East High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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.

2025-26 School Contact Information

School Name	East High School
Street	392 16th street
City, State, Zip	Fortuna
Phone Number	7077254463
Principal	Jack Millsap
Email Address	jmillsap@fuhsdistrict.net
School Website	https://www.easthighfortuna.org/
Grade Span	10-12
County-District-School (CDS) Code	12-62810-1233352

2025-26 District Contact Information

District Name	Fortuna Union High School District
Phone Number	7077254462
Superintendent	Clint Duey
Email Address	district@fuhsdistrict.net
District Website	https://www.fuhsdistrict.org/

2025-26 School Description and Mission Statement

East High School is a WASC accredited continuation school within the Fortuna Union High School District. East High was established in 1968 and had its first graduating class in 1970. East High serves students who are 16 years or older and credit deficient. In California there are two types of continuation schools: discipline and credit recovery. We are a credit recovery school. Our program is voluntary, no student is required to enroll at East High.

East High's mission is to provide a safe and nurturing educational experience tailored to students' unique strengths and needs in order to develop full academic potential for college and career readiness. East High also emphasizes behavioral skills that promote community well-being through mutual respect, compassion and thoughtfulness that encourages global citizenship.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	35
Grade 12	31
Total Enrollment	66

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	50
Non-Binary	1.5
American Indian or Alaska Native	7.6
Hispanic or Latino	37.9
Native Hawaiian or Pacific Islander	1.5
White	51.5
English Learners	12.1
Foster Youth	3
Homeless	21.2
Socioeconomically Disadvantaged	84.8
Students with Disabilities	40.9

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.

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)	1.3	32.58	39.4	73.73	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	8.52	2.7	5.1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	58.65	5.2	9.75	11953.1	4.28
Unknown/Incomplete/NA	0	0	6.1	11.41	15831.9	5.67
Total Teaching Positions	3.9	100	53.5	100	279044.8	100

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)	1.5	38.75	40.9	75.27	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.2	0.37	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.8	1.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	61.25	6.7	12.41	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.6	10.3	14303.8	5.15
Total Teaching Positions	4	100	54.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	1.2	30	46.3	81.31	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	1.9	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.7	69.75	5.2	9.23	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.2	7.53	13705.8	4.91
Total Teaching Positions	4	100	56.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.30	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.30	2.4	2.7
Total Out-of-Field Teachers	2.30	2.4	2.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	28.5	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	1/2020

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature: CA Treasures, Glencoe 2010	0
Mathematics	Algebra 1 Cpm 2015	0
Science	Biology, Prentice Hall 2002	0
History-Social Science	Modern World History,	0
Foreign Language	n/a	0
Health	n/a	0
Visual and Performing Arts	n/a	0
Science Laboratory Equipment (grades 9-12)	n/a	

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

School Facility Conditions and Planned Improvements

In the spring of 2013, Fortuna Union High School District had a $10 million bond approved by the community. One-fifth of this bond was dedicated to replacing our current building with a new modular building.
Construction for this new building began on June 1, 2014, and was completed by August 22, 2014, just in time for the 2014-15 school year. The building is great. The extended size of the building plus the addition of two enclosed classrooms within the space has helped us better manage and teach students. We also remodeled a small outbuilding space by removing countertops and unused appliances and giving it a coat of new paint and carpet to provide an additional area for our student support counselor to meet with students and families.
The district groundskeeper maintains our grounds, and our students also keep the grounds tidy on a day-to-day basis. Our custodian maintains the cleanliness of our classroom and restrooms daily.
We have a small library within our classroom setting. All textbooks, required reading books and leisure reading books are located on new custom-built wooden library shelves. We have more than 1,000 books available for students to check out for required English reading credits or pleasure reading. In addition, reference

School Facility Conditions and Planned Improvements

books line the shelves in the front of the library for student use. We also have internet access on 26 computers for our students in case additional research is needed. Our librarian works closely with the English teacher for input on books to order and also makes selections based on student interests.

