




Eureka City Schools Community Schools

**School Board Update
November, 2025**

Ronda Evans, Director of Community Schools



Community Schools thrive when leadership is shared, decisions are collective, and the community's wisdom guides the work.



COMMUNITY SCHOOLS

A whole-child, whole-school model for equitable school improvement



Active Family and
Community
Engagement



Parents and caregivers in
the school as partners,
leaders, and learners



Collaborative
Leadership and
Practices



A culture of professional
learning, trust, and
continuous improvement



Integrated
Student
Supports



Mental and physical
health supports and
social services



Expanded & Enriched
Learning Time &
Opportunities



After-school, weekend,
and summer programs



Together, the four pillars result in stronger:



Relationships



Whole-Child
Focus



Staffing &
Partnerships



Teaching &
Learning



Teams &
Systems

What is a Community School?

Community schools represent a whole-child, whole-school evidence-based model for equitable school improvement. Districts and schools work closely with teachers, students, and families, as well as partnering with community agencies and local governments to align community resources and enhance student outcomes.

Learn more about
Community Schools
at hcoe.org/ccspp



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Timeline 2022-23

California Community Schools Partnership Plan

- ECS Applied for CCSPP Cohort 1 Implementation Plan
 - 3 Elementary Schools
 - 5 years
 - \$3.2M
 - July, 2022 -Director of Community Schools hired
- Mental Health Grant sunseting 22/23 with plans drawn up to launch a Eureka High Wellness Center

Timeline 2023/24

California Community Schools Partnership Plan

- CCSPP Cohort 2 Implementation Plan
 - 2 High Schools, 2 Middle Schools, 1 Elementary School
 - 5 years
 - \$7.6 M
- ECS Applied for and received 5 yr. \$10M Federal Mental Health Grant

Cohort 1, Year 2 & Cohort 2, Year 1 - Implementation

23/24

CCSPP Implementation Plan Re-Written & Submitted

Goals:

- Increase student attendance, reduce chronic absenteeism
- Increase student belonging
- Increase academic outcomes of student sub-groups

Community Schools Staff

District Level:

- Chronic Absenteeism Social Worker
- Community Schools Organizer
- Board Certified Behavior Analyst
- Teacher on Special Assignment: Social/Emotional Learning
- Student Engagement Specialist / Transporter
- Grant Assistant

Site Level:

- Community Schools Liaison
- Restorative Practices Support Specialist

Middle Schools:

- Student Support Center - Restorative Practices Support Specialist

Shared Governance

Collaboration

Rooted in the belief that diverse voices work together to shape decisions

Collective Responsibility

Shared ownership in outcomes, leadership and accountability is held by many, not few.

Voice/Empowerment

Listening, centering student, family and community voice, authentic engagement

Advisory Council

Purpose/Themes/Intention

The Advisory Council is consistently weaving together
funding → **staffing** → **wellness** → **equity** → **data** → **instructional transformation** → **partnerships**

The throughline is **student-centered systems change**,
aiming to embed trauma-informed, equitable, and competency-based practices across ECS while
keeping families and partners central in the process.

[Link to Recent ECS District Advisory Council](#)

Advisory Council



Community Schools Advisory Council Budget Allocation Work Group

Site Budget Allocation

Funds to help english learning parents become fluent/entry level

Can the money be used on support staff/ language

How will resources look different

Has an equity for expert been considered in the

even kid who has the for

Why things allocated were less than AB?

accounted members/individual

Snacks for every

Students/parents need to be the target decision factors in their decisions

Things used can be allocated to other things - included one

Our table is people would all vote for weighted avg. so we'd vote

Funding for community school sites

Weighted avg 3x with 50,000 ft

Weighted average 3x will fall rate

Funding for families to attend the site

Salad for choice only

Weighted average 3x/ 30000 ft is the most significant site decision. To the site parent on how to fund the budget for the site.

