

Eureka Senior 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	Eureka Senior High School
Street	1915 J Street
City, State, Zip	Eureka, CA 95501
Phone Number	(707) 441-2508
Principal	Robert Standish
Email Address	standishr@eurekacityschools.org
School Website	https://ehs.eurekacityschools.org/
Grade Span	9-12
County-District-School (CDS) Code	12-75515-1232206

2024-25 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-4414
Superintendent	Gary Storts
Email Address	stortsg@eurekacityschools.org
District Website	www.eurekacityschools.org

2024-25 School Description and Mission Statement

Mission Statement:

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

EHS has these beliefs about learners and learning:

We believe learners excel when they direct their learning with personalized support and high expectations.

2024-25 School Description and Mission Statement

We believe learning flourishes in safe, inclusive spaces where students feel they belong.
We believe learners learn at their own unique pace, in their own unique way, and deserve their own unique supports.
With a growth mindset, we believe learners overcome challenges and grow through effort.
We believe learning should be joyful, relevant, and connected to real-life experiences.

As part of a major effort at ECS, EHS is moving towards a performance-based learning model that will empower student ownership of learning. Performance-based learning models in high schools emphasize students demonstrating their knowledge and skills through practical application, creating products, or solving real-world problems, rather than solely relying on traditional assessments like multiple-choice tests. EHS continues its implementation and ongoing professional development with Visible Learning. Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. Visible Teaching and Learning occurs when teachers see learning through the eyes of students and help them become their own teachers. In addition EHS uses Constructing Meaning (CM), Unified Classroom, and AVID strategies. CM focuses on a student's ability to critically think and communicate across all curricular areas. Unified Classroom is an upgrade to our current grade program and allows teachers to share information with students and parents via classroom pages and create assessments. EHS is a national AVID Site of Distinction and we continue to implement and train on AVID strategies such as Socratic seminar. EHS staff is continuously being trained in PBIS and Restorative Practices, proven methods of reducing discipline issues and improving school climate. In meeting the diverse needs of our students, we provide a breadth of curriculum not available in any other public or private high school in Humboldt County. EHS is partnering with College of the Redwoods to offer a variety of dual enrollment classes, where students can receive college credit while on the high school campus. Our scholastic emphasis provides a college-going culture supported by an in-depth career technology education program (CTE), performing and visual arts, and a variety of athletics and clubs. All students will succeed at Eureka High School.

Major Achievements:

- Eureka High School offered 9 different AP courses, with three additional courses offered on a rotating basis. 5 additional courses receive UC/CSU honors credit. 2 courses totaling 11 sections are dual-enrolled with College of the Redwoods. This includes CTE classes, Freshman Seminar and AP Composition.
- 44 EHS students were recognized by the State of California with the Seal of Bi-Literacy.
- We are a nationally recognized Service Learning School.
- Additionally, we boast programs with students and teachers receiving regional and state recognition and honors. These include honors in Future Farmers of America (FFA), Science Bowl team, Distributive Education Clubs of America (DECA - Business Education) and comprehensive programs in both instrumental and vocal music.
- We are proud that in addition to championships, our athletic program continues to build character through the Inside Out initiative in our student-athletes that impacts our community beyond the athletic arena. EHS has a student athletic council, with leaders from each team.
- The EHS Theater Program continues to be recognized for the volume and quality of its productions which were adapted to online this year.
- EHS students consistently perform at the Regional Poetry Out Loud competition and have competed at the state level.
- EHS students have been finalists in Innovate Business Challenge sponsored by Decades of Difference multiple years, often with multiple students. (not held this year)
- EHS is home to a world-renowned bird collection and partners with the Audubon Society and Humboldt State University.
- EHS offers three World Languages- Spanish, German and Yurok.
- EHS is the only public school in the region offering the Prevention Project curriculum on human trafficking and was featured on CNN's The Freedom Project.
- Many EHS seniors receive the State Seal of Biliteracy
- Many EHS seniors receive the State Seal of Civic Engagement

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	316
Grade 10	326
Grade 11	291
Grade 12	293
Total Enrollment	1,226

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	4
Asian	9.3
Black or African American	1.7
Filipino	0.7
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	1.6
Two or More Races	10
White	46.7
English Learners	12.3
Foster Youth	1
Homeless	6
Socioeconomically Disadvantaged	62.8
Students with Disabilities	14.5

