

Alice Birney Elementary 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	Alice Birney Elementary School
Street	717 South Avenue
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 441-2495
Principal	Kristin Sobilo
Email Address	sobilok@eurekacityschools.org
School Website	alicebirney.org
Grade Span	TK-5
County-District-School (CDS) Code	12-75515-6007751

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
Mission Statement Alice Birney Elementary is committed to preparing every student with the skills, knowledge, and problem solving techniques needed to become successful participants globally by involving them in an innovative, challenging, and personalized education. Our focus is providing an inclusive education where all students grow together and succeed. School Profile Alice Birney School serves 400 students in grades Transitional-Kindergarten through 5th. We have a proud tradition of

2024-25 School Description and Mission Statement

academic achievement, responsible citizenship and community outreach. We believe that all students can learn and we promote high standards of learning for all students. Our safe and supportive learning environment enhances student achievement, develops personal responsibility, and practices respect for all. We celebrate diversity, which is natural to our school family, and utilize school-wide projects to benefit and partner with the greater community. In addition to an active PTA, we have many regular parent and community volunteers on our campus. Parents and community friends assist at learning centers in the classrooms, provide expertise for the school's instructional garden, participate in enrichment activities, lead a bike club, and provide transportation for student field trips and student activities. Alice Birney has dynamic partnerships with a variety of businesses and service organizations in the Eureka area who give their support for our children in a variety of ways, truly extending learning beyond the walls of the classroom. We believe in and practice the reciprocity of a genuine partnership through a variety of projects: Humboldt County Office of Education, Blue Lake Rancheria, Ink People, Local organic farmers, Grow Together. We are joined with an elementary school in JiHang, Taiwan for our second year. A group traveled to Taiwan in the summer of 2023 to deepen the projects with JiHang. We will do introduction videos, Care Packages around holidays, puppet show for Earth Day, and end of the year video.

Major Achievements

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

Focus for Improvement

As life-long learners we at Alice Birney embrace opportunities for improvement. Our teachers regularly participate in school-wide, grade level and District collaborations where they share best practices and learn current, research-based instructional strategies for increased student achievement. Math and Language Arts instruction are areas of focus in addition to strategies to better serve English Language Learners. In addition, we employ many highly-trained teachers and technicians to serve our students who are learning English and those needing extra assistance in reading. We have designed a comprehensive program for our Newcomers through the use of a Bilingual Technician and scheduling. With collaborative input from district-wide staff, we have identified cultural responsiveness, implementing our new ELA adoption, visible learning initiative through learning intentions and success criteria. Teachers are applying their knowledge now of the Science of Reading with our new ELA program and implementing a WIN (whatever I need) targeted instructional time across all grades. This year, we launched a school wide initiative where teachers taught the first ELD unit to all students around Getting to Know each other. They use language frames and structured student talk routines to set expectations for the year. The EL teachers co-taught this unit with classroom teachers. UFLI is still being supplemented in some targeted group instruction for WIN Time. We are driven by data in this collaborative. Teachers delivered the BPST this year, an overview of phonics understanding.

We deepen our work with Community Schools. Our Nest comprises of a tiered approach. Tier one supports are in place in the classroom- break space and recovery spaces. Our Nest staff responds to radio calls based on behavior. They are trained to intervene, de-escalate, and support the student in re-entry into the classroom. Students accessing their learning and teachers being supported to teach are the goals. The Nest teacher pushes into Kinder-5th classrooms to teach social emotional learning skills- Zones of Regulation. Visual posters and success criteria are evident around the school. Expectation stations are taught to students each break to review our expectations clearly. Ticket drawings happen every Monday with an emphasis on last week's skills. We continue to teach skills through the use of slideshows, rotations through stations, and Monday themes. This year we implemented our Ruby Bridges Walk a second year, and we started a El Dia De Los Muertos celebration.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	69
Grade 2	54
Grade 3	53
Grade 4	80
Grade 5	56
Total Enrollment	383

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	45.4
Male	54.6
American Indian or Alaska Native	3.9
Asian	15.9
Black or African American	4.2
Filipino	0.5
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	3.1
Two or More Races	15.9
White	25.3
English Learners	34.5
Foster Youth	2.1
Homeless	11.5
Socioeconomically Disadvantaged	86.4
Students with Disabilities	17.2

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)	18.90	100.00	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	9.80	5.33	18854.30	6.86
Total Teaching Positions	18.90	100.00	185.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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)	18.60	88.91	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)	2.00	9.56	9.10	4.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.58	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	20.90	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	1
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	2

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	0
Local Assignment Options	0.00	0.00	0.3
Total Out-of-Field Teachers	0.00	0.00	0.3

