October 28, 2019

Sam Wedll, Board President
Blue Lake Union School District
PO Box 268
Blue Lake, CA 95525

Dear Mr. Wedll and Board Members,

As you may know, California Education Code Section 1240 requires that the County Superintendent of Schools visit schools in deciles 1-3, as identified by the 2012 Academic Performance Index (API), and report the results of these reviews to governing boards. I am submitting this summary of the 2019 visit for your review at your next regularly scheduled meeting in November. This report concerns the visit to Blue Lake School on September 12, 2019.

The purpose of the on-site review as specified in California Education Code 1240 was to:
1. Determine if students have “sufficient” standards-aligned instructional materials in the four core subject areas (English language arts, mathematics, history/social science and science (including science laboratory equipment in grades 9-12)) and, as appropriate, in foreign languages and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the County Superintendent:
1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API);
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure; and
3. Review audit exceptions under expanded authority in the areas of use of instructional materials program funds, teacher misassignments, and information reported on the School Accountability Report Card (SARC) and determine whether the exceptions are either corrected or an acceptable plan of correction has been developed.

Uniform Complaint data and audit findings are not mandated parts of this report but we are including information on Uniform Complaint Procedures because these items were reviewed as part of the team’s site visit. Information on audit exceptions, if any are relevant to items specified above, are not available for review until January.

"Committed to Excellence in Leadership and Service"
October 28, 2019
Page Two

Before proceeding with the report, let me define some basic terms:

- “Sufficient textbooks or instructional materials” means each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an “emergency or urgent threat” is a “condition that poses a threat to the health or safety of pupils or staff while at school.”
- “Good repair” means the school facilities are clean, safe and functional as determined pursuant to the school Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”

Below are the findings from the visit to the school related to the items which we are required by law to review. Specific details in the three required areas can be seen on the attached visitation report documents.

Blue Lake School

Instructional Materials
There was one instructional material deficiency noted in our sampling of classrooms. The 6th grade Earth Science inventory was short 2 books. This known deficiency was rectified with a PO for 4 books dated 3 days before the Williams visit. School staff has done an excellent job ensuring that students have the needed materials to learn.

School Facilities
The campus and classroom are all in great condition and are maintained with a high level of care. Both playgrounds require attention and need to be replaced in the near future. The District is actively working on raising the funds to replace both playgrounds.

School Accountability Report Card
The SARC was available in both English and Spanish on the website at the time of the visit. It was complete and had been updated with the 2017-18 template which was sufficient at the time of the review. It will need to be updated to include required data for 2018-19 before February 1, 2020 and needs to be posted on the website.

Teacher Misassignments and Teacher Vacancies
All teachers were reported by the Superintendent to be appropriately credentialed. A full review will be done through the new CalSAAS (State Assignment Accountability System) in the spring.

Uniform Complaint Procedures
Required UCP notices were posted in each classroom.
October 28, 2019
Page Three

Please extend to your governing board, administration and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation. If you need any clarification or assistance in regard to this report, please feel free to call me at (707) 445-7030.

Sincerely,

Chris N. Hartley, Ed.D.
County Superintendent of Schools

CH:rb

Attachments: Certification Page for Williams Settlement Site Visit
Schedule of Classrooms Visited
Instructional Materials Inventory
Facilities Inspection Tool

cc: DeAnn Waldvogel, Superintendent, with Attachments
Humboldt County Board of Education, with Attachments
Humboldt County Board of Supervisors, with Attachments
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on September 12, 2019.

School Site: Blue Lake School

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Blue Lake Union School District</td>
<td>County Office: Humboldt County Office of Education</td>
</tr>
<tr>
<td>Print name DeAnn Waldvogel</td>
<td>Print name Lori Breyer</td>
</tr>
<tr>
<td>Signature DeAnn Waldvogel</td>
<td>Signature</td>
</tr>
<tr>
<td>Title Principal</td>
<td>Title Coordinator - Accountability</td>
</tr>
</tbody>
</table>

| Print name                      | Print name Taylin Titus                              |
| Signature                       | Signature                                           |
| Title                           | Title Occupational Safety/Loss Coord.               |

| Print name                      | Print name Chandler Wilson                           |
| Signature                       | Signature                                           |
| Title                           | Title Instructional Materials Tech                  |

