

Alice Birney Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Mission Statement

Alice Birney Elementary is committed to preparing every student with the skills, knowledge, and problem solving techniques needed to become successful participants globally by involving them in an innovative, challenging, and personalized education. Our focus is providing an inclusive education where all students succeed.

2023-24 School Description and Mission Statement

School Profile

Alice Birney School serves 400 students in grades Transitional-Kindergarten through 5th. We have a proud tradition of academic achievement, responsible citizenship and community outreach. We believe that all students can learn and we promote high standards of learning for all students. Our safe and supportive learning environment enhances student achievement, develops personal responsibility, and practices respect for all. We celebrate diversity, which is natural to our school family, and utilize school-wide projects to benefit and partner with the greater community. In addition to an active PTA, we have many regular parent and community volunteers on our campus. Parents and community friends assist at learning centers in the classrooms, provide expertise for the school's instructional garden, participate in enrichment activities, lead a bike club, and provide transportation for student field trips and student activities. Alice Birney has dynamic partnerships with a variety of businesses and service organizations in the Eureka area who give their support for our children in a variety of ways, truly extending learning beyond the walls of the classroom. We believe in and practice the reciprocity of a genuine partnership through a variety of projects: Costco readers, Humboldt County Office of Education, Blue Lake Rancheria, Ink People, Local organic farmers, Grow Together. We are joined with an elementary school in JiHang, Taiwan for our second year. A group traveled to Taiwan this past summer to deepen the projects with JiHang. We will do introduction videos, Care Packages around holidays, puppet show for Earth Day, and end of the year video.

Major Achievements

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

Focus for Improvement

As life-long learners we at Alice Birney embrace opportunities for improvement. Our teachers regularly participate in school-wide, grade level and District collaborations where they share best practices and learn current, research-based instructional strategies for increased student achievement. Math and Language Arts instruction are areas of focus in addition to strategies to better serve English Language Learners. In addition, we employ many highly-trained teachers and technicians to serve our students who are learning English and those needing extra assistance in reading. With collaborative input from district-wide staff, we have identified cultural responsiveness, implementing our new ELA adoption specifically guided reading, visible learning initiative through learning intentions and success criteria. Alice Birney will work with Dave Nagel around feedback and making learning visible to students. Teachers are applying their knowledge now of the Science of Reading with our new ELA program. UFLI is still being supplemented in some targeted group instruction for WIN Time. Teachers have been purchased the book and our reading interventionist has been demonstrating the lesson sequence in classrooms. We are driven by data in this collaborative. Teachers delivered the BPST this year, an overview of phonics understanding.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	53
Grade 2	51
Grade 3	77
Grade 4	58
Grade 5	58
Total Enrollment	392

2022-23 Student Enrollment by Student Group

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

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

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

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

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

Class Assignments

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

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

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

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

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

Year and month in which the data were collected	September 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3 Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2019 4-5: Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017 SDC: McGraw Hill, Reading Mastery, adopted 2015	Yes	0
Mathematics	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted in 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	Yes	0
Science	K-5: Foss Science Kits Delta Education, Full Option Science-Standards Aligned Adopted in 2007	Yes	0
History-Social Science	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

7/22/2021

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

School Facility Conditions and Planned Improvements

				C-18: Instructor installed postings with tumb tacks into drywall causing dama
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Cafeteria Boy's Restroom: Urinal handles are sticking down when flushed Classroom A: Carpet is showing signs of needing replacement (Seams and wrinkling), Exterior, lower drinking fountain water off E-8: (Building to be removed after office modernizatio
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			E-20: (Building to be removed after office moderization), skirt of building showing dry rot, playground wood boarder in need of repairs, weed abatement needed, wood chips need to be added and two rubber mats need replacement, playground equipment in need
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Boy's Playground Restroom: Door not latching C-10: Floor tile bubbled, door not latching C-15: Door not latching C-16: Door not latching C-22: Window screen repair C-4: Floor tile bubbled, door not latching C-6: Door not latching C-8: Floor tile bu

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

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

2022-23 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.2	96.4	100	98.2	96.4