Full time site wellness staff & students attending over funds

\$20000 3x

Some things will be able to be used in other ways - some things will be used in other ways - some things will be used in other ways

o Advisory Meetings valuable
↳ Quarterly appropriate, bi

Flat \$20,000 and Weighted Average 3X							
Carryover	CBEDS			Undup.	1.5x	Site Allocation	
\$ Per Student	Enrollment	Undup.	Normal	X3	Weighted	1.5X	
Alice Birney Elementary	383	356	27	1068	1095	62,588	
Grant Elementary	273	216	57	648	705	47,419	
Lafayette Elementary	305	256	49	768	817	51,775	
Washington Elementary	469	324	145	972	1117	63,443	
Winship Middle School	409	288	121	864	985	58,309	
Zane Middle School	398	298	100	894	994	58,659	
Eureka High School	1226	801	425	2403	2828	129,989	
Zoe Barnum Continuation	75	63	12	189	201	27,817	
	3538	2602	936	7806	8742	500,000	
				Budget Materials	340000		
				Weighted \$ Per student	38.8927019		

Use of School Site Councils

Approval for Fund Dispersal

Presentation to School Site Council



Lafayette SITE COUNCIL

Wednesday, June 18th 2025

Via Google Meets:

Meeting ID meet.google.com/whs-uoyz-rvf

Phone Numbers (US)+1 740-303-2711 PIN: 548 284 855#

AGENDA

Members Present & [Sign In:](#)

1. Call to Order at: 3:00 pm
2. Welcome and Introductions - LAF Site Council Members [2024-2025](#)
3. Changes/Additions to the agenda
4. Motions
 - a. Proposal of using community school funds to support a part-time campus supervisor/ [Presentation](#)
5. Opportunity for Public Input/ 5 minutes
6. Adjournment:

Next Meeting: TBD Meeting ID meet.google.com/whs-uoyz-rvf

Phone Numbers (US)+1 740-303-2711 PIN: 548 284 855#

Identified Need:

How a partner can help:

sign up for a I-I:

① Field Trip Opportunities

① Provide Locations, Educational trips that reflect State Standards.

① Jesse / Taylor
CAS → Families Field Trips
HAF - transportation Supporting Science Fund

② Specialized classes & clubs in After School Program

② Group & Club Facilitators, materials

② Rotary "visiting professionals"

③ Inter Sports and/or

Building Partnerships

equipment

③ Monica Rose

Lucy Salazar

→ field trips

Community Partners

Partnerships & MOUs		Organization	Description
Pillar 1 Embedded Student Supports	Youth Art Will Succeed	Local Non-Profit	Supporting development of BSUs across campus, mentorship and community engagement
Pillar 2 Extended Learning Time and Opportunities	English Express	Local Non-profit, Dream-Maker Project	Providing English and Citizenship Classes for parents and students
Pillars 3 & 4 Collaborative Leadership & Active Family and Community Engagement	True North	Community Organizing Network - Non Profit	Developing English Language Advisory Council and School Site Councils at Eureka High

Community Partners

Partnerships & MOUs		Organization	Description
Pillars 1-4	Grow Together	Community Non-Profit	school gardens at 3 sites
Pillars 1-4	Blue Lake Rancheria	Federally Recognized Tribe - Humboldt County	Culturally Responsive Teaching <ul style="list-style-type: none">• Book Club and Training District-wide• Zane School Garden• Native American Resource Distribution• Near-Peers Mentoring in Elementary Schools
Pillar 1	Glasses to Classes	Non-profit Optical Academy	Due to lack of access: Eye Exams <ul style="list-style-type: none">• 2,860 students screened• 610 students received glasses

Focus Groups

Determined by Advisory Council:

Meet monthly, composed of staff, community members, student representatives

Data

Purpose: *Collaboratively and strategically analyzing and interpreting school data to identify needs and trends of our most vulnerable student groups as outlined in the ECS CCSP Implementation Plan. Using data to impact and support sustainable, equitable practices and systems.*