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	6.2
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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3 Core Knowledge Language Arts CKLA, adopted 2023 4-5: Core Knowledge Language Arts CKLA, adopted 2023 ELD: EL Achieve, Systematic ELD, adopted 2017 SDC: McGraw Hill, Reading Mastery, adopted 2015	Yes	0
Mathematics	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted in 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	Yes	0
Science	K-5: Foss Science Kits Delta Education, Full Option Science-Standards Aligned Adopted in 2007	Yes	0
History-Social Science	K-5: Teacher Curriculum Institute TCI, adopted 2022	Yes	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

9/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Classroom E-8: Used as storage, building is scheduled to be removed. Heater is off, wall finishes damaged, water to sink off, siding dry rot
Interior: Interior Surfaces			X	Boy's Playground Restroom: Reflective coating chipping on mirrors, toilet base loose, door not latching Classroom 10: Cracked ceiling tile Classroom 11: Floor bubbled Classroom 3: In need of interior painting, classroom door not latching, lobby doors out of alignment Classroom 4: Flooring bubbled, door not latching Classroom 6: In need of interior painting Classroom 8: Flooring bubbled, drywall corner on heater closet damaged Classroom 9: In need of interior painting, flooring bubbled Classroom B: Adhesive removed from walls and room is in need of interior painting Classroom C: In need of interior painting, paint chipped above door Classroom E-20: Building is scheduled for removal. Playground matting repair, weed abatement, add wood chips, dry rot on siding, floor tile chipped Classroom E-8: Used as storage, building is scheduled to be removed. Heater is off, wall finishes damaged, water to sink off, siding dry rot Girl's Playground Restroom: Reflective coating chipping on mirrors, floor tile missing by toilet base in handicapped stall Office: Carpet worn, paint peeling on walls in nurse's office and exterior staff restroom Wing 2 Boy's Restroom: Remove rusted soap dispenser, fill holes in tile, not ADA accessible Wing 2 Girl's Restroom: Partitions rusted, peeling paint, not ADA accessible

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			Cafeteria: Secure electrical gutter to exterior wall, weather stripping on doors facing parking lot, replace torn truncated domes on sidewalk Classroom 12: Data port pulled out of wiremold track Classroom 21: Night lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boy's Playground Restroom: Reflective coating chipping on mirrors, toilet base loose, door not latching Cafeteria Boy's Restroom: Faucet loose on sink, roof drain repair Cafeteria Girl's Restroom: Faucet loose on sink Classroom 15: Drinking fountain low flow Classroom 22: Adjust flow of the drinking fountain on sink Classroom E-8: Used as storage, building is scheduled to be removed. Heater is off, wall finishes damaged, water to sink off, siding dry rot Wing 2 Girl's Restroom: Partitions rusted, peeling paint, not ADA accessible
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cafeteria Boy's Restroom: Faucet loose on sink, roof drain repair Classroom A: Rebuild exterior playground storage area, replace broken teeter spring rider Classroom E-20: Building is scheduled for removal. Playground matting repair, weed abatement, add wood chips, dry rot on siding, floor tile chipped Classroom E-8: Used as storage, building is scheduled to be removed. Heater is off, wall finishes damaged, water to sink off, siding dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Boy's Playground Restroom: Reflective coating chipping on mirrors, toilet base loose, door not latching Cafeteria: Secure electrical gutter to exterior wall, weather stripping on doors facing parking lot, replace torn truncated domes on sidewalk Classroom 3: In need of interior painting, classroom door not latching, lobby doors out of alignment Classroom 4: Flooring bubbled, door not latching Classroom A: Rebuild exterior playground storage area, replace broken teeter spring rider Classroom E-20: Building is scheduled for removal. Playground matting repair, weed abatement, add wood chips, dry rot on siding, floor tile chipped Playground Staff Restroom: Hole in chainlink gate, corridor wall damage

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)	19	14	34	36	46	47
Mathematics (grades 3-8 and 11)	18	18	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	189	178	94.18	5.82	14.12
Female	78	74	94.87	5.13	17.57
Male	111	104	93.69	6.31	11.65
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	16.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	58	89.23	10.77	13.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	15.38
White	46	45	97.83	2.17	15.56
English Learners	61	55	90.16	9.84	7.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	168	94.92	5.08	12.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	12.12

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	189	184	97.35	2.65	18.13
Female	78	75	96.15	3.85	14.67
Male	111	109	98.20	1.80	20.56
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	29.17
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	17.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	26	92.86	7.14	28.00
White	46	45	97.83	2.17	15.56
English Learners	61	61	100.00	0.00	8.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	172	97.18	2.82	17.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94.29	5.71	15.63

