Zoe Barnum High School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Zoe Barnum High School
Street	216 W Harris Street
City, State, Zip	Eureka, CA 95501
Phone Number	(707) 441-2467
Principal	Adriana West
Email Address	westa@eurekacityschools.org
School Website	http://zoebarnum.eurekacityschools.org/
Grade Span	10-12
County-District-School (CDS) Code	12-75515-1232057

2024-25 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Gary Storts
Email Address	stortsg@eurekacityschools.org
District Website	www.eurekacityschools.org

2024-25 School Description and Mission Statement

Vision Statement
Our vision is to create a dynamic learning environment where every student is consistently supported and encouraged to grow in a flexible, safe, and compassionate setting. We celebrate individuality, nurture creativity, and foster a caring community where fun and learning go hand in hand, empowering each student to reach their full potential.

Mission Statement
Zoe Barnum High School, in partnership with the community, empowers students to thrive as responsible, lifelong learners and

2024-25 School Description and Mission Statement

engaged citizens. We deliver a rigorous, individualized education that prepares students to adapt and contribute in a changing world. By fostering a supportive, inclusive environment, we celebrate diversity, nurture creativity, and instill resilience, integrity, and compassion—driving each student toward their full potential.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	23
Grade 12	49
Total Enrollment	74

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	50
Non-Binary	1.4
American Indian or Alaska Native	6.8
Black or African American	2.7
Hispanic or Latino	24.3
Two or More Races	12.2
White	52.7
English Learners	9.5
Foster Youth	5.4
Homeless	23
Socioeconomically Disadvantaged	85.1
Students with Disabilities	16.2

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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.

2022-23 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)	5.40	88.39	169.20	85.86	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.10	4.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	11.45	5.60	2.88	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	13.00	6.62	14303.80	5.15
Total Teaching Positions	6.20	100.00	197.10	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30	0
Local Assignment Options	0.80	0.30	0.7
Total Out-of-Field Teachers	0.80	0.60	0.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Data Collected September 2024

Eureka City Unified held a Public Hearing on October 3, 2024, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	11th grade, They say I say-Academic Writing, adopted 2018 12th grade, Uncharted Territory, A high School Reader, adopted 2018 Edge Grammar & Writing; National Geographic, adopted 2011 The Language of Composition; Bedford, Freeman, Worth, adopted 2011 Literature (2009); McDougal Littell, adopted 2011 World Mythology, NTC Publishing Group, adopted 1994 The Glass Castle, adopted 2010 Writing That Works, adopted 2012 Of Mice and Men, adopted 2000	Yes	0

	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		
Mathematics	CA CC Algegra 1, adopted 2015 Algebra Structures and Methods, McDougal Littel, adopted 2000 Geometry: Common Core, Pearson, adopted 2015 Algebra 2 Common Core, Pearson, 2012	Yes	0
Science	Earth Science; Glencoe, adopted 2006 Biology, Miller Livine, 2007	Yes	0
History-Social Science	History Alive! Pursuing American Ideals, TCI, adopted 2018 History Alive! World Connections by TCI Teacher Curriculum Institute (TCI); adopted 2017 Economics- Econ Alive: The Power of Choose, adopted 2011 United States Government: Government Alive!, Power, Politics, and You by TCI, adopted 2020	Yes	0
Health	Health, Glencoe, 2003	No	0

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

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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	09/07/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boy's Restroom: Two of four mirrors reflective coating failing, partitions scratched with graffiti C-12: One cracked and three damaged ceiling tiles C-2: Window blinds damaged, holes in drywall from using tacks and staples C-3: Window blinds damaged, paint chipping on window ledges C-4: White board dented, drywall damaged Girl's Restroom: Two of four mirrors reflective coating failing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Staff Workroom: Repair hole in soffit screen to prevent birds from nesting
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C-15: Playground in need of asphalt crack filler to help prevent week growth and seal coated, door not latching C-7: Classroom door not latching Exterior Boy's Restroom: Door not latching Main Office: Sub teacher bent metal door frame to restroom

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	12	32	34	36	46	47
Mathematics (grades 3-8 and 11)	0	0	22	22	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	19	79.17	20.83	31.58
Female	--	--	--	--	--
Male	15	11	73.33	26.67	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	8	72.73	27.27	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	17	80.95	19.05	29.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	23	18	78.26	21.74	0.00
Female	--	--	--	--	--
Male	15	11	73.33	26.67	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	16	80.00	20.00	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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.26	2.86	26.10	26.99	30.29	30.73

2023-24 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	44	35	79.55	20.45	2.86
Female	23	18	78.26	21.74	5.56
Male	21	17	80.95	19.05	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	25	18	72.00	28.00	5.56
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	31	79.49	20.51	3.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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 one CTE credentialed teachers on staff.