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.90	90.19	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	1.77	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.71	7.50	4.05	12115.80	4.41
Unknown/Incomplete/NA	4.10	7.31	9.80	5.33	18854.30	6.86
Total Teaching Positions	56.50	100.00	185.20	100.00	274759.10	100.00

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)	55.00	90.11	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)	0.40	0.66	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	1.52	5.40	2.74	11953.10	4.28
Unknown/Incomplete/NA	4.70	7.70	11.60	5.84	15831.90	5.67
Total Teaching Positions	61.00	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)	52.00	84.33	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)	2.20	3.59	5.60	2.88	11746.90	4.23
Unknown/Incomplete/NA	7.40	12.06	13.00	6.62	14303.80	5.15
Total Teaching Positions	61.70	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	1.00	0.40	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	0.40	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	0.00	1
Local Assignment Options	0.40	0.90	1.2
Total Out-of-Field Teachers	0.40	0.90	2.2

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)	2.20	0.8	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	Edge Grammar & Writing, National Geographic, adopted 2011 The Language of Composition; Bedford, Freeman, Worth, adopted 2011 Literature (2009); McDougal Littell, adopted 2011 Brave New World, Harper Perennial Modern Classics, adopted 2010 World Mythology, NTC Publishing Group, adopted 1994 The Oedipus Plays of Sophocles, Penguin Books, 1996 The Glass Castle, adopted 2010 House on Mango Street by Sandra Cisneros, adopted 2004 Speak by Laurie Anderson, adopted 2004 Of Mice and Men, adopted 2000 Catcher in the Rye, adopted 1999 Lord of the Flies, adopted 2006 To Kill a Mockingbird, adopted 2001 Into the Wild, adopted 2009 The Grapes of Wrath, adopted 1997 The Great Gatsby, adopted 1997 Shakespeare, adopted 1997 Secret Life of Bees, adopted 2003 Night by Elie Wiesel, adopted 1996	Yes	0

	11th grade, They say I say-Academic Writing, adopted 2018 12th grade, Uncharted Territory, A high School Reader, adopted 2018 ELD: EL Achieve, Systematic ELD, adopted 2017, updated 2024		
Mathematics	Algebra Readiness by McDougal Littell, Adopted 2009 Algebra 1: California Common Core by Pearson, Adopted 2015 Geometry: Common Core by Pearson, Adopted 2015 Algebra 2: Common Core by Pearson, Adopted 2012 The Practice of Statistics 6th edition by WH Freeman, Adopted 2022 Calculus: AP Calculus by Bedford, Freeman and Worth, Adopted 2023 Precalculus with Limits by Houghton-Mifflin, Adopted 1997 Trigonometry: Functions and Application by Addison-Wesley, Adopted 2000	Yes	0
Science	Earth Science: Geology, the Environment, and the Universe by Glencoe, Adopted 2006 Biology 7th ed. by Pearson Prentice Hall, Adopted 2006 Anthony's Textbook of Anatomy & Physiology by Mosby & Elsevier, Adopted 2008 Marine Biology by McGraw Hill, Adopted 2013 Modern Chemistry; Holt Reinhart, Winston; Adopted 2006 Conceptual Physics: The High School Physics Program by Pearson Prentice Hall, Adopted 2006 Environmental Science for the AP Course by WH Freeman, Adopted 2016 Plant & Soil Science: Fundamentals and Applications by Delmar Cengage Learning, Adopted 2016	Yes	0
History-Social Science	10th Grade: History Alive! World Connections by TCI, Adopted 2017 10 Grade AP: Traditions & Encounters: A Global Perspective on the Past by McGraw-Hill, Adopted 2019 11th Grade: History Alive!, Pursuing American Ideals by TCI, Adopted 2018 11th Grade AP: Fabric of a Nation: A Brief History with Skills and Sources by BFW Publishers, Adopted 2020 12 Grade: Econ Alive! The Power to Choose by TCI, Adopted 2011 Government Alive! Power, Politics, and You by TCI, Adopted 2020 12th Grade AP: American Government Institutions and Policies, Wilson/Dilulio/Bose Adopted 2021	Yes	0
Foreign Language	Komm mit! (German) Levels 1, 2, 3; Holt Rinehard & Winston, adopted 1995 Descubre Level 1, 2 and 3, adopted 2018 AP Spanish, Abriendopaso, Adopted 2014	Yes	0
Health			0