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

Recognizing the critical role families play in our students' education, Alice Birney School invites active family involvement. We encourage family members to volunteer in classrooms, on field trips, or in our school library. We also welcome parents to become involved in decision-making groups on campus such as School Site Council, Superintendent's Stakeholders, PTA, and our English Language Advisory Committee. In addition, our PTA involves families for ideas. Events designed to bring families into our school are planned on a regular basis and include Trunk and Treat, an Evening with Santa an annual "Garden Party" and a Multi-Cultural Faire. This year we will have three Stamina Award breakfasts to celebrate our nominees. Parents will be participating in PIQUE this year, and those who did last year, are helping to develop a Bi-Literacy Night this January. To provide more information to our 5th grade families, an information night about middle schools will take place in late January.

Alice Birney is a dynamic learning environment with a dedicated and caring staff and a sense of family spirit that involves staff, students and their families. We consider the parents and families of our students as our #1 partners in the education and support of the students we share. A monthly newsletter, Parent/ Family information board in our office foyer, our Facebook page, and annual "family-school" events are held to promote an informal exchange of information and ideas and are well-attended by families and staff. We honor academic stamina each month with a certificate and medal.

Surveys of parents during dismissal worked effectively for parents to provide feedback. This year, we are working with partners to increase attendance at our ELAC meetings. We have done it! We have over 20 members attending. The outreach by our EL technician is part of the success. We have teamed with Centro Del Pueblo for outreach to our Hispanic families. They provide financial and informational resources. Our Garden Day on October 28 was a success. We juiced apples from our tree, weeded, planted, and built new shelves. Each student had about a 1/2 ounce of juice on Halloween. We are ready for the winter months. We continue to have our Garden Seasonal Celebration each trimester, as well as our Garden Stewardship program on Tuesday at lunch for all 1-5th grade students and ASP on Tuesday /Thursday.

We partnered with the Ink People this year around a grant for the arts in education. Our third grade team will be performing a dance and crafting a mural in the second and third trimesters. The team will host a parent night for the performance and to view the mural. A few different modules have been organized, including a puppet show!

2023-24 Opportunities for Parental Involvement

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, volunteer or just ask a question may contact the Principal at Alice Birney Elementary: (707) 441-2495.

2022-23 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

SCHOOL SITE:

Alice Birney

DATE: October 2, 2023

COMPLETED BY:

Kristin Sobilo

SUMMARY: After analyzing our data and resources, our review matrix, and our major areas of desired changes our results are listed below:

Areas of Pride/Accomplishments

Alice Birney Elementary is committed to preparing every student with the skills, knowledge, and problem solving techniques needed to become successful participants globally by involving them in an innovative, challenging, and personalized education. Our focus is providing an inclusive education where all students succeed.

School Profile:

Alice Birney is an inclusive learning community where students, staff, and families grow together. At Alice Birney Elementary School, we emphasize high academic standards while supporting the social and emotional development of our students. We promote academic growth, focusing on written language and the development of higher level thinking. CKLA by Amplify has been adopted for all grade levels as our Language Arts curriculum. We took a shift away from our previously adopted Fountas and Pinnell for the Science of Reading curriculum. Our district uses Everyday Math and as a site we are focusing on implementing the Eight Mathematical Practices. We provide hands-on science instruction with grade levels projects such as the Coastal Knowledge and Watershed projects, as well as the implementation of the Next Generation Science Standards. We partner with Friends of the Dunes, Yurok Tribe, Humboldt Area Foundation, Ink People, and Cal Poly Humboldt to provide teaching and learning outside our school's walls. Alice Birney has partnered with Grow Together, a garden consultant to build our garden into the science curriculum. We received a grant this year to use our garden in the After school Program. Our teachers are committed to professional development and collaborate on a regular basis. This year, some of our teachers are attending LTRS training. Our CARE specialist is working on her administrative credential. Teachers are supplementing with phonics progression taught in the UFLI program. Our Reading Intervention teacher is using the BOOST program and pushing into classrooms during WIN time. Alice Birney has partnered with Ink People around art modules for our students and staff. Visual and performing arts activities are scheduled. Alice Birney has partnered with the Center for Inclusive Practices to learn more about how our school can continue to expand our inclusion model. We are building a continuum of services to all students. Our EL department chair attends IEPs and provides direct support to the Educational specialist for program placement. We are a sister school with an elementary school called Jhih Hang in Taiwan. We have built an introductory video about a Day in the Life of an Alice Birney student, a cultural care package, and an Earth Day project for the year's partnership. This year we will do a puppet show around Earth Day, and an airplane unit of study because their mascot is the airplane. At the end of the year, Alice Birney teachers and staff created a Multicultural Fair for families in the evening, as well as an event for students during the day that showcased our community's cultures.