| Print name                      | Print name                                           |
| Signature                       | Signature                                           |
| Title                           | Title                                              |
Blue Lake Classrooms Visited 2019:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th>Teacher</th>
<th>Time</th>
<th>Wms Cmpl</th>
<th>I/M ELA M S S/S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>9:00-9:10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TK/K</td>
<td>Room K</td>
<td>Sarah Elie</td>
<td>9:10-9:20</td>
<td></td>
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</tr>
<tr>
<td>Grade 1</td>
<td>Room 1</td>
<td>Sarah Malast</td>
<td>9:20-9:25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>Room 2</td>
<td>Ann Lawlor</td>
<td>9:20-9:25</td>
<td></td>
<td></td>
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<tr>
<td>Grade 3</td>
<td>Room 3</td>
<td>Deb Ownbey</td>
<td>9:25-9:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>Room 4</td>
<td>Andie Brands</td>
<td>9:25-9:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>Room 5</td>
<td>Celestine Perez</td>
<td>9:30-9:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>Room 6</td>
<td>Jennifer Soderfelt</td>
<td>9:30-9:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>Room 7</td>
<td>Michelle Gibbons</td>
<td>9:40-9:50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>Room 8</td>
<td>Washington</td>
<td>9:40-9:50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other - SDC</td>
<td>Room 14</td>
<td></td>
<td>9:50-10:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>10:00-10:15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Materials Survey
Elementary School Level 2019–20

The California Department of Education has developed this survey form for district convenience; districts are free to modify it as needed.

Please see California Education Code sections 240, 1240(i), 60002, 60119, and 60210 for compliance requirements.

Please note that the Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/er/pn/sm provides instructional materials in accessible formats for students with disabilities.

English Language Arts/English Language Development (ELA/ELD)

2015 SBE-adopted Basic Programs (Program 1) for ELA/ELD include:

- The College Board – SpringBoard, *SpringBoard, English Language Arts*, 2015, Gr. 7–8

2015 SBE-adopted Basic Programs with ELD (Program 2) for ELA/ELD include:

- National Geographic Learning/Cengage Learning, *Reach for Reading*, 2015, Gr. K–6 (Blue Lake Gr K-5)
- The College Board – SpringBoard, *SpringBoard, English Language Arts & English Language Development*, 2015, Gr. 7–8

2015 SBE-adopted Primary Language Programs with ELD (Program 3) for ELA/ELD include:

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. TK- Various Materials; McDougal-Littell, McDougal Littell Literature, 2002, Gr 6-8

2015 SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:

- McGraw-Hill School Education, FLEX Literacy, 2015, Gr. 4-8
- National Geographic Learning/Cengage Learning, Inside, 2015, Gr. 4-8
- Pearson Education, Inc., p.a. Scott Foresman and Prentice Hall, CA Pearson iLit, 2015, Gr. 4-8
- HMH Intervention Solutions (formerly Scholastic, Inc.), California Read 180 Universal System, 2015, Gr. 4-8
- Voyager Sopris Learning, Inc., LANGUAGE! Live California, 2015, Gr. 4-8

2015 SBE-adopted Intervention Programs for English Learners (Program 5) for ELA/ELD include:

- Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Escalate English ©2017, 2015, Gr. 4-8
- Pearson Education, Inc., p.a. Scott Foresman and Prentice Hall, CA Pearson iLit ELL, 2015, Gr. 4-8
- HMH Intervention Solutions (formerly Scholastic, Inc.), California English 3D Course A and Course B System, 2015, Gr. 4-8

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

- Agile Mind, Common Core Middle School Mathematics, 2014, Gr. 6-8
- Big Ideas Learning, Big Ideas Math, 2014, Gr. 6-8
- Center for Mathematics and Teaching, Math Links, 2014, Gr. 8
- CPM Educational Programs, Core Connections, Courses 1-3, 2014, Gr. 6-8
- Edgenuity, Inc., Edgenuity California Common Core Mathematics, 2014, Gr. 6-8
- Houghton Mifflin Harcourt, Go Math!, 2014, Gr. 6-8
Alternative Current Materials