We measure our student success through our graduation rate and school attendance.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	55
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	83.56
2022-23 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.

2023-24 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 requires only participation results 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

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.

2024-25 Opportunities for Parental Involvement

Zoe Barnum parents and family members play an active role in their child's education, particularly in Title I, Part A programs. They are encouraged to participate in developing and distributing the school's parent and family engagement policy through various family engagement events and participation on the School Site Council. This policy is created in collaboration with parents and reflects shared input on how to support student success. Parents are welcome to provide feedback and agree upon the policy, ensuring it aligns with their needs and expectations. In addition, parents have ongoing access to their child's

2024-25 Opportunities for Parental Involvement

grades, attendance, and the school bulletin through Power School, and are encouraged to contact the school with any concerns about attendance, academic progress, or behavior.

Parents and family members of children participating in Title I, Part A programs at Zoe Barnum High School have several ways to amend the parent and family engagement policy if necessary. They are encouraged to reach out to school administration directly with any concerns or suggestions regarding the policy. Additionally, parents can provide feedback through participation in parent surveys, which help gather valuable input from families. Parents are also welcome to attend public comment sessions during School Site Council meetings, where they can voice their perspectives. Furthermore, serving as a member of the School Site Council allows parents to play an active role in reviewing, revising, and shaping the engagement policy to ensure it meets the needs of all families. This collaborative approach ensures the policy remains flexible and responsive to the community's needs.

ECS shall involve parents and family members in the development of the LEA Plan and support and improvement plans as follows:
a. Establish a district-level parent advisory committee and an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Board of Education
b. Invite input on the plan from other district committees and school site councils
c. Communicate with parents/guardians through the district newsletter, web site, social media platforms or other methods regarding the plan and the opportunity to provide input
d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

Parents and family members of children participating in Title I, Part A programs at Zoe Barnum High School who find that the plan under ESSA Section 1112 is unsatisfactory have several avenues to express their concerns. They are encouraged to contact district office personnel directly regarding the specific area of concern, or reach out to the school administrator for assistance. Additionally, parents may participate in the public comment sessions during School Site Council meetings, where they can share feedback and suggestions. Serving as a member of the School Site Council also allows parents to be actively involved in the decision-making process and plan revisions. If concerns persist, the Local Education Agency (LEA) will submit parent comments along with the plan when it is submitted to the State, ensuring that parent perspectives are included and addressed in the planning process.

Zoe Barnum High School, which is served by Title I, Part A funds, holds an annual meeting to ensure all parents and family members of participating children are informed about the school's participation in the Title I, Part A program. This meeting is held after school hours to accommodate family work schedules and make attendance as convenient as possible. The purpose of the meeting is to explain the program's requirements and to inform parents of their rights to be involved in their child's education. Parents are notified of the meeting well in advance through an all-school message sent via phone call, text, and email, in both English and Spanish. The notification includes the location, date, and time of the meeting. Additionally, the meeting's purpose and information are shared with students and families to ensure that everyone is aware of the opportunity to engage and participate.

Zoe Barnum High School takes several steps to offer a flexible number of meetings to accommodate the diverse needs of families and encourage maximum parent involvement under Title I, Part A. Various meetings are held throughout the school year, including Back to School Night, a Mid-Year Family Feedback event, and Open House, to ensure parents have multiple opportunities to engage with the school. To further increase accessibility, School Site Council meetings are held later in the evening and offer both in-person and virtual attendance options, allowing parents to participate in the way that best fits their schedule. The school also encourages families to attend these events with additional family members, creating a welcoming environment for broader involvement. Additionally, Title I, Part A funds may be used to provide transportation, child care, or even home visits to support parents' ability to attend these meetings and events, ensuring that all families have the opportunity to be involved, regardless of potential barriers.