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)	16.07	9.43	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	58	54	93.10	6.90	9.43
Female	28	25	89.29	10.71	0.00
Male	30	29	96.67	3.33	17.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	5.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	15	14	93.33	6.67	14.29
English Learners	15	14	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	50	92.59	7.41	4.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

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 5	98.2	96.4	100	98.2	96.4

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
Recognizing the critical role families play in our students' education, Alice Birney School invites active family involvement. We encourage family members to volunteer in classrooms, on field trips, or in our school library. We also welcome parents to become involved in decision-making groups on campus such as School Site Council, our English Language Advisory Committee, and PTA. In addition, our PTA and ELAC have sponsored events. Events designed to bring families into our school are planned on a regular basis and include Trunk and Treat, an Evening with Santa an annual "Garden Work Party", El Dia De Los Muertos Celebration, and a Multi-Cultural Fair. This year we will have three Stamina Award breakfasts to celebrate our nominees. Parents will be participating in PIQUE this year, and those who did last year, are helping to develop a Bi-Literacy Night this January. To provide more information to our 5th grade families, an information night about middle schools will take place in late January. Alice Birney is a dynamic learning environment with a dedicated and caring staff and a sense of family spirit that involves staff, students and their families. We consider the parents and families of our students as our #1 partners in the education and support of the students we share. A monthly newsletter, Parent/ Family information board in our office foyer, our Facebook page, and annual "family-school" events are held to promote an informal exchange of information and ideas and are well-attended by families and staff. We honor academic stamina each month with a certificate and medal. Surveys of parents during dismissal worked effectively for parents to provide feedback. Parents provided feedback on our bus/pick up line. We have a weekly parent meeting with our Community School liaison called the Eagle Cafe where parents can share and ask questions. This year, we are working with partners to increase attendance at our ELAC meetings. We have done it! We have over 26 members attending. The outreach by our EL technician is part of the success. We have teamed with Centro Del Pueblo for outreach to our Hispanic families. They provide financial and informational resources. Our Garden Day on October 28 was a success. We juiced apples from our tree, weeded, planted, and built new shelves. Each student had about a 1/2 ounce of juice on Halloween. We are ready for the winter months. We continue to have our Garden Seasonal Celebration each trimester, as well as our Garden Stewardship program on Tuesday at lunch for all 1-5th grade students and ASP on Tuesday /Thursday. Parents support our Garden Steward project on site. We partnered with the Ink People this year around a grant for the arts in education. We have created murals, puppet shows, and this year, we will design a Native American mural for our site that honors the Wiyot.

2024-25 Opportunities for Parental Involvement

Alice Birney is a bilingual staff. We have a Spanish interpreter phone extension for families who speak Spanish only. Our bilingual technician has created a group messaging system for parents on a popular application. We provide Hmong translation as well. This ensures are families have access to the educational system. Our largest group to join PIQE are our EL families. They are interested in learning more about the school system. Through our Back to School and Open House nights, we educate families around the Science of Reading and ways they can support their child in learning. During our Biliteracy Night, we teach parents how to use our practice applications such as IXL.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	409	400	124	31.0
Female	182	181	53	29.3
Male	227	219	71	32.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	14	8	57.1
Asian	64	63	12	19.0
Black or African American	16	15	8	53.3
Filipino	--	--	--	--
Hispanic or Latino	133	132	35	26.5
Native Hawaiian or Pacific Islander	12	12	4	33.3
Two or More Races	61	61	25	41.0
White	106	100	32	32.0
English Learners	145	145	35	24.1
Foster Youth	--	--	--	--
Homeless	54	54	27	50.0
Socioeconomically Disadvantaged	377	371	115	31.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	78	28	35.9

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
1.17	3.98	2.93	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	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	2.93	0.00
Female	0.55	0.00
Male	4.85	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	12.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.64	0.00
White	5.66	0.00
English Learners	0.69	0.00
Foster Youth	0.00	0.00
Homeless	3.70	0.00
Socioeconomically Disadvantaged	2.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.25	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

Alice Birney's Safety Plan was reviewed and revised on September 28th by the School Site Council. On October 16, 2024 the SSC approved the plan. The Safety plans includes two main goals. Teach, train, and practice all fire, earthquake, and lockdown procedures with staff and students. Teachers use our schoolwide website for teaching tools, common procedures, and the drills schedule. Teachers implement an Emergency Information Form 100% of the time. Our second goal is to ensure our school community contributes to the Safety Plan and receive regular updates around drills. Families are notified of all drills through a monthly newsletter, and notified before and during a lockdown drill. Emotional safety is defined in the plan. Belong circles and the use of literature are used to teach SEL skills. The use of a Restorative Practices Support Specialist to mediate, resolve, and heal conflict. Self regulation skills are taught using a break space, recovery, and Calm Room.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	23		3	
2	27		2	
3	26		2	
4	26		3	
5	19	1	2	