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TK- Various Materials

2014 SBE-adopted Algebra 1 Programs include:

- Agile Mind, Common Core Algebra 1 Mathematics, 2014, Gr. Algebra 1
- Aleks Corporation, CA Algebra 1, 2014, Gr. Algebra 1
- Big Ideas Leaning, Big Ideas Algebra 1, 2014, Gr. Algebra 1
- CPM Educational Programs, Core Connections Algebra 1, 2014, Gr. Algebra 1
- Houghton Mifflin Harcourt, Algebra 1: Analyze, Connect, Explore California, 2014, Gr. Algebra 1
- JRL Enterprises, I CAN Learn Algebra 1, 2014, Gr. Algebra 1
- McGraw-Hill, Glencoe Algebra 1, 2014, Gr. Algebra 1
- Pearson, CA Common Core Algebra 1, 2014, Gr. Algebra 1
- Perfection Learning, Kinetic Algebra 1, 2014, Gr. Algebra 1
- The College Board, SpringBoard Mathematics Algebra 1, 2014, Gr. Algebra 1

Alternative Current Materials

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2014 SBE-adopted Mathematics 1 Programs include:

- Person, Common Core Integrated Math 1, 2014, Gr. Math 1
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

History-Social Science

2017 SBE-adopted history-social science programs include:

- Discovery Education, Discovery Education Social Science Techbook, Gr. 6–8
- McGraw-Hill School Education, Impact: California Social Studies, Gr. 6–8
- National Geographic Learning, National Geographic World History, Gr. 6–8
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. K–5
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. 6–8
- Studies Weekly, California Studies Weekly–Social Studies, Gr. K–6
- Teachers’ Curriculum Institute, Social Studies Alive! California Series, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Series, Gr. 6–8

2005 SBE-adopted history-social science programs include:

- Holt, Rinehart and Winston, Holt California Social Studies, 2006, Gr. 6–8
- McDougal Littell, McDougal Littell California Middle School Social Studies Series, 2006, Gr. 6–8
- Oxford University Press, Oxford History-Social Science Program for California, 2005, Gr. 5–8
- Pearson Prentice Hall, Prentice Hall Social Studies, 2006, Gr. 6–8
- Pearson Scott Foresman, Scott Foresman History-Social Science for California, 2006, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Middle Schools Program, 2005, Gr. 6–8

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. **TK- Various Materials**
Science

2018 SBE-adopted science programs include:

- Accelerate Learning, STEMscopes CA NGSS 3D, Gr. K–5
- Accelerate Learning, STEMscopes CA NGSS 3D, preferred integrated, Gr. 6–8
- Accelerate Learning, STEMscopes CA NGSS 3D, discipline specific, Gr. 6–8
- Activate Learning, IQWST California Edition, preferred integrated, Gr. 6–8
- Amplify Education, Amplify Science: California Discipline Specific Course Model, Gr. 6–8
- Amplify Education, Amplify Science: California Integrated Course Model, Gr. K–8
- Carolina Biological Supply Company, Building Blocks of Science 3D, Gr. K–5
- Delta Education, FOSS Next Generation Elementary, Gr. K–5
- Delta Education, FOSS Next Generation Middle School, preferred integrated, Gr. 6–8
- Discovery Education, Discovery Education Science Techbook for California NGSS, preferred integrated, Gr. K–8
- Great Minds, Great Minds Science, Gr. 4
- Green Ninja, Green Ninja Integrated Middle School Science, Gr. 6, 8
- Houghton Mifflin Harcourt Publishing Company, California HMH Science Dimensions, preferred integrated, Gr. 6–8
- Impact Science Education, Impact Science: Integrated Middle School Program for CA NGSS, Gr. 6–8
- Impact Science Education, Impact Science: Middle School Program for CA NGSS, discipline specific, Gr. 6–8
- Lab Aids, Issues and Science, preferred integrated, Gr. 6–7
- Learning Bits, SMART NGSS by Science Bits, discipline specific, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, preferred integrated, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, discipline specific, Gr. 6–8
- National Geographic Learning, a division of Cengage Learning, National Geographic Exploring Science, Gr. K–6
- Pearson Education, California Elevate Science, Gr. K–6
- Pearson Education, California Elevate Science Integrated, Gr. 6–8
- Pearson Education, California Elevate Science, discipline specific, Gr. 6–8
- Teachers’ Curriculum Institute, Bring Science Alive! California Program K–5, Gr. K–5
- Teachers’ Curriculum Institute, Bring Science Alive! California Integrated Program, Gr. 6–8
- Teachers’ Curriculum Institute, Bring Science Alive! California Program, discipline specific, Gr. 6–8
- Twig Education, Twig Science, Gr. K–6
2006 SBE-adopted science programs include:

- CPO Science, *Focus on Earth, Life, and Physical Science*, 2007, Gr. 6–8
- It's About Time, *Investigating Earth Systems, InterActions in Physical Science*, 2007, Gr. 6, 8
- McDougal Littell, *McDougal Littell California Middle School Science Series*, 2007, Gr. 6–8

*Available in Spanish as alternate format.

