

Ella Barkley High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Ella Barkley High School
Street	Hwy. 32 And Los Robles St.
City, State, Zip	Hamilton City, CA 95951-0488
Phone Number	(530) 826-3331
Principal	Charles Tracy
E-mail Address	ctracy@husdschools.org
Web Site	https://www.husdschools.org
CDS Code	11765621130053

District Contact Information	
District Name	Hamilton Unified School District
Phone Number	(530) 826-3261
Superintendent	Charles Tracy
E-mail Address	ctracy@husdschools.org
Web Site	www.husdschools.org

School Description and Mission Statement (School Year 2018-19)

The mission of the faculty, staff, administration and Governing Board of Ella Barkley Continuation High School is to provide a comprehensive educational program for all students so that they may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for lifelong learning, and a genuine concern for the welfare and cultural diversity of others.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	1
Grade 11	2
Grade 12	5
Total Enrollment	8

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	87.5
Native Hawaiian or Pacific Islander	0.0
White	0.0
Socioeconomically Disadvantaged	100.0
English Learners	25.0
Students with Disabilities	12.5
Foster Youth	0.0

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	4	5	5	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 11/2018

Textbooks and instructional materials are reviewed and selected according to California State Standards, as well as research-based for alternative education. Textbooks are Board approved.

Other non-approved books are used in instruction. Sections of material from certain books are used to supplement the material being covered. The teacher checks all assignments against the State Standards.

All students have access to textbooks and supplemental materials that are needed to complete their credits. The district has affirmed that each student has their own textbook to use in class and to take home.

An art class is offered in the visual and performing arts.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999 Word Literature 1999	Yes	0%
Mathematics	Life Skills Math 2003 Consumer Mathematics 2003 CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015	Yes	0%
Science	Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Economics 2005 United States History 2008 United States Government 2005	Yes	0%
Health	Life Skill Heath 2005	Yes	
Science Laboratory Equipment (grades 9-12)	Meets State Standards		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school opens before and after school for students who arrive early and have to be late. The school is located adjacent to the Hamilton High School campus. The design of the classrooms is open and appropriate for individual or group teaching. The buildings and gardens are maintained by the District staff and are in good repair, and 100% of the bathrooms are functioning properly.

Teachers ensure that teaching students is safe, and that classrooms are kept in good order. A District custodian keeps the facility clean during the afternoons. The school has had the benefit of using the traditional school gym for physical education classes when needed.

The District Library serves the school with more than 7,500 books and a capacity of 15,000. The school has 12 computers connected to the internet used for learning and instruction and a greenhouse that is used by the ROP classes of Ornamental Horticulture. The entire school has access for the disabled. There are two class rooms and an administrative building / offices, all built in 1986. All elements of the School Facilities were inspected in September 2018.

The District participates in the State School Deferred Maintenance Program which provides equal dollar-for-dollar funds to support school districts with their expenses for major repairs or replacement of existing school buildings. Typically this includes roof, plumbing, heating, air conditioning, electrical system, interior and exterior paint, flooring system.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/24/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Office: Girls Bathroom Stall lock missing

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/24/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/24/18	
Overall Rating	Good

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	18.0	20.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Ella Barkley High School staff believes that parent involvement is critical to student success. Our school offers an open-door policy to its parents.

Parents are welcome to attend their student’s classes or take school tours. A visitor’s pass and a class schedule can be obtained at the Alternative Education office. Interested parents may contact Maria Reyes, Dean of Students, at (530) 826-3331 or mreyes@husdschools.org or Martha Jaeger at mjaeger@husdschools.org for more information about ways of getting involved in the school’s programs.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--	--	--	0.0	2.4	1.6	10.7	9.7	9.1
Graduation Rate	--	--	--	100.0	97.6	98.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	100.0	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	85.7	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	100.0	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	0.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	28.6	17.7	6.7	6.9	6.7	4.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. EBHS Faculty participated in the development of the plan and items are regularly reviewed. The School Safety Plan is reviewed and updated yearly. The District's School Safety Plan details Ella Barkley High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the District office for public inspection. An updated updated School Safety Plan was reviewed in Fall 2018, with pending approval by the HUSD School Board by March 2019. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	9.0	1			4.0	3			2.0	4				
Mathematics	4.0	4			3.0	4			3.0	3				
Science	8.0	2			2.0	3			4.0	2				
Social Science	5.0	4			4.0	6			3.0	6				

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	12
Counselor (Social/Behavioral or Career Development)	.10	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.10	N/A
Psychologist	.10	N/A
Social Worker	.10	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	17447		17447	67161
District	N/A	N/A	6196	\$62,018
Percent Difference: School Site and District	N/A	N/A	181.6	8.9
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	215.1	14.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the District include: Title I, Title III, GATE, Response to Instruction in Reading, Class Size Reduction K-3, extended day for at-risk students, high school tutorial, and summer school. In the 17-18 and in the current school year 18-19 a music class was added to the master schedule at Ella Barkley taught by the district music teacher.

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a State licensed Preschool and a Family Resource Center.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,193	\$42,990
Mid-Range Teacher Salary	\$76,562	\$61,614
Highest Teacher Salary	\$82,989	\$85,083
Average Principal Salary (Elementary)	\$109,474	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$114,688	\$106,243
Superintendent Salary	\$131,327	\$132,653
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	10.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Focus areas for staff development for 2016-17 school year and current school year are: Safety, continue with Professional Learning Communities, Ella Barkley teachers meet with Hamilton High School teachers on Fridays for Professional Learning Community (PLC). Areas of Professional development were selected based on the needs of our students, particularly the structured English immersion training's which are aimed at improving access to our educational programs for all students. The district continues its focus with the implementation of Common Core State Standards- specifically Integrated Math implementation, and ELD standards for designated and integrated instruction. The HUSD also offers ongoing training's for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and training's, but also with in-class observation and coaching. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Professional Learning Communities were established during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.