BIPOC/2SLGBTQIA+

Purpose: *Centering the voices of those most impacted by the systems. Centering Student Voice.*

Facilitated by: *Sharrone Blanck HCOE Equity and Inclusion*

Data Collection

Data Drives Equity

Street Level

Qualitative:

People's Feelings & Experiences

Examples:

- Empathy Interviews
- Relational 1-1's
- Focus Groups
- Open-ended Surveys
- Interviews
- Listening Sessions

Map Level

Quantitative:

Numerical Information: Measured, counted, expressed

Examples:

- Surveys
- Grades/Test Scores
- Suspension Rates
- Homeless Impaction Rates
- Attendance
- CA Dept of Ed Dashboard

1. Need for harm
reduction education

Facilitators for
harm reduction
education

2. Need for education

Facilitators for

Student & Family Feedback

3. Need for tutoring
partnership in
mathematics &
other

Partner to Create
tutoring opportunities
after school or
during lunch break.

4. Multicultural Fair
Vendors/educators

Lucy Salazar
soyluz707@gmail.com



Student & Family Feedback

Development of ELAC

True North Organizing Network

MOU, Aligned Goals & Initiatives, PICO (People In Community Organizing) CA State Federation

Power Mapping

1-1 Conversations, Formed Parent Team, Research & Data, Action, Evaluation



Eureka High School

ELAC



PLAIFICACIÓN Y APOYO

Date: Jueves, 27 de febrero

Time: 5:30-7:00pm

Location: Salon M206

¡TU VOZ IMPORTA!

Únase con nosotros para una discusión colaborativa sobre:



Mejorando el programa de aprendizaje de inglés (EL) de EHS



Explorando mejores formas de apoyar a las familias de estudiantes EL

FAMILIAS, ESTUDIANTES, Y MIEMBROS DE LA COMUNIDAD
¡BIENVENIDOS!

ELAC 4/27/25

First Name / Primer Nombre	Apellido/Last Name	student?
Jason	Sterra	yes
Kimberli	Pacheco	
Samuel	Ramirez	Yes
Maurilio	Ramirez	
Flor	Ramirez	
Bas	Parulta	
Armida	syphanthong	no
Jeremiah	MARTINEZ	
Genesis	Thanychai	yes
Elizabeth	Ruiz Hernandez	yes
	Valladares	yes
Quar	KHATTAS	NO
Armando	Velasco	
Hirozavet	Montinez martinez	Yes
Eva	Quiroz	yes
Lucy	SALAZAR	NO
Geima	QUIROZ TERRES	Nope :)

Student Wellness & Belonging

Well Spaces at all sites

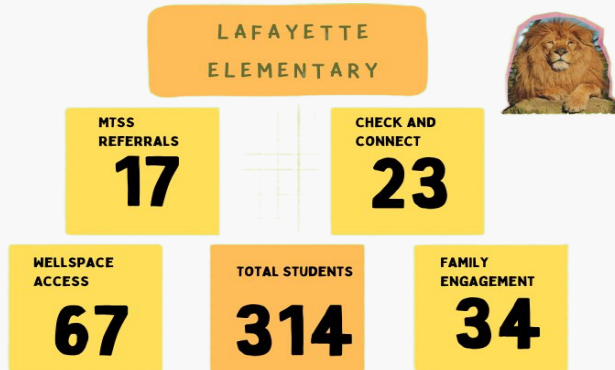
Students Accessing Well Space

- Self-Selected Break
- Accessing Outside Services
- Small Group Support

Multi-Tiered Systems of Support

Data from each school site

- Students Referred
- Services Received



Staff:

Restorative Practices Support Specialist

Community Schools Liaison

- Check and Connect with housing insecure students weekly

Student Wellness & Belonging

**Student Transporter
available for
housing-insecure
students**

More than 520+ student transports have been provided so far this school year by Community Schools staff with a van purchased with Community Schools Funds

Student Attendance Review Teams (SART) at each school site review attendance weekly, reaching out to families and provide support, encouragement and resources.