**Alternative Current Materials**

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code* Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.  **TK- Various Materials**

California Department of Education, August 2019
### PART III: CATEGORY TOTALS AND RANKING
(round all calculations to two decimal places)

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF AREAS EVALUATED</th>
<th>CATEGORY TOTALS</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of &quot;V&quot;s:</td>
<td>11</td>
<td>GOOD</td>
<td></td>
</tr>
<tr>
<td>Number of &quot;D&quot;s:</td>
<td>0</td>
<td>FAIR</td>
<td></td>
</tr>
<tr>
<td>Number of &quot;X&quot;s:</td>
<td>0</td>
<td>POOR</td>
<td></td>
</tr>
<tr>
<td>Number of NAs:</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of system in Good repair</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of &quot;V&quot;s divided by (Total Areas - &quot;NAs&quot;)</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Percent per Category**

<table>
<thead>
<tr>
<th>Rank (Circle one)</th>
<th>GOOD = 90%-100%</th>
<th>FAIR = 75%-89.99%</th>
<th>POOR = 0%-74.99%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GOOD</td>
<td>FAIR</td>
<td>POOR</td>
</tr>
</tbody>
</table>

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".*

**OVERALL RATING:**

Determine average percentage of 8 categories above

98.00%  

**SCHOOL RATING:**

Good

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%-100%</td>
<td>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90%-99.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75.0%-89.99%</td>
<td>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0%-74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**COMMENTS AND RATING EXPLANATION:**
<table>
<thead>
<tr>
<th>AREA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>COMMENTS: Good condition.</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>restrooms</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>COMMENTS: Good condition.</td>
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</tr>
<tr>
<td>Room 1</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<td>✓</td>
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<td>✓</td>
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</tr>
<tr>
<td>Small Playground</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
<td>✔</td>
<td>D</td>
<td>✔</td>
</tr>
<tr>
<td>COMMENTS: Structure needs replaced in near future; exposed steel on playdeck platforms.</td>
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</tr>
<tr>
<td>Room 2</td>
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<td>NA</td>
<td>NA</td>
<td>✓</td>
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<tr>
<td>COMMENTS: Good condition.</td>
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</tr>
<tr>
<td>Room 4</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
<td>✔</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<tr>
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<td>✓</td>
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</tr>
<tr>
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<td></td>
<td></td>
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<td>✓</td>
<td>D</td>
<td>NA</td>
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<td>✔</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>COMMENTS: Unplug iron when not in use; remove stacked appliances or secure in place.</td>
<td></td>
<td></td>
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<td>✔</td>
<td>D</td>
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</tr>
</tbody>
</table>
October 28, 2019

Michael Duncan, Board President
Eureka City Schools
2100 “J” Street
Eureka, CA 95501

Dear Mr. Duncan and Board Members,

As you may know, California Education Code Section 1240 requires that the County Superintendent of Schools visit schools in deciles 1-3, as identified by the 2012 Academic Performance Index (API), and report the results of these reviews to governing boards. I am submitting this summary of the 2019 visits for your review at your next regularly scheduled meeting in November. This report concerns the visits to Alice Birney School and Lafayette School on September 5, 2019.

The purpose of the on-site review as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in the four core subject areas (English language arts, mathematics, history/social science and science (including science laboratory equipment in grades 9-12)) and, as appropriate, in foreign languages and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the County Superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API);
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure; and
3. Review audit exceptions under expanded authority in the areas of use of instructional materials program funds, teacher misassignments, and information reported on the School Accountability Report Card (SARC) and determine whether the exceptions are either corrected or an acceptable plan of correction has been developed.

Uniform Complaint data and audit findings are not mandated parts of this report but we are including information on Uniform Complaint Procedures because these items were reviewed as part of the team’s site visit. Information on audit exceptions, if any are relevant to items specified above, are not available for review until January.
October 28, 2019
Page Two

Before proceeding with the report, let me define some basic terms:

- “Sufficient textbooks or instructional materials” means each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an “emergency or urgent threat” is a “condition that poses a threat to the health or safety of pupils or staff while at school.”
- “Good repair” means the school facilities are clean, safe and functional as determined pursuant to the school Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”

Below are the findings from the visits to the two schools related to the items which we are required by law to review. Specific details in the three required areas can be seen on the attached visitation report documents. Findings for Alice Birney School are below followed by Lafayette School.