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	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.5

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	\$7,703	\$1,712	\$5,991	\$62,319
District	N/A	N/A	\$8,833	\$67,397
Percent Difference - School Site and District	N/A	N/A	-38.3	-7.8
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-57.0	-33.8

Fiscal Year 2023-24 Types of Services Funded

A variety of on-site and local support services are available to provide academic assistance to students at Alice Birney. On our staff, we have 1.0 FTE Reading teacher, a 2.2 FTE English Language Development teachers, Each TK-2 classroom has a classroom aide to support small group instruction. Alice Birney also has 2 Literacy Technicians who work with small groups of students throughout the school under the direction of credentialed teachers in targeted academic areas. The reading

Fiscal Year 2023-24 Types of Services Funded

interventionist trains and provides leadership on this role. Interpreters are funded in order to support students and families of emergent bilinguals. Moreover, this resource has provided the needed support for EL families to develop a strong ELAC. We fund an increase of library technician hours daily, so our library is open all day, and even after school for families to check out. Through our SPSA, we provide direct support for our Garden. We have consulted with a local farmer to provide garden education to students weekly, as well as quarterly projects for each class. We grow together at Alice Birney- a motto and way of thinking at our school.

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

Professional Development

Alice Birney is committed to continuous professional development, ensuring that both teachers and administrators have the tools, resources, and support needed to enhance student learning. The school leadership team, in collaboration with district office staff, utilizes a variety of data sources—including CAASPP testing, district benchmark exams, district and site based surveys throughout the year, the California Healthy Kids Survey (CHKS), and site-specific Multi-tiered System of Support Team, and SWIS (School-Wide Information System) data—to drive decisions on professional development. This data-driven approach allows for a targeted focus on areas where growth is needed, enabling the school to effectively address the evolving needs of students and staff.

Focus on Common Core State Standards and Visible Learning:
Ongoing professional development is centered around the effective implementation of the Common Core State Standards. For the 2024-25 school year, Alice Birney's professional development continues to focus on Visible Learning, with specific emphasis on areas such as Professional Learning Communities Plus (PLC+), Feedback, and Teacher Clarity. In partnership with Corwin, there is a strong focus on enhancing Teacher Clarity in the upcoming school year, while expanding PLC+ practices to further strengthen collaborative teaching and learning. Additionally, Alice Birney in collaboration with ECS is partnering with Lindsey Unified District to re-envision what school looks like. We are in the beginning stages of moving towards a competency based approach with The Portrait of a Graduate being the driving force and aspiration for all students.

Collaboration and Coordination:
Alice Birney fosters a collaborative culture with regular administratively led collaboration sessions held every other Monday. These sessions cover a wide range of topics, from Academic to Social Emotional Learning (SEL). Additionally, the school partners with our four elementary schools to ensure consistent instruction, pacing, and common assessments across all elementary schools. This coordinated approach promotes instructional coherence and equity, ensuring that all students receive a high-quality, aligned educational experience.

Professional Development

Support for Beginning Teachers:
New teachers at Alice Birney are supported through the local New Teacher Center Induction Program (NCTIP), which offers mentoring, professional development, and guidance throughout their first years of teaching. Additionally, the school is supported by two part-time Instructional Coaches, funded through Title I, providing further assistance to both new and experienced teachers in refining their instructional practices.

Continued Support and Opportunities:
Beyond workshops, Alice Birney offers teachers professional development opportunities through district-wide committees, programs at the Humboldt County Office of Education, conferences, and grade level collaborations. Teachers also have access to ongoing support through the Instructional Coach, Reading Interventionist, collaborative peer communities, and regular teacher-principal meetings to discuss instructional goals and student outcomes. This year, our EL department co-taught with our classroom teachers for a six week series around structured student talk and writing.

Classified Staff Development:
Alice Birney also recognizes the importance of professional growth for its classified staff. Paraprofessionals participate in tailored development modules that address the specific needs of their roles, ensuring that all staff members continue to build skills and contribute to the success of students. Additionally, the CSEA contract now encompasses including classified staff in the Professional Development opportunities afforded to certificated staff throughout the school year. Onboarding provides new classified staff with a handbook and work shadowing opportunities to grow in their role.

Alice Birney's commitment to comprehensive and targeted professional development underscores its dedication to continuous improvement. By providing ongoing training and resources, the school ensures that all staff—teachers, administrators, and classified staff—are equipped to support student success and meet the diverse needs of the school community.

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