Implementing Check and Connect with our most vulnerable students allows staff to meet the needs of learners and their families so that students can meet their full potential.

District-Level Stats so far this year...



490

Total students referred to Multi-Tiered Systems of Support



1,256

Total number of student access to Well Spaces

Elementary: 554 Middle Schools: 162 High Schools: 540



253

Total Number of students receiving Check and Connect on a weekly basis

(Housing Insecure Students)



480

Total number of student transports

This equates to students learning to read, make friends, learn and grow.

Budget impact: \$31,200 retained revenue



387

Homeless Impaction Rate



1,959

Socio-Economically Disadvantaged Students

This number is 56% of all ECS students

Chronic Absenteeism

- Chronic Absenteeism Tool Kit
- Student Attendance Review Teams meet weekly at each school site
- Attendance Campaigns at each Middle and Elementary School Site

Staff:

Chronic Absenteeism Social Worker

- Oversees all attendance-related interventions

Student Engagement Specialist

- Daily Transportation for housing-insecure students
- HOPS (Homework, Organizing and Planning Skills) 9th grade attendance intervention group

Impact on Student Outcomes:

Results show consistently positive effects on student outcomes across multiple areas.

- Reduced Chronic Absence. On average, CCSPP schools reduced chronic absence rates by about 30% more than similar schools.
- Attendance improvements were most noticeable in elementary schools and in small schools, suggesting that these schools are successfully implementing attendance-focused strategies.

Data: Spring 2025 Grant Pilot Student Attendance Review Teams Attendance Campaign

District Wide	22/23	C(39.71%)	23/24	C(35.61%)	24/25
C(35.59%)					

Grant Elem.	22/23	C(33.62%)	23/24	C(31.50%)	24/25
C(26.20%)					