This year, we have continued the Community Schools model, The Nest. All classrooms have a break space and recovery space for de-escalation of student behavior in order to access learning. One restorative justice support specialist responds to radio calls of classrooms needing more support. A calm break is earned by using the spaces appropriately. The Nest is the location with the calm room. Students also may receive therapy in the Therapy room. Zones of Regulation curriculum is taught in K-1 classrooms with Second Step by the Social Worker and intern. Social worker and intern are hosting groups to build social skills within and between students. Social groups might be one or two or even individual practice until the student is ready.

Major Achievements

Built a strong WEL team and designed goals based on WEL survey data; Strong Multi-tiers of support: Tier 1 incentive and supports, Radio calls and support, Nest, Coaching and reteaching by Nest teacher, social worker and intern, Universal Screening tool; Strong Student Study Team process to build off this multi-tier; Positive Behavior Intervention & Supports for all students with a strong team, Second Step Pro-Social Skills Curriculum for all students, Response to Instruction & Intervention in ELA with a strong data team, Strong Student Study process and accountability, Second phase of Inclusion Model for SAI, Strong Afterschool program, Partnership and Grant for implementation of Garden curricula, Positive and growing Parent Teacher Association, Ink People dance and mural grant for third grade, Grant for vegetables and fruits from local organic farmers, partnership with Centro Del Pueblo around ELAC and garden, garden partnership with Yurok Tribe and Blue Lake Rancheria. Books and maps from Blue Lake Rancheria. After school series partnerships with Arcata playhouse for students.

Findings & Desired Improvements

Findings

PBIS: Alice Birney School has effectively implemented Tier I supports that compliment our three school rules. Expectation stations and reteaching occurs twice a trimester. Alice Birney staff has worked with our PBIS district coordinator to articulate Tier II and interventions and supports. ECS has implemented a Universal Screening Tool to screen all behaviors. Students are recommended for community school services if they fall between a certain range. Student Student team meetings provide stakeholders time to problem solve concerns and design a support/intervention to implement for at least 6-8 weeks. Teachers participated in a book club around "Lost at School" with a definition of lagging skills in students. We teach these lagging skills using our Second Step curriculum.

Second Step Curriculum: Alice Birney staff continue to consistently and effectively implement Second Step while articulating the taught themes schoolwide, which promotes skills such as empathy and self-regulation. Alice Birney implemented the Bully Prevention Unit in October. T

SWIS: Behavior Tracking Form referrals remain one of the main data components that Alice Birney's Data team uses to inform on school climate. The data is used to determine areas of campus that may or may not need extra support and reteaching. Teachers need to continue to work on implementing BTF data. The data is also used by the SST team members to support behavioral interventions for individual students. Expectation Stations are reviewed school-wide upon return from Winter break, February break, and Spring break. Additionally individual classes reteach classroom expectations and playground expectations frequently. Schoolwide themes are taught also: Playground anchor charts, monthly themes.

Suspensions: Suspensions continue to be an area of focus. An effort has been made to use alternative means to suspension whenever possible. Reteach programs are utilized frequently in addition to restorative practices. Proactive actions are taken such as parent intact meetings, pep talks, structured breaks, incentive charts.