**Alice Birney School**

**Instructional Materials**

All instructional materials were sufficient in classrooms sampled, with the exception of three classrooms in which the needed materials were located at either the District Office or the Lafayette campus within 2 hours of the visit. This curriculum was subsequently added to the classroom.

**School Facilities**

All of the classrooms, grounds and playgrounds sampled were in good condition. Deficiencies were noted in the Cafeteria where large bubbles are visible in the flooring creating trip hazards and in one classroom where the fire extinguisher inspection was not up to date.

**School Accountability Report Card**

The SARC was available in both English and Spanish on the website at the time of the visit. It was complete and had been updated with the 2017-18 template which was sufficient at the time of the review. It will need to be updated to include required data for 2018-19 before February 1, 2020 and needs to be posted on the website.

**Teacher Misassignments and Teacher Vacancies**

All teachers, including one with an emergency credential, were reported by the Principal to be appropriately credentialed. A full review will be done through the new CalSAAS (State Assignment Accountability System) in the spring.

**Uniform Complaint Procedures**

Required UCP notices were posted in each classroom visited.
October 28, 2019
Page Three

Lafayette School
Instructional Materials
Instructional materials were sufficient in all classrooms visited. School staff has done an excellent job ensuring that students have the needed materials to learn.

School Facilities
All of the classrooms, grounds and playgrounds sampled were in excellent condition. One deficiency was noted in a classroom where the fire extinguisher inspection was not up to date and the playground was noted to have rust.

School Accountability Report Card
The SARC was available in both English and Spanish on the website at the time of the visit. It was complete and had been updated with the 2017-18 template which was sufficient at the time of the review. It will need to be updated to include required data for 2018-19 before February 1, 2020 and needs to be posted on the website.

Teacher Misassignments and Teacher Vacancies
All teachers were reported by the Principal to be appropriately credentialed. A full review will be done through the new CalSAAS (State Assignment Accountability System) in the spring.

Uniform Complaint Procedures
Required UCP notices were posted in each classroom.

Please extend to your governing board, administration and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation. If you need any clarification or assistance in regard to this report, please feel free to call me at (707) 445-7030.

Sincerely,

Chris N. Hartley, Ed.D.
County Superintendent of Schools

CH:rb

Attachments: Certification Page for Williams Settlement Site Visit
Schedule of Classrooms Visited
Instructional Materials Survey
Facilities Inspection Tool

cc: Fred VanVleck, Superintendent, with Attachments
Kristin Sobilo, Principal, with Attachments
Tammi Wagner, Principal, with Attachments
Humboldt County Board of Education, with Attachment
Humboldt County Board of Supervisors, with Attachments
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on September 5, 2019.

**School Site:** Alice Birney School

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
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</thead>
<tbody>
<tr>
<td><strong>District</strong> Eureka City Schools</td>
<td><strong>County Office:</strong> Humboldt County Office of Education</td>
</tr>
<tr>
<td>Print name Kristin Sobilo</td>
<td>Print name Lori Breyer</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Title Principal</td>
<td>Title Coordinator - Accountability</td>
</tr>
<tr>
<td>Print name Melissa Hodgdon</td>
<td>Print name Rob Walkenauer</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Title Assistant</td>
<td>Title Director of Maintenance &amp; Operations</td>
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<tr>
<td>Print name Jennifer Burger</td>
<td>Print name Chandler Wilson</td>
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<td>Signature Jennifer Burger</td>
<td>Signature</td>
</tr>
<tr>
<td>Title BPSVC Tech</td>
<td>Title Instructional Resource Asst</td>
</tr>
<tr>
<td>Print name Kristin Sobilo</td>
<td>Print name</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Title Principal</td>
<td>Title</td>
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Alice Birney Classrooms Visited:

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<tr>
<th>Grade</th>
<th>Room</th>
<th>Teacher</th>
<th>Time</th>
<th>Enrollment</th>
<th>WC</th>
<th>IM</th>
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<tr>
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<td>Alleen Kuttler</td>
<td>9:55</td>
<td>14/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kdg</td>
<td>Room 23</td>
<td>Holly McLaughlin</td>
<td>10:00</td>
<td>24/0</td>
<td></td>
<td></td>
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<tr>
<td>Grade 1</td>
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<td>Kathy Warren</td>
<td>9:40</td>
<td>22/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>Room 3</td>
<td>John Moor</td>
<td>9:40</td>
<td>26/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>Room 10</td>
<td>Rhea Sen</td>
<td>9:45</td>
<td>28/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>Room 17</td>
<td>Jinne Calvi</td>
<td>9:45</td>
<td>29/13</td>
<td></td>
<td></td>
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<tr>
<td>Grade 5</td>
<td>Room 16</td>
<td>Pattie Fuentes</td>
<td>9:50</td>
<td>28/11</td>
<td></td>
<td></td>
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<td>SDC</td>
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</table>
Instructional Materials Survey
Elementary School Level 2019–20

The California Department of Education has developed this survey form for district convenience; districts are free to modify it as needed.

Please see California Education Code sections 240, 1240(i), 60002, 60119, and 60210 for compliance requirements.

Please note that the Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/re/pn/sm provides instructional materials in accessible formats for students with disabilities.

English Language Arts/English Language Development (ELA/ELD)

2015 SBE-adopted Basic Programs (Program 1) for ELA/ELD include:

_____ EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, 2015, Gr. 6–8
_____ McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
_____ The College Board – SpringBoard, SpringBoard, English Language Arts, 2015, Gr. 7–8

2015 SBE-adopted Basic Programs with ELD (Program 2) for ELA/ELD include:

_____ Benchmark Education Company, Benchmark Advance, 2015, Gr. K–6
_____ Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections ©2017, Gr. 6–8
_____ McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
_____ National Geographic Learning/Cengage Learning, Reach for Reading, 2015, Gr. K–6
_____ The College Board – SpringBoard, SpringBoard, English Language Arts & English Language Development, 2015, Gr. 7–8

2015 SBE-adopted Primary Language Programs with ELD (Program 3) for ELA/ELD include:

_____ Benchmark Education Company, Benchmark Adelante, 2015, Gr. K–6
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

Houghton Mifflin Harcourt, Fountas & Pinnell, 2019 (TK-3)

McGraw-Hill, Reading Mastery, 2008 (SDC, TK-5)

2015 SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:

— McGraw-Hill School Education, FLEX Literacy, 2015, Gr. 4–8
— National Geographic Learning/Cengage Learning, Inside, 2015, Gr. 4–8
— HMH Intervention Solutions (formerly Scholastic, Inc.), California Read 180 Universal System, 2015, Gr. 4–8
— Voyager Sopris Learning, Inc., LANGUAGE! Live California, 2015, Gr. 4–8

2015 SBE-adopted Intervention Programs for English Learners (Program 5) for ELA/ELD include:

— HMH Intervention Solutions (formerly Scholastic, Inc.), California English 3D Course A and Course B System, 2015, Gr. 4–8

Alternative Current Materials

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EL Achieve, Systematic ELD, 2017 (TK-5)

Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

— Agile Mind, Common Core Middle School Mathematics, 2014, Gr. 6–8
— Big Ideas Learning, Big Ideas Math, 2014, Gr. 6–8
— Center for Mathematics and Teaching, Math Links, 2014, Gr. 8
— CPM Educational Programs, Core Connections, Courses 1-3, 2014, Gr. 6–8
— Edgenuity, Inc., Edgenuity California Common Core Mathematics, 2014, Gr. 6–8
Houghton Mifflin Harcourt, *Go Math!,* 2014, Gr. 6–8
McGraw-Hill, *California Math, Courses 1-3,* 2014, Gr. 6–8
Pearson, *CA Digits,* 2014, Gr. 6–8
Perfection Learning, *Kinetic Pre-Algebra,* 2014, Gr. 8
Reasoning Mind, *Reasoning Mind Algebra Readiness Program,* 2014, Gr. 2–6
The College Board, *SpringBoard Mathematics,* 2014, Gr. 6–8
Triumph Learning, *Common Core Math Curriculum,* 2014, Gr. 6–8

**Alternative Current Materials**

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code* Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

Houghton Mifflin, *Splash,* 2013 (TK)