Student Analytics

Attendance

Attendance Overview

Chronic Absences

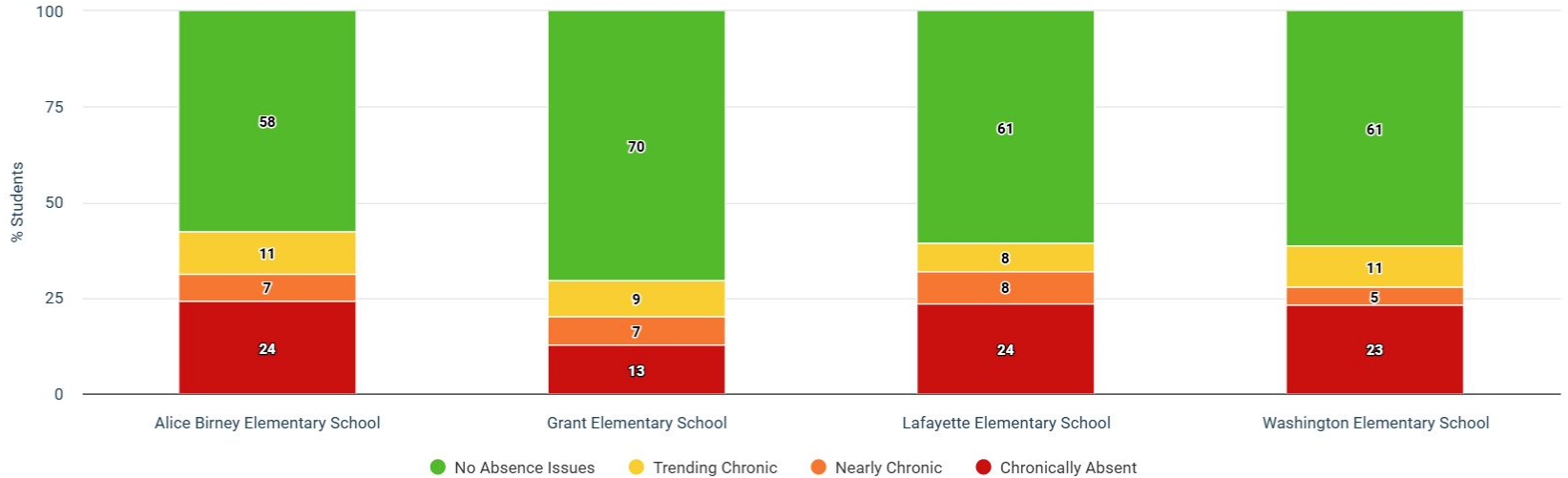
School Comparison

Classroom Absences

Integrated PD ▾

Which schools have the most chronically absent students?

The schools with the most chronically absent students.



Attendance as of 10/31: AB 93.56%

Grant 95.59%

Laf 93.88%

WA- 92.42%

Check & Connect

Support staff feedback:

I've seen how well Check & Connect and van transportation are supporting this learner. With reliable rides, she starts her day less stressed and more ready to learn. Her mom shared that it's lifted a huge burden since they don't have a car. The learner is excited to come to school and often shares fun stories about her van rides, showing how connected and supported she feels.

Attendance before : **12/9/24**

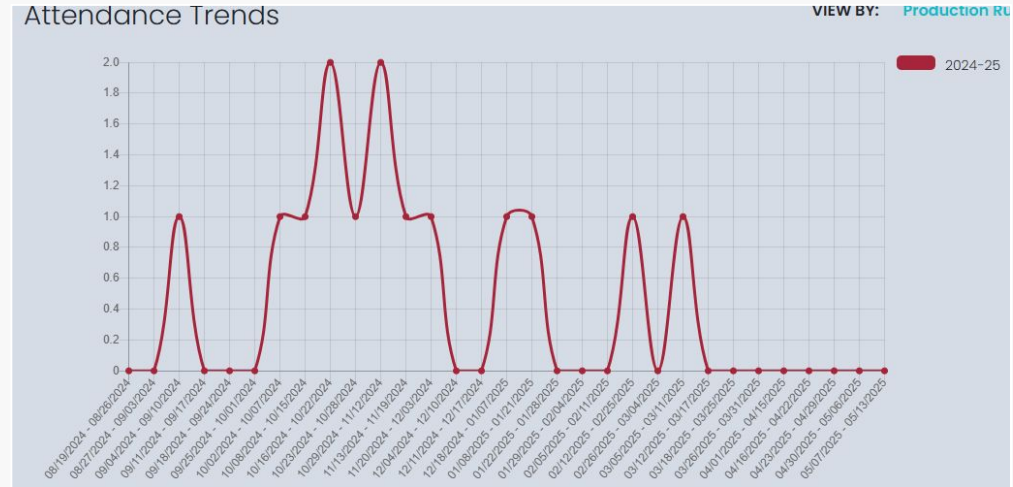
Absences:

- Unexcused: 5
- Truants: 2

Attendance after : **1/31/25**

Absences: 0

Rosie | Grade: K | Age: 6



Intervention timeline: 12/9/25 - 1/31/25

Rosie's Feedback: Rosie says taking the van has been “super good.” In TK, she missed a lot and felt left out, but now she attends regularly, learns more, and enjoys reward days. She trusts the drivers, who listen and care about her feelings, and she's built friendships with other riders. Rosie also feels supported at school, especially by the CSL and access to the calm room. Overall, she feels safe, connected, and happy to be at school.

SART Conference

Support staff Feedback:

We held a SART meeting with the parent. Support included giving the student an alarm clock and using a reward system. The teacher and team created an incentive plan where the student earned a sticker for each day they arrived on time. After ten on-time days, the student received a charm and a pizza coupon. The father started bringing the student to school, which helped improve their punctuality.