School Facility Conditions and Planned Improvements

The Eureka High School Campus is situated on approximately fourteen acres of land, surrounded by a residential neighborhood. We have beautiful outdoor athletic facilities in Albee Stadium and Bud Cloney Baseball Field, providing the community with a prideful possession. The school buildings underwent a major remodeling effort supported by a school bond passed by the local voters in 2004. This effort has brought about several positive changes to the facility, along with various challenges. We now have a comprehensive visual arts program, boasting a Ceramics Studio, a Jewelry and Sculpture Studio, a Painting and Drawing Studio, and a Graphic Arts Studio. In our effort to maintain our offerings in Career & Technical Education, we have a modern building for our woodworking program and have a remodeled metals and welding facility. Another exciting focus for us is in a newly remodeled Information Technology Building, to house various new technologies programs of instruction. Our partnership with the local cable company, the county and various city governments, and Access Humboldt, the public access television station, resulted in the design and installation of a television studio within this building as well. We moved forward with Measure S projects, with the completion of the Music building in the spring of 2018. The new agriculture building was completed in early 2021 and students were able to enjoy the new facility when they returned to campus in March. Construction on the new gym began in June of 2021 and was completed and Opened in August of 2023. Plans for modernizing the science building are in process, which will include revitalizing classrooms, a new heating system, and a roof. Measure T, which will fund upgrades to Albee Stadium and Bud Cloney baseball field should break ground summer of 2024. The project will replace and modernize the drainage system, install a turf football field and new track. A new snack bar and restroom facility along with a new team room and upgrades to the existing team room is planned. Baseball and softball fields will be upgraded, along with batting cages and bullpens.

With these positive developments, our campus has many challenges as well. The Auditorium is currently closed due to repairs from the earthquake in December of 2022. Performances have been moved to local venues. The Science building is currently closed, so classrooms have moved to portables and a basement room in the main building. The main campus buildings are aged but historically significant, creating various levels of difficulty when designing improvements. Meeting challenges ranging from compliance with the Americans with Disabilities Act to the seemingly simple issues of upgrading electrical power required of new instructional technologies create a multitude of problems for us in these buildings. Many upgrades to technology and wifi occurred this year.

Year and month of the most recent FIT report

11/2/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			IT 101 Classroom: Heater replacement in-progress Music Building: Heater not working, P-17: Heater not working, dry rot on fascia, currently used as file storage
Interior: Interior Surfaces		X		Attendance Office 104: Wall paneling water stained and needs to be refinished Auditorium: First floor hallway has water stained ceiling tiles. Leaking is through the second floor exterior breezeway, balcony is closed due to structural and ADA issues Cafeteria: Floor patched and in need of replacement Classroom 114: Hole in drywall under whiteboard, several lamps out in light fixtures Classroom 122: Ceiling tiles sagging, several lamps out in light fixtures Classroom 202: Ceiling tile water stained, hallway exit light out Classroom 204: Paint peeling in entry classroom alcove, hallway tile sagging, carving in hallway panel next to door, skylight panel missing