**2014 SBE-adopted Algebra 1 Programs include:**

Aleks Corporation, *CA Algebra 1,* 2014, Gr. Algebra 1
Big Ideas Leaning, *Big Ideas Algebra 1,* 2014, Gr. Algebra 1
CPM Educational Programs, *Core Connections Algebra 1,* 2014, Gr. Algebra 1
Houghton Mifflin Harcourt, *Algebra 1: Analyze, Connect, Explore California,* 2014, Gr. Algebra 1
JRL Enterprises, *I CAN Learn Algebra 1,* 2014, Gr. Algebra 1
Pearson, *CA Common Core Algebra 1,* 2014, Gr. Algebra 1
Perfection Learning, *Kinetic Algebra 1,* 2014, Gr. Algebra 1
The College Board, *SpringBoard Mathematics Algebra 1,* 2014, Gr. Algebra 1

**Alternative Current Materials**

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code* Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area.
area. The program is provided to all students at this grade level or enrolled in these courses.

2014 SBE-adopted Mathematics 1 Programs include:
—— Person, Common Core Integrated Math 1, 2014, Gr. Math 1

Alternative Current Materials
—— The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

History-Social Science

2017 SBE-adopted history-social science programs include:
—— Discovery Education, Discovery Education Social Science Techbook, Gr. 6–8
—— McGraw-Hill School Education, Impact: California Social Studies, Gr. 6–8
—— National Geographic Learning, National Geographic World History, Gr. 6–8
—— Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. K–5
—— Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. 6–8
—— Studies Weekly, California Studies Weekly–Social Studies, Gr. K–6
—— Teachers’ Curriculum Institute, Social Studies Alive! California Series, Gr. K–5
—— Teachers’ Curriculum Institute, History Alive! California Series, Gr. 6–8

2005 SBE-adopted history-social science programs include:
—— Glencoe/McGraw-Hill, Glencoe Discovering Our Past, 2006, Gr. 6–8
—— Holt, Rinehart and Winston, Holt California Social Studies, 2006, Gr. 6–8
—— McDougal Littell, McDougal Littell California Middle School Social Studies Series, 2006, Gr. 6–8
—— Oxford University Press, Oxford History-Social Science Program for California, 2005, Gr. 5–8
—— Pearson Prentice Hall, Prentice Hall Social Studies, 2006, Gr. 6–8
—— Pearson Scott Foresman, Scott Foresman History-Social Science for California, 2006, Gr. K–5
—— Teachers’ Curriculum Institute, History Alive! California Middle Schools Program, 2005, Gr. 6–8
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. Houghton Mifflin, Splash, 2013 (TK)

Science

2018 SBE-adopted science programs include:

—— Accelerate Learning, STEMscopes CA NGSS 3D, Gr. K–5
—— Accelerate Learning, STEMscopes CA NGSS 3D, preferred integrated, Gr. 6–8
—— Accelerate Learning, STEMscopes CA NGSS 3D, discipline specific, Gr. 6–8
—— Activate Learning, IQWST California Edition, preferred integrated, Gr. 6–8
—— Amplify Education, Amplify Science: California Discipline Specific Course Model, Gr. 6–8
—— Amplify Education, Amplify Science: California Integrated Course Model, Gr. K–8
—— Carolina Biological Supply Company, Building Blocks of Science 3D, Gr. K–5
—— Delta Education, FOSS Next Generation Elementary, Gr. K–5
—— Delta Education, FOSS Next Generation Middle School, preferred integrated, Gr. 6–8
—— Discovery Education, Discovery Education Science Techbook for California NGSS, preferred integrated, Gr. K–8
—— Great Minds, Great Minds Science, Gr. 4
—— Green Ninja, Green Ninja Integrated Middle School Science, Gr. 6, 8
—— Houghton Mifflin Harcourt Publishing Company, California HMH Science Dimensions, preferred integrated, Gr. 6–8
—— Impact Science Education, Impact Science: Integrated Middle School Program for CA NGSS, Gr. 6–8
—— Impact Science Education, Impact Science: Middle School Program for CA NGSS, discipline specific, Gr. 6–8
—— Lab Aids, Issues and Science, preferred integrated, Gr. 6–7
—— Learning Bits, SMART NGSS by Science Bits, discipline specific, Gr. 6–8
—— McGraw-Hill School Education, California Inspire Science, preferred integrated, Gr. 6–8
—— McGraw-Hill School Education, California Inspire Science, discipline specific, Gr. 6–8
—— National Geographic Learning, a division of Cengage Learning, National Geographic Exploring Science, Gr. K–6
—— Pearson Education, California Elevate Science, Gr. K–6
—— Pearson Education, California Elevate Science Integrated, Gr. 6–8
—— Pearson Education, California Elevate Science, discipline specific, Gr. 6–8
2006 SBE-adopted science programs include:

- CPO Science, *Focus on Earth, Life, and Physical Science*, 2007, Gr. 6–8
- It’s About Time, *Investigating Earth Systems, InterActions in Physical Science*, 2007, Gr. 6, 8
- McDougal Littell, *McDougal Littell California Middle School Science Series*, 2007, Gr. 6–8

*Available in Spanish as alternate format.