Attendance before **SART 1: 1/31/25**

Absences:

- Excused: 13
- Unexcused: 5
- Tardy: 36
- Truant Tardy (more than 30 minutes): 14

Attendance after **SART 2: 5/5/25**

- Tardy: 1

Samuel | Grade: 4 | Age: 10



Intervention timeline: 1/30/25-5/5/25

Samuel's Feedback: "Things have been a little tough at home, but the support I'm getting has helped. I've been enjoying school more—especially the attendance rewards like the puzzle charms and pizza. My family might move to Idaho next year, but for now, I'm feeling more positive about being at school."

Transport: *Justin*

Grade: 9 | Age: 15

Impact Summary:

Justin's transport-related attendance has shown strong improvement following support from ECS. While the 2023–24 data reveals ongoing fluctuations and multiple spikes in absences, the 2024–25 data shows a steady decline, ultimately reaching and maintaining consistent full attendance.

Support Team Feedback:

Student was refusing to attend classes or meet with support team. We connected him with our SARB coordinator who was able to prove an alternative academic support and ECS provided transportation. The student within a month made an incredible improvement.

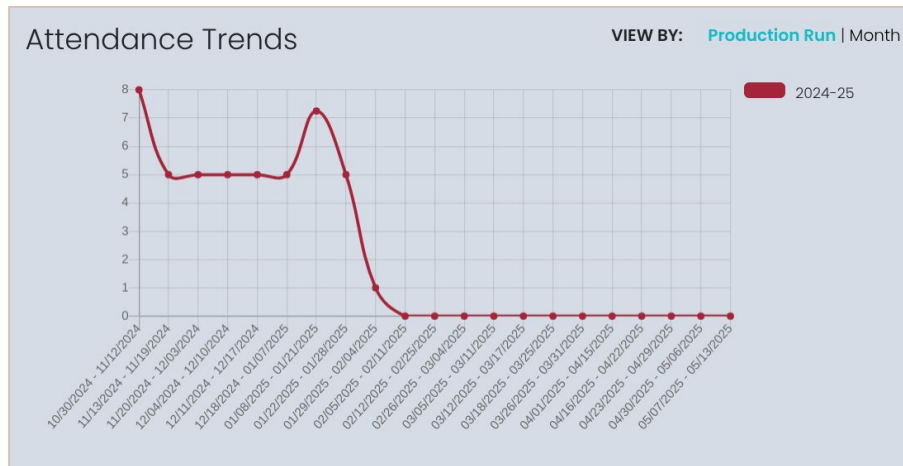
Justin's Feedback:

"Riding the van has been pretty cool. It's helped me get to school more and I don't have to worry about how I'm getting there. It makes things easier and I've been more consistent. Thanks for setting that up."

2023-24



2024-25



Transport: *Reynold*

Grade: 5 | Age: 11

Impact Summary:

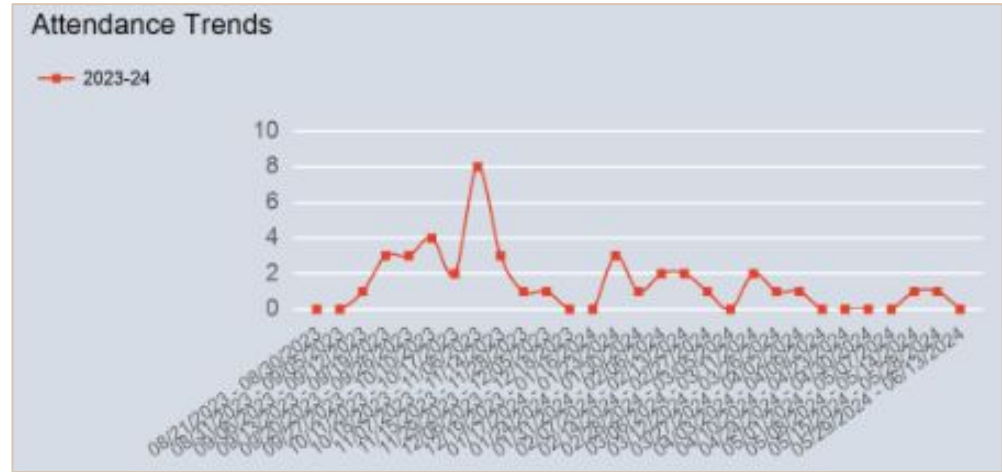
Following the intervention by Eureka City Schools, there has been a significant improvement in Reynold's transport-related attendance. In the 2023–24 school year, attendance was inconsistent with frequent fluctuations and a peak of over seven absences, indicating ongoing challenges. However, the 2024–25 data shows a dramatic reduction in absences, with only one minor spike and otherwise consistent attendance.

