4.28
<b>Unknown</b>	0.00	0.00	11.60	5.84	15831.90	5.67
<b>Total Teaching Positions</b>	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
<b>Total Teachers Without Credentials and Misassignments</b>	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
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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.

<b>Year and month in which the data were collected</b>	September 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	11th grade, They say I say-Academic Writing, adopted 2018 12th grade, Uncharted Territory, A high School Reader, adopted 2018 Edge Grammar & Writing; National Geographic, adopted 2011 The Language of Composition; Bedford, Freeman, Worth, adopted 2011 Literature (2009); McDougal Littell, adopted 2011 World Mythology, NTC Publishing Group, adopted 1994 The Glass Castle, adopted 2010 Writing That Works, adopted 2012 Of Mice and Men, adopted 2000 Lord of the Flies, adopted 2006 To Kill a Mockingbird, adopted 2001 Shakespeare, adopted 1970 McDougal Littell, Language of Literature, Grade 9, 2002 McDougal Littell, Language of Literature, Grade 10, 2002 Bedford, Language of Composition, Grade 11, 2002	Yes	0
<b>Mathematics</b>	CA CC Algebra 1, adopted 2015 Algebra Structures and Methods, McDougal Littel, adopted 2000 Algebra 2, adopted 2012 Geometry, Pearson, adopted 2011 Algebra 2 Common Core, Pearson, 2012	Yes	0
<b>Science</b>	Earth Science; Glencoe, adopted 2006 Biology, Miller Livine, 2007	Yes	0
<b>History-Social Science</b>	History Alive! Pursuing American Ideals, TCI, adopted 2018 History Alive! World Connections by TCI Teacher Curriculum Institute (TCI); adopted 2017	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		
<b>Health</b>	Health, Glencoe, 2003	No	0

## School Facility Conditions and Planned Improvements

Our school moved to a new location in the fall of 2013. With the passing of a local bond measure our facility has completed its modernization process here at the Lincoln site. Construction teams worked on modernizing the multipurpose room and exterior wings of our facility. We are excited that a industrial kitchen was installed in order for our culinary program to have experience with industry standard equipment. The newly remodeled portions of the facility have brand new bathrooms, refinished floors, modernized independent heating units. Every classroom has uniform teaching stations, mounted classroom projectors, eight or more internet ports, wireless capability, and new LED lighting systems. The exterior east and south wings have been freshly painted. The school is clean and orderly.

The district's maintenance crew completes all work orders in a timely fashion. Work orders typically consist of minor upkeep and repair to ensure proper maintenance and keep all facility components in working order.

**Year and month of the most recent FIT report**

7/21/2021

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

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		C-15: Playground in need of asphalt crack filler to help prevent weed growth and seal coated, door not latching C-7: Classroom door not latching Exterior Boy's Restroom: Door not latching Main Office: Sub teacher bent metal door frame to restroom
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## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	14	12	34	34	47	46
<b>Mathematics</b> (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
<b>All Students</b>	36	26	72.22	27.78	11.54
<b>Female</b>	18	13	72.22	27.78	7.69
<b>Male</b>	18	13	72.22	27.78	15.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	20	16	80.00	20.00	18.75
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	24	77.42	22.58	12.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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

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.

##### 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.

## 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
<b>Dropout Rate</b>	26.1	4.4	22.2	6	1.7	5.7	9.4	7.8	8.2
<b>Graduation Rate</b>	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	54	31	57.4
<b>Female</b>	24	15	62.5
<b>Male</b>	30	16	53.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	28	19	67.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	20	11	55.0
<b>Socioeconomically Disadvantaged</b>	48	28	58.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.3
<b>Social Worker</b>	
<b>Nurse</b>	0.3
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	\$14,766	\$149	\$14,616	\$47,656
<b>District</b>	N/A	N/A	\$8,833	\$65,307
<b>Percent Difference - School Site and District</b>	N/A	N/A	49.3	-26.4
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	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
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6