Attendance: Daily attendance at Alice Birney is improving. The principal, CARE Specialist, and office staff work diligently to support parents and students in efforts to be at school, on time, each day. Parents are asked to participate in Student Study team meetings around attendance conferences when their students are excessively absent or tardy. Home visits are conducted at appropriate intervals and referrals to outside agencies are made to support families with meeting their needs so that students can focus on being at school daily. Students and families are referred to SARB when the team needs more support/ ideas.

Student Safety: All emergency drills are scheduled at the beginning of the school year, and are practiced with fidelity. Classrooms are all equipped with emergency backpacks containing items that may be needed during an emergency situation. Alice Birney continues to focus on healthy fitness initiatives that promote healthy food choices and increased physical fitness.

The chronically absent rate at Alice Birney is of concern. Alice Birney Staff is working diligently to support families and improve student attendance. The Principal, Attendance Specialist, and office staff work to conference with families that are having difficulties with attendance to provide support in getting their students to school. At these conferences contracts are made to ensure that parents understand the importance of regular attendance. The site is using SARB to hold families more accountable for attendance. Our admin team included Officer Tim in home visits as well as our District Chronic Absenteeism liaison. Personal conversations with CARE and administrators provide tangible ways to support parents to get students to school. Bridges Grant referrals are another tool to support families. The office is tracking attendance along with late arrivals and early dismissals on a public accountability chart. The first trimester the goal was 96%. This goal was not met as the attendance rate was 93% last year. Eureka City Schools has also invested in a computer program called A2A that tracks attendance and assists in supporting families with improving attendance. Improving attendance is a major priority for Alice Birney this school year, through the lens of supporting families. Our social work and intern have increased their parent outreach and home visits. The subject has been addressed at parent teacher conferences, newsletters, SART, PTA, and with the School Site Council.

Focus for Improvement

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

Priorities/Goals

2023-24 School Safety Plan

Alice Birney Elementary School creates a culture and climate of safety, respect, and responsibility through establishing a school-wide system of positive behavior interventions and supports.

Our overall strategies for the 2023-2024 school year is (are):

Component 1 People and Programs (School Climate)

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

Action: Alice Birney school will provide all students with a safe and supportive learning environment.

Related Activities

Resources

Person(s) Responsible

Timeline

Evaluation

Continue to implement the district-wide social skills curriculum Second Step Schoolwide for grades K-5 including bully prevention unit

Second Step

staff development

Lesson Plans

Biweekly Focus

Anti-Bullying Curriculum

Staff,

Teachers, Administration,

CARE

In place and Ongoing

Wel team data review

Observation of classrooms

Staff Development

Explicitly teach behavior expectations to all students throughout the school year.

Expectation Stations

PBIT team

District PBIS team

Staff,

Teachers, Administration, CARE

Beginning of the year, after every extended break, ongoing

PBIS team

To increase engagement and activity on the playground

Language frames

Provide ongoing monitor training

Staff,

Teachers, Administration,

CARE

BSA

social work

Nest team

Ongoing

Projects completed /participated in: Trained by BSA, on job training

Provide social emotional support for students through the use of our community gardens and bike club for fifth graders

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

2023-24 School Safety Plan

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

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

Bike club advisors
Event per trimester

Ongoing peace path work
Teacher/ student feedback

Product in garden areas
Provide small group support for student's social and emotional needs.
Selected groups by SST referral

*skill based

*care/ coping

Counselor
Socialworker/
Social Work Intern

Ongoing

Participation

Acknowledge positive behaviors and character traits through a student recognition system.

Monday Morning Meeting

Stamina Award month by class

Stamina buttons

Small treat : PBIS: golden tickets

Spelling Bee winners

Staff,
Teachers, Administration, CARE
Weekly/Monthly drawings, ongoing
Wel team data review
PBIS team

Support events and activities that celebrate diversity as well as educate students and families about diversity on campus.