Support staff feedback: Consistent van transportation has had a noticeable impact on his learning, attendance, and engagement. Since receiving this support, Reynold has grown more confident and participatory with peers, and his previously erratic attendance has significantly improved.

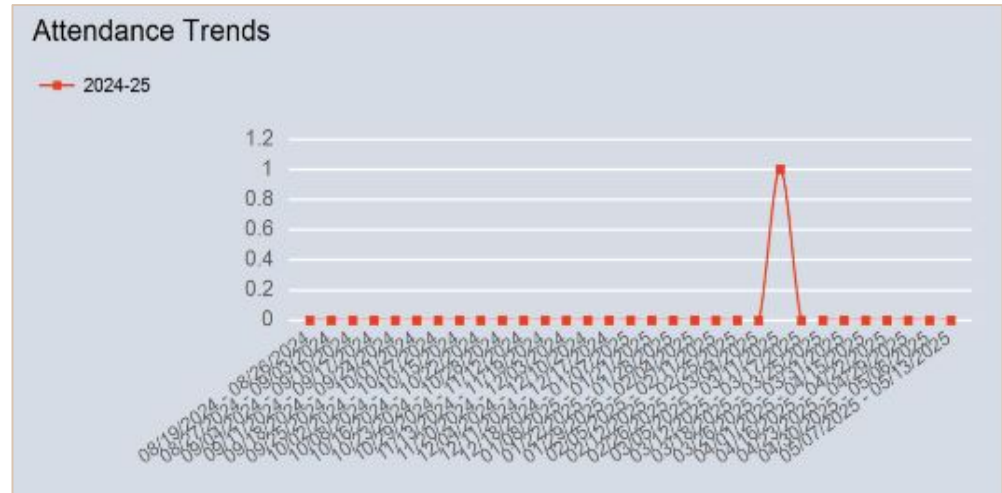
Reynold's Feedback:

"I was able to get to school earlier and now I don't miss out on anything. It's helped me stay consistent. Thank you for helping me get to school."