School Facility Conditions and Planned Improvements

			<p>Classroom 206: Instructor used staples and nails to flags, t-shirts, and posters damaging drywall finish</p> <p>Copy Room 213: Floor tile chipped by copy machine</p> <p>DO Boy's Restroom: Partitions scratched, middle sink faucet not working</p> <p>DO Girls Restroom: Partitons scratched, hot water to sink not working</p> <p>Dressing Room: Paint peeling on stairway ceiling and walls, food splatter on walls</p> <p>First Floor Boy's Restroom: Partitions scratched, light lens water stained,</p> <p>First Floor Girl's Restroom: Partition panels have deep scratches, reflective coating on mirrors failing</p> <p>G Building: Carpet stained, water stained ceiling tiles</p> <p>IT 103 Classroom: Drywall damaged by staples, water stained ceiling tile (1), broken/missing ceiling tiles (3)</p> <p>IT 105 Classroom: Paint peeling on overhang above exterior south entry door</p> <p>IT 203 Classroom: Wall finish on pillars damaged</p> <p>IT First Floor Boy's Restroom: Partitions scratched, mirrors have been removed</p> <p>IT First Floor Girl's Restroom: Partitions scratched</p> <p>Kitchen: Flooring in need of replacement</p> <p>Library: Hallway stair treads need replacement, back hallway ceiling panels ajar and water stained</p> <p>Lobby Single Stall Restroom: Mirror cracked</p> <p>Lobby: Resecure threshold corners</p> <p>MB 100: Oak paneling in need of refinishing around drinking fountain</p> <p>MB 15: Paint peeling in stariway, exterior door delaminating, boiler sign missing</p> <p>Office 103: Several ceiling tiles missing</p> <p>P-21: Carpet worn, siding dry rot</p> <p>P-22: Ceiling tiles water stained, carpet in poor condition</p> <p>Regalia Office: Signage needs to be installed to replace laminated sign</p> <p>Second Floor Boy's Restroom: Mirror scratched, wall repaired needed to remount missing sink</p> <p>Second Floor Girl's Restroom: Plaster cracked and paint peeling, mirrors scratched, two toilets bases loose skylights cracked</p> <p>Snack Bar: Flooring in need of replacement</p> <p>Staff Work Room: Water stained ceiling tiles, outlet cover plate missing</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>:</p> <p>Dressing Room: Paint peeling on stairway ceiling and walls, food splatter on walls</p> <p>G Building: Carpet stained, water stained ceiling tiles</p>
<p>Electrical</p>	X		<p>Classroom 111: Several lamps out in light fixtures</p> <p>Classroom 113: Several lamps out in light fixtures</p> <p>Classroom 114: Hole in drywall under whiteboard, several lamps out in light fixtures</p> <p>Classroom 116: Several lamps out in light fixtures</p> <p>Classroom 118: Several lamps out in light fixtures</p> <p>Classroom 119: Several lamps out in light fixtures</p>

School Facility Conditions and Planned Improvements

			<p>Classroom 121: Lights lens missing, several lamps out in light fixtures</p> <p>Classroom 122: Ceiling tiles sagging, several lamps out in light fixtures</p> <p>Classroom 207: Hallway lamps out</p> <p>Classroom 212: Secure dangling ceiling mounted projector cord</p> <p>Classroom 222: Instructor ran speaker cords in front of doorway and covered with a rug, extension cords and plug strips ran across room in multiple locations</p> <p>Counseling Office: Several lamps out in light fixtures</p> <p>First Floor Boy's Restroom: Partitions scratched, light lens water stained,</p> <p>MB 10: Drinking fountain loose on sink, light lens missing</p> <p>Staff Work Room: Water stained ceiling tiles, outlet cover plate missing</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>Ag Boy's Restroom: Toilet base loose</p> <p>Ag Girl's Restroom: Toilet base loose</p> <p>Basement Restroom: Urinal drain screen missing, sink faucet broken</p> <p>DO Boy's Restroom: Partitions scratched, middle sink faucet not working</p> <p>DO Girls Restroom: Partitons scratched, hot water to sink not working</p> <p>Lobby Girl's Restroom: Flush valve leaking on handicapped toilet</p> <p>MB 10: Drinking fountain loose on sink, light lens missing</p> <p>Second Floor Boy's Restroom: Mirror scratched, wall repaired needed to remount missing sink</p> <p>Second Floor Girl's Restroom: Plaster cracked and paint peeling, mirrors scratched, two toilets bases loose skylights cracked</p> <p>Storage 219: Sink faucet off</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>MB 101: Paint fire extinguisher box</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>Ag Welding Shop: Wall repair needed due to van hitting East shop wall</p> <p>Auditorium: First floor hallway has water stained ceiling tiles. Leaking is through the second floor exterior breezeway, balcony is closed due to structural and ADA issues</p> <p>Aux. Gym: Floor cupping, contractor to repair</p> <p>Classroom 204: Paint peeling in entry classroom alcove, hallway tile sagging, carving in hallway panel next to door, skylight panel missing</p> <p>Classroom 220: Hallway skylight panel missing</p> <p>P-17: Heater not working, dry rot on fascia, currently used as file storage</p> <p>P-19: Siding dry rot</p> <p>P-20: Siding dry rot</p> <p>P-21: Carpet worn, siding dry rot</p> <p>Second Floor Boy's Restroom: Mirror scratched, wall repaired needed to remount missing sink</p>