Year and month of the most recent FIT report	01/06/2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	11	40	47	47	48
Mathematics (grades 3-8 and 11)	0	0	23	19	35	37

2024-25 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	47	28	59.57	40.43	10.71
Female	19	6	31.58	68.42	--
Male	28	22	78.57	21.43	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	12	80.00	20.00	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	27	15	55.56	44.44	13.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	24	64.86	35.14	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	10	58.82	41.18	--

2024-25 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	47	25	53.19	46.81	0.00
Female	19	6	31.58	68.42	--
Male	28	19	67.86	32.14	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	11	73.33	26.67	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	27	13	48.15	51.85	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	22	59.46	40.54	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	10	58.82	41.18	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.25	8.33	35.39	29.38	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	12	44.44	55.56	8.33
Female	14	5	35.71	64.29	--
Male	13	7	53.85	46.15	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	6	54.55	45.45	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	6	50.00	50.00	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	10	55.56	44.44	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

We encourage students to explore career opportunities throughout high school. At Fortuna High School, we offer CTE pathways in Automotive, Computer Technology, Agriculture, Metal and Wood Shop as well as Culinary. The Transition Partnership Program (TPP) offers career exploration and job-placement services for students with disabilities. In addition, we participate in the annual career fair at the local community college. During the school year, many guest speakers visit our campus to present students with firsthand career information. Our school counselors help students explore their interests and meet their career goals. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year.

Career technical education is important to Fortuna High School and our surrounding community. Many students will learn valuable skills while in high school that can be applied to the world of work once they graduate. We have a large number of students who attend two-year college programs, technical programs or enter the workforce directly following high school. Our CTE program pathways are designed to prepare students for college and career choices beyond high school.

Courses offered by the district intended to help students prepare for the world of work includes:
Agriculture and Natural Resources

- Agriculture 1
- Sustainable Ag Biology

2024-25 Career Technical Education Programs

- Agriculture Soil Chemistry
- Advanced Agriculture
- Agriculture Mechanics
- Advanced Agriculture Mechanics
- Floral Design

Automotive: Transportation

- Intro to Automotive
- Automotive Service
- Advanced Auto (ASE)

Woodworking: Building and Construction Trades

- Woodworking 1
- Wood 2 / Cabinet Making
- Industry Practicum, Wood

Welding Technology: Manufacturing and Product Development

- Weld/Metals 1
- Weld/Metals 2
- Industry Practicum, Metal

Culinary Arts: Hospitality Tourism and Recreation

- Culinary Arts 1
- Culinary Arts 2
- Culinary Arts 3/4

Information and Communication Technology: Software and Systems Development

- ICT 1: Game Development
- ICT 2: Programming
- ICT 3: Advanced Programming

If you would like more information about the programs our schools offer in CTE, please contact Principal, Clint Duey at (707) 725-4461, cduey@fuhsdistrict.net, or CTE Director, Sandy Dale at 707-672-2248, sdale@fuhsdistrict.net.

Our program at East High is structured to prepare students for the workforce. Even our strict tardy policy is intended to instill responsibility and accountability for obligations and commitments. We are working with our 18-year-olds to take greater responsibility for their attendance and absences by calling the office to inform us of their absences, even though they have no legal mandate to attend school. Students who are working gain elective credits for every 18 hours of verified work. We have developed five credits in Career Education, which include students completing a résumé, taking a job interest test, practicing filling out job applications, and learning how to write introductory and post-interview business letters. They also have the opportunity to go through a mock interview with a community business professional. Students also get assistance in filling out the Free Application for Federal Student Aid (FAFSA), taking the local community college placement tests, and enrolling in classes at the community college. Other components of our Career Education credits include a military component of speaking with a recruiter, taking the Armed Services Vocational Aptitude Battery (ASVAB), and participating in Military Entrance Processing Station (MEPS). The straight-to-work force component includes job shadowing and creating a monthly living budget.
East High does not currently have a career technical education (CTE) program at this site, but we currently have several students taking CTE courses at Fortuna High School as an elective.
If you would like more information about the programs our schools offer in CTE, please contact our student support/academic counselor, Ian MacKelvie, at imackelvie@fuhsdistrict.net.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Upon enrollment at East High School, both the student (even if 18 or older) and a parent or guardian is required to meet with the principal for an intake meeting. East High has an open-door policy, encouraging parents and guardians to visit or call anytime to check on their student's progress. We often work with a parent or guardian on an individual basis, selecting a seating assignment, minimum weekly credits or weekly phone calls about their child. A monthly newsletter and progress notice are sent home to keep the parent

2025-26 Opportunities for Parental Involvement

or guardian informed and up-to-date with school events and student progress. We have an annual Open House/Thanksgiving Feast and a Senior Luncheon for our students and their families. Our sports league encourages parent involvement and attendance at games. Parents often volunteer to provide transportation on field trips.