Garden Trimester Events

Coastal Knowledge Project

ink People grant

Staff,
Teachers, Administration, CARE

Ongoing

Stakeholder feedback

Component 2 Places (Physical Environment)

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

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

2023-24 School Safety Plan

Related Activities

Resources

Person(s) Responsible

Timeline/Budget

Evaluation

Maintain current student contact information for each teacher

Student Information System

Clerical Staff

Quarterly

Staff feedback

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

Earthquake Drill

Fire Drills/Earthquake w/ evacuation

Lockdown Imminent Danger

District emergency procedures and protocols

Administration

Ongoing

Staff feedback

Provide prevention education for students

Nutrition

At Risk Behaviors

Physical Exercise

Staff,

Teachers, Administration, CARE

Ongoing

Staff feedback

Provide Crisis Prevention Training for staff:

CPI training

First Aid / CPR

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

District emergency procedures and protocols

Staff,

Teachers, Administration, CARE

Ongoing

Staff feedback

Provide Risk Reduction Education for staff:

Mandated reporting

Sexual Harassment Policy

Medication procedures

Monthly Safety Fact Sheet

District emergency procedures and protocols

Staff,

Teachers, Administration, CARE

Ongoing

Staff feedback

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

School radios

Phone tree for emergencies

Radio stations to be used

Protocol with ECS Disaster Preparedness

Alarms or announcements for specific drills

Automated calls/emails

District emergency procedures and protocols

Staff,

Teachers, Administration, CARE

Ongoing

Staff feedback

Practice Bus safety

2023-24 School Safety Plan

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

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

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	22	2	2	
2	20	2	1	
3	25		2	
4	29		2	
5	31		2	
Other	5	1		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5	1	
1	26		2	
2	19	1	3	
3	19	1	2	
4	17	1	1	
5	19	1	2	
Other	16	1	1	

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.5

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

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

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

Fiscal Year 2022-23 Types of Services Funded

A variety of on-site and local support services are available to provide academic assistance to students at Alice Birney. On our staff, we have 1.0 FTE Reading and Math Intervention teachers, a 2.4 FTE English Language Development teachers, Each TK-2 classroom has a classroom aide to support small group instruction. Alice Birney also has 2 Literacy Technicians who work with small groups of students throughout the school under the direction of credentialed teachers in targeted academic areas. Interpreters are funded in order to support students and families of emergent bilinguals. We fund an increase of library technician hours daily, so our library is open all day, and even after school for families to check out.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

Professional Development

Each year the school principal and teachers, in cooperation with District Office staff, use data to determine the need for teacher and administrator professional development. The data include results of LCAP surveys, state tests and Unit and Curriculum-embedded assessments in English/Language Arts and Math, and results from the ELPAC exams relative to our EL population. We also utilize academic data provided by classroom teachers, SWIS data from our P.B.I.S. program, Attendance data from A2A, and Suspension and Referral records to determine priorities for Professional Development for both certificated and classified employees.

Training opportunities/updates continue to be conducted in Common Core Standards in both ELA and Math (grade-level and District-wide), English Language Development, and P.B.I.S. Two years ago, our district leadership attended the Visible Learning Conference in Colorado. Over the last year, we have focused on learning intentions and success criteria for math and ELA lessons. Alice Birney teachers are looking at the levels of engagements and Zones of Regulation. Our reading intervention teacher is using BOOST, CKLA, and UFLI. We have new ELA curriculum based on the Science of Reading. Teachers are applying the knowledge they learned last year in the collaborative: Getting Reading Right.

Classified paraprofessional staff development is coordinated through our Personnel Department in modules relating to particular employment strands. Our Districts instructional coaches (CARE specialists) provide excellent, relevant training in best practices in math and ELA, EL, PBIS, and classroom instruction, as well as coaching for our monitors and classified personnel. Participants in Professional Development are supported with release time, collaboration opportunities, in-class coaching, purchase of particular instructional materials and shared leadership.

Teachers and staff have been trained around Community School implementation at each step. Teachers and students were trained on the use of break space and recovery to de-escalate feelings so students can learn. Engagement strategies including structured student talk will be addressed in PD and admin led collaboration time. This will be needed for long period of CKLA instruction.

A developed Student Study Team process is utilized by all teachers. CARE specialist oversees this process, and ensures teachers are coached around interventions and supports. Beyond SST program is a new program for our district and site. Intentionally building PD that gives teachers the time to explore the system and its tools.

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

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