2023-24



2024-25

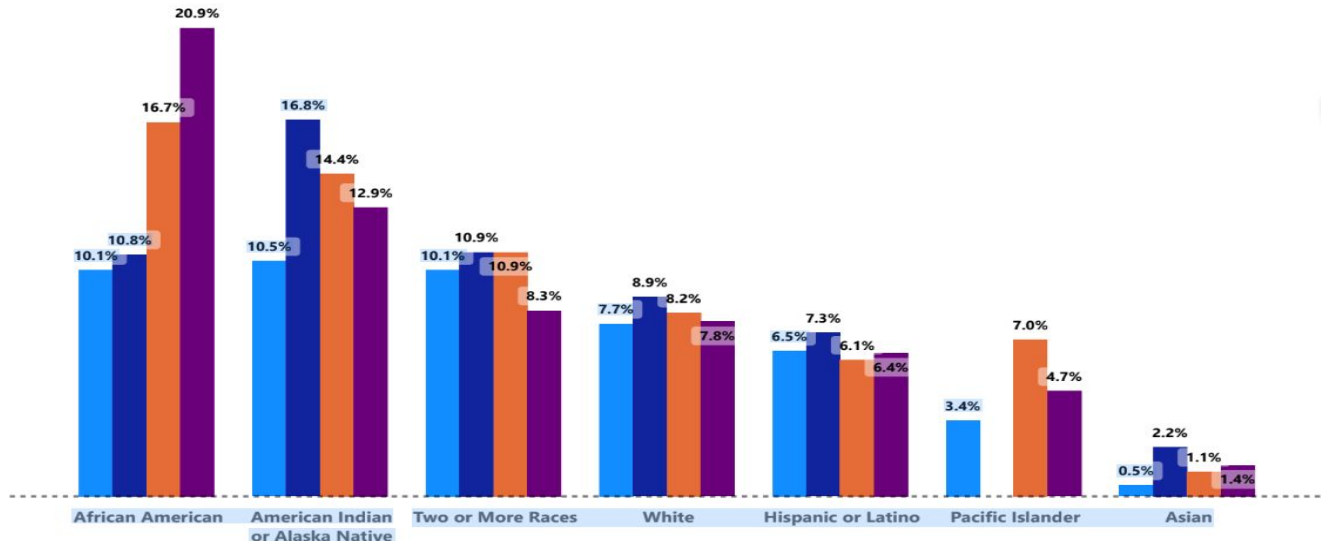


Reduced Suspension Rates

- On average, CCSPS schools reduced suspensions by 15%, with the largest decreases for Black students and in secondary schools—the students and schools where suspension rates were previously highest.
- The suspension rates of English learners and students from low-income backgrounds were also significantly reduced in CCSPS schools.

Suspension Rate by Race/Ethnicity

Ending School Year ● 2022 ● 2023 ● 2024 ● 2025




Sate-wide Impact on Student Outcomes:

Largest Gains Among Historically Underserved Students

While all student groups benefited from community school investments, the greatest improvements were seen among Black students, followed by English learners and students from low-income backgrounds.

- **Black students:** Equivalent to **130 additional days of math learning** and **151 in ELA**, with significant reductions in **absences** and **suspensions**.
- **English learners:** Gained approximately **58 additional days in math** and **72 in ELA**.
- **Socioeconomically disadvantaged students:** Gained about **58 additional days in math** and **43 in ELA**.

 These outcomes suggest that **community schools are especially effective at closing opportunity gaps** and advancing educational equity.

Celebrations!

STAC Empower Summit Presentation

Ronda Evans and Jenny Martinez, Community Schools Chronic Absenteeism Social Worker, were asked to present on a panel at the State Transformational Assistance Center's 24/25 Conference Highlighting the work with the Chronic Absenteeism Tool Kit

Hawai'i State Dept of Education Site Visits

The Hawai'i State Department of Education and the Institute for Educational Leadership visited Eureka City Schools on October 28–29. They observed best practices at Lafayette Elementary, Zane Middle School, and Eureka High, focusing on Wellness Centers, Community Schools practices (like community gardens and Restorative Practices), and the expanded role of Community Schools.

Learning Policy Institute State Legislative Convening

Ronda Evans was invited to join Eureka City Schools' community partner, True North Organizing Network, in Sacramento this November to speak on behalf of "*Community Schools Impact on Student Outcomes: Evidence From California*," advocating for the continued and expanded funding of Community Schools initiatives.

Q & A

The page features a central title 'Q & A' in a bold, dark blue, sans-serif font. The background is white, framed by abstract, organic shapes in dark blue and gold. On the left, there's a large dark blue shape with white speckles and a gold ring-like element. On the right, there's a large dark blue shape with a gold ring-like element. The bottom corners also feature abstract shapes in dark blue and gold, with a cluster of white speckles in the bottom left.