School Facility Conditions and Planned Improvements

			Second Floor Girl's Restroom: Plaster cracked and paint peeling, mirrors scratched, two toilets bases loose skylights cracked
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Lecture Hall: Weather stripping on south facing doors need to be replaced MB 15: Paint peeling in stariway, exterior door delaminating, boiler sign missing S104:

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)	52	54	34	36	46	47
Mathematics (grades 3-8 and 11)	21	15	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	284	265	93.31	6.69	53.58
Female	133	123	92.48	7.52	60.98
Male	151	142	94.04	5.96	47.18
American Indian or Alaska Native	16	16	100.00	0.00	31.25
Asian	23	23	100.00	0.00	47.83
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	79	92.94	7.06	46.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	18	85.71	14.29	61.11

White	131	122	93.13	6.87	61.48
English Learners	35	33	94.29	5.71	6.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	187	176	94.12	5.88	49.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	34	87.18	12.82	14.71

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	285	267	93.68	6.32	15.36
Female	134	124	92.54	7.46	9.68
Male	151	143	94.70	5.30	20.28
American Indian or Alaska Native	16	16	100.00	0.00	18.75
Asian	23	23	100.00	0.00	13.04
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	80	94.12	5.88	7.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	18	85.71	14.29	16.67
White	131	122	93.13	6.87	21.31
English Learners	35	34	97.14	2.86	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	188	178	94.68	5.32	11.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	34	87.18	12.82	2.94

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)	29.12	33.72	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	366	354	96.72	3.28	33.62
Female	174	168	96.55	3.45	37.50
Male	192	186	96.88	3.12	30.11
American Indian or Alaska Native	14	14	100.00	0.00	35.71
Asian	43	43	100.00	0.00	23.26
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	88	95.65	4.35	20.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	40.63
White	171	164	95.91	4.09	42.68
English Learners	43	42	97.67	2.33	2.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	231	224	96.97	3.03	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	46	92.00	8.00	6.52

2023-24 Career Technical Education Programs

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

For 24-25 Eureka High School offered eight course sequences for CTE pathways that total 22 year long courses. The pathways focus on five industry sectors including: Agriculture and Natural Resources (Ag Mechanics, Agri-Science, Floral Design), Building and Construction Trades (Cabinetmaking, Millwork and Woodworking), Hospitality, Tourism and Recreation (Culinary), and Transportation (Diagnostic, Service, and Repair - Auto).

The CTE advisory committee includes members who represent the plumbing, electrical, engineering, real estate, and financial

2023-24 Career Technical Education Programs

services industries as well as employment services. We have a diverse collection of students representing the different pathways and reflecting our diverse student population, as well as members of our district and county offices. We included a school guidance tech that deals with our Career Technical Education programs to speak about the academic developments and our school leadership to address any recent or upcoming changes to our program.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	402
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	64.1
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	94.93
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	33.08

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
Grade 9	93.8	93.5	93.2	93.2	93.8

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

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

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

New to this year, EHS is forming a School Site Council (SCC) The School Site Council serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources.

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

Parents/Guardians of students with disabilities that have either a 504 or IEP are invited at least on an annual basis to conduct a review of their learners plan to address needs and supports in the student's day.

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 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	0.0	2.1	6.3	1.7	5.7	9.9	7.8	8.2	8.9
Graduation Rate	95.9	94.3	91.9	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	285	262	91.9
Female	142	136	95.8
Male	143	126	88.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	11	10	90.9
Asian	30	30	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	77	64	83.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	23	23	100.0
White	134	125	93.3
English Learners	50	44	88.0
Foster Youth	--	--	--
Homeless	29	25	86.2
Socioeconomically Disadvantaged	200	185	92.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	48	34	70.8