Each student has an assigned staff advisor, and that advisor is the primary contact person for the parent or guardian inquiring about their child's progress, although all staff members are fully informed and can answer any questions or concerns. The teachers have daily access to the principal to discuss student and teaching needs. The main contact for parental involvement is the principal, though each staff member is also available for parental contact. Staff members act as advisors to close to 20 students and have worked closely with them throughout the year.

Now that East High has an on-site principal, parents are experiencing greater ease in communicating with the school and can have many of their issues addressed immediately or at a time that is convenient for them. The principal frequently meets with parents in the evening and is available to talk with parents during regular class hours without disrupting teaching.

East High School has parents and students who serve on the district advisory committee and are responsible for the contributions of our Local Control Accountability Plan (LCAP). These discussions have produced additional student services at East High School.

For more information on how to become involved, please contact the principal, Jack Millsap, at (707) 725-4461, ext. 3026 or the school secretary, Linda Urbina, at (707) 725-4463.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	10.6	21.7	26.5	4.8	6.9	7.1	8.2	8.9	8
Graduation Rate	83	78.3	73.5	94	93.1	92.5	86.2	86.4	87.5

2024-25 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	34	25	73.5
Female	16	13	81.3
Male	18	12	66.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	12	9	75.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	18	13	72.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	12	9	75.0
Socioeconomically Disadvantaged	30	22	73.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	16	9	56.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	100	91	72	79.1
Female	43	40	31	77.5
Male	55	51	41	80.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	24	75.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	56	48	38	79.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	20	19	17	89.5
Socioeconomically Disadvantaged	79	73	56	76.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	32	24	75.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
25.74	17.07	10	9.87	9.37	7.78	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.99	1.22	1	0.36	0.18	0.18	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.00	1.00
Female	6.98	0.00
Male	12.73	1.82
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.93	1.79
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	8.86	1.27
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.43	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.

2025-26 School Safety Plan

Because we are a one-room school with a separate building for shop and electives, safety, cleanliness and orderliness are a must if we are to provide a meaningful learning experience. To promote safety, our school has a zero-tolerance policy regarding bullying and discrimination. We practice conflict resolution. The youth liaison officer is present when issues arise involving the community or serious infractions. As a school, we continuously aim to prevent violence by creating a safe environment. Most of our staff are trained in nonviolent intervention, suicide prevention and mandated reporting. The entire staff monitor our grounds before and after school and during all breaks. All visitors must register at the office before being given access to the classroom.
Our district safety plan was revised last year, and the key elements are discipline policy, disaster preparedness, emergency drills, Blackboard, emergency kits, parent involvement and interagency cooperation. We participate in the annual Great California ShakeOut for preparation of earthquakes. We regularly prepare and participate in fire drills, lockdown drills, evacuation drills and other emergencies.
The school safety plan was last reviewed, updated and discussed with the school faculty in March, 2025.

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	3	12	0	0
Mathematics	4	14	0	0
Science	5	8	0	0
Social Science	3	28	0	0

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	3	13		
Mathematics	3	13		
Science	2	10		
Social Science	2	27		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	4	2	
Mathematics	6	5	1	
Science				
Social Science	7	8	2	

2024-25 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

2024-25 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	30,848	5,853	24,995	74,450
District	N/A	N/A	12,953	79,415
Percent Difference - School Site and District	N/A	N/A	63.5	20.5
State	N/A	N/A	$11,146	$84,462
Percent Difference - School Site and State	N/A	N/A	79.5	-8.7

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$49,114	$54,938
Mid-Range Teacher Salary	$74,652	$77,181
Highest Teacher Salary	$100,134	$105,502
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$128,010	$149,893
Superintendent Salary	$153,000	$173,469
Percent of Budget for Teacher Salaries	26.01%	25.33%
Percent of Budget for Administrative Salaries	5.17%	6.27%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

Our teachers attend two days of staff development prior to the start of each school year. In addition, members of our faculty improve their teaching skills by attending local, regional and statewide workshops provided by the county office of education, professional subject-area associations, and college or university programs relevant to their subjects.
We continue to focus our staff development on how best to serve at-risk students. We are also working on the Common Core State Standards and how best to implement them into our program by researching best practices online, contacting districts that have already implemented it into their schools, going to workshops to better understand it and discussing these findings in monthly staff meetings.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2