At Zoe Barnum High School, parents and family members of children participating in Title I, Part A programs are actively involved in the planning, review, and improvement of programs, including the development of the school's parent and family engagement policy and the schoolwide program plan. Parents are notified in advance of any upcoming events where their feedback and assessment of programs are required, ensuring they have ample opportunity to participate. Needs assessments are conducted in partnership with both students and families to evaluate the effectiveness of current programs and to identify schoolwide needs. These assessments provide critical insight into how the programs can be improved to better support student

2024-25 Opportunities for Parental Involvement

success. The School Site Council offers an organized and ongoing forum for parent involvement. Each meeting includes a public comment session, giving parents and family members the opportunity to voice their input and feedback. During these meetings, members also review the school's family engagement policies, assess the effectiveness of programs, and discuss the school's needs based on schoolwide performance data. This structured approach ensures that parents are continuously engaged in the decision-making process in a timely and meaningful way

Zoe Barnum High School ensures that parents and family members are provided with timely and comprehensive information about school programs, the curriculum in use, and the academic assessments used to measure student progress toward achieving State academic standards. School Site Council meeting agendas are posted 48 hours in advance, giving all parents and family members the opportunity to attend, discuss, and provide input on the programs and curriculum offered at the school. Parents receive regular mailings of their child's report cards and performance on state assessments, ensuring they are informed about academic progress. Additionally, parents are welcome to call the school at any time to check on their child's attendance, academic progress, or behavior. They also have access to their child's grades, attendance records, and the school bulletin through PowerSchool, an electronic information system that provides up-to-date information. Parents are encouraged to contact the administration, office staff, and teachers during school hours via phone or email with any questions or concerns. Furthermore, if requested by parents, the school is committed to organizing regular meetings to discuss suggestions and decisions related to their child's education, responding to such requests as soon as practicably possible to ensure active parent participation in the educational process.

Parents and family members of children participating in Title I, Part A programs at Zoe Barnum High School who find that the plan under ESSA Section 1112 is unsatisfactory have several avenues to express their concerns. They are encouraged to contact district office personnel directly regarding the specific area of concern, or reach out to the school administrator for assistance. Additionally, parents may participate in the public comment sessions during School Site Council meetings, where they can share feedback and suggestions. Serving as a member of the School Site Council also allows parents to be actively involved in the decision-making process and plan revisions. If concerns persist, the Local Education Agency (LEA) will submit parent comments along with the plan when it is submitted to the State, ensuring that parent perspectives are included and addressed in the planning process.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.4	22.2	26.2	1.7	5.7	9.9	7.8	8.2	8.9
Graduation Rate	93.3	57.4	72.1	94.3	88.4	88.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	61	44	72.1
Female	30	24	80.0
Male	31	20	64.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	14	11	78.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	33	22	66.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	26	19	73.1
Socioeconomically Disadvantaged	57	40	70.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	9	64.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	106	91	86	94.5
Female	52	46	44	95.7
Male	54	45	42	93.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	19	17	89.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	16	16	100.0
White	50	45	42	93.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	34	31	31	100.0
Socioeconomically Disadvantaged	95	82	78	95.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	21	20	95.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.83	6.86	13.21	6.71	8.03	7.35	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.98	0	0.05	0.05	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.21	0.00
Female	11.54	0.00
Male	14.81	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	22.22	0.00
White	10.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	17.65	0.00
Socioeconomically Disadvantaged	14.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.71	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 council reviews and approves the comprehensive school safety plan annually before the end of January and is approved by the school board in February of each year.

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		
Mathematics	7	5		
Science	8	4		
Social Science	12	6		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12	7		
Mathematics	6	6		
Science	9	4		
Social Science	14	6		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,766	$149	$14,616	$47,656
District	N/A	N/A	$8,833	$67,397
Percent Difference - School Site and District	N/A	N/A	49.3	-34.3
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	30.3	-59.1

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$46,858	$54,930
Mid-Range Teacher Salary	$68,005	$85,386
Highest Teacher Salary	$92,039	$111,172
Average Principal Salary (Elementary)	$103,216	$136,564
Average Principal Salary (Middle)	$124,593	$141,339
Average Principal Salary (High)	$128,480	$153,241
Superintendent Salary	$232,201	$224,537
Percent of Budget for Teacher Salaries	25.04	28.69
Percent of Budget for Administrative Salaries	6.14	5.55

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. We have been using local attendance and graduation rate data to determine if we are meeting our goals of dropout prevention.

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.

The district offers three days of professional development with a focus on visible learning and teacher clarity. For the 2024-2025 school year, the district and school site will begin to implement the PLC process with various focus on areas aligned with the dashboard indicators. Zoe Barnum has seen a need for embedded collaboration amongst administration and teachers. As a result, the bell schedule was evaluated to incorporate collaboration on Monday's. This time has served the campus in developing the values and visions, creating school wide expectations, and participation in the PLC process focused on a problem of practice.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6