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	1279	1254	318	25.4
Female	594	578	154	26.6
Male	684	675	163	24.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	52	51	20	39.2
Asian	113	113	11	9.7
Black or African American	23	21	8	38.1
Filipino	--	--	--	--
Hispanic or Latino	338	330	88	26.7
Native Hawaiian or Pacific Islander	20	20	0	0.0
Two or More Races	148	143	52	36.4
White	577	568	138	24.3
English Learners	162	157	21	13.4
Foster Youth	17	16	9	56.3
Homeless	108	103	50	48.5
Socioeconomically Disadvantaged	857	841	251	29.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	197	191	86	45.0

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
9.23	8.71	6.72	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
0.15	0.07	0.16	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	6.72	0.16
Female	5.22	0.00
Male	7.89	0.29
Non-Binary	0.00	0.00
American Indian or Alaska Native	13.46	0.00
Asian	0.00	0.00
Black or African American	26.09	4.35
Filipino	0.00	0.00
Hispanic or Latino	5.92	0.30
Native Hawaiian or Pacific Islander	10.00	0.00
Two or More Races	10.14	0.00
White	6.24	0.00
English Learners	5.56	0.00
Foster Youth	11.76	0.00
Homeless	18.52	0.93
Socioeconomically Disadvantaged	7.58	0.23
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.72	0.51

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

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

2024-25 School Safety Plan

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

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	25	13	27	8
Mathematics	24	21	23	3
Science	22	10	20	
Social Science	27	9	14	9

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	23	19	12	12
Mathematics	23	15	18	6
Science	25	5	20	
Social Science	26	9	7	11

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	408.67

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)	3.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.3
Social Worker	0.5
Nurse	0.8
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	\$8,751	\$1,872	\$6,879	\$55,825
District	N/A	N/A	\$8,833	\$67,397
Percent Difference - School Site and District	N/A	N/A	-24.9	-18.8
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-44.1	-44.4

Fiscal Year 2023-24 Types of Services Funded

The Eureka City Schools District has been experiencing a long-term declining enrollment, following a trend experienced throughout the county. This declining enrollment combined with drops in state revenue has resulted in declining funding for educational programs and related services. EHS had an increase in enrollment for the last 4 school years with the 24-25 school year seeing no significant enrollment shift.

Despite these fiscal struggles, we have a complete and comprehensive English Learner Program and Special Education Services. The Special education department has launched an initiative that supports increasing amounts of student in the general education environment through the use of Co-teaching. The Special Education Department also has the ability to support students every period through the implementation of the new testing center for the 23-24 school year. Our Economic Impact Aide funding partially supports our certificated Advancement Via Individual Determination (AVID) program which guides gifted but underachieving students toward college. We continue to offer ELD and English Loop classes to support English learners. Through ESSER funds the last three years, the site has been able to fund a credit recovery sections which address students that have fallen credit deficient.

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	18.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

Eureka High School utilized weekly collaboration time to work as a whole staff, departments, subject-specific groups, and cross-curricular groups. As part of a major effort at ECS, EHS is moving towards a performance-based learning model that will empower student ownership of learning. Performance-based learning models in high schools emphasize students demonstrating their knowledge and skills through practical application, creating products, or solving real-world problems, rather than solely relying on traditional assessments like multiple-choice tests. EHS continues its implementation and ongoing professional development with Visible Learning. Visible Learning means an enhanced role for teachers as they become

Professional Development

evaluators of their own teaching. Visible Teaching and Learning occurs when teachers see learning through the eyes of students and help them become their own teachers. In addition EHS uses Constructing Meaning (CM), Unified Classroom, and AVID strategies. CM focuses on a student's ability to critically think and communicate across all curricular areas. Unified Classroom is an upgrade to our current grade program and allows teachers to share information with students and parents via classroom pages and create assessments. EHS is a national AVID Site of Distinction and we continue to implement and train on AVID strategies such as Socratic seminar. EHS staff is continuously being trained in PBIS and Restorative Practices, proven methods of reducing discipline issues and improving school climate. In meeting the diverse needs of our students, we provide a breadth of curriculum not available in any other public or private high school in Humboldt County. EHS is partnering with College of the Redwoods to offer a variety of dual enrollment classes, where students can receive college credit while on the high school campus. Our scholastic emphasis provides a college-going culture supported by an in-depth career technology education program (CTE), performing and visual arts, and a variety of athletics and clubs. All students will succeed at Eureka High School.

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

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

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

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

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