**Alternative Current Materials**

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code* Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. *Houghton Mifflin, Splash*, 2013 (TK)

California Department of Education, August 2019
## PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

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<th>B. INTERIOR</th>
<th>C. CLEANLINESS</th>
<th>D. ELECTRICAL</th>
<th>E. RESTROOMS/FOUNTAINS</th>
<th>F. SAFETY</th>
<th>G. STRUCTURAL</th>
<th>H. EXTERNAL</th>
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<td>GAS LEAKS</td>
<td>NEC/HVAC</td>
<td>SEWER</td>
<td>INTERIOR SURFACES</td>
<td>OVERALL CLEANLINESS</td>
<td>RESTROOM INFESTATION</td>
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<td>RESTROOMS</td>
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<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Number of &quot;D&quot;s:</td>
<td></td>
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<tr>
<td>Number of &quot;X&quot;s:</td>
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<tr>
<td>Number of N/A's</td>
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<td>2</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Percent of System In Good Repair Number of &quot;X&quot;s divided by (Total Areas - &quot;N/A&quot;)s)</td>
<td></td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>90.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Percent per Category (average of above)</td>
<td></td>
<td>100.00%</td>
<td>90.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>90.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Rank (Circle one)</td>
<td></td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
</tr>
</tbody>
</table>

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

**OVERALL RATING:**

Determine average percentage of 8 categories above ➔ 97.50% ➔ GOOD

"For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%-100%</td>
<td>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90%-98.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75%-79.99%</td>
<td>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0%-74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

COMMENTS AND RATING EXPLANATION:
## CAFETERIA
Comments: Large bubbles in the flooring creating a trip hazard.

## BREEZEWAY RESTROOMS

## RM-5

## RM-3

## RM-10
Comments:

## RM-9
Comments: Fire extinguisher not signed.

## RM-17
Comments:

## RM-20
Comments:

## RM-15
Comments:

## BIG PLAYGROUND
Comments:

### Marks
- \( \checkmark \) = Good Repair
- \( \times \) = Deficiency
- \( \times \times \) = Extreme Deficiency
- NA = Not Applicable

Use additional Area Lines as necessary.
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on **September 5, 2019**

**School Site:** Lafayette Elementary School

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District</strong> Eureka City Schools</td>
<td><strong>County Office:</strong> Humboldt County Office of Education</td>
</tr>
<tr>
<td><strong>Print name</strong> Tammi Wagner</td>
<td><strong>Print name</strong> Lori Breyer</td>
</tr>
<tr>
<td><strong>Signature</strong> Tammi Wagner</td>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td><strong>Title</strong> Principal</td>
<td><strong>Title</strong> Coordinator - Accountability</td>
</tr>
<tr>
<td><strong>Print name</strong> Melissa Hodgson</td>
<td><strong>Print name</strong> Rob Walkenauer</td>
</tr>
<tr>
<td><strong>Signature</strong> Melissa Hodgson</td>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td><strong>Title</strong> Admin Assistant</td>
<td><strong>Title</strong> Director of Maintenance &amp; Operations</td>
</tr>
<tr>
<td><strong>Print name</strong> Jennifer Burger</td>
<td><strong>Print name</strong> Chandler Wilson</td>
</tr>
<tr>
<td><strong>Signature</strong> Jennifer Burger</td>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td><strong>Title</strong> Instructional Resource Asst</td>
</tr>
</tbody>
</table>

Print name ______________________
Signature ______________________
Title ______________________
<table>
<thead>
<tr>
<th>Grade</th>
<th>Room</th>
<th>Teacher</th>
<th>Time</th>
<th>Enrollment AII/EL</th>
<th>WC Eng/Sp</th>
<th>IM</th>
</tr>
</thead>
<tbody>
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<td>8:40</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>TK</td>
<td>Room 21</td>
<td>Kathryn Sherar</td>
<td>8:50</td>
<td>10/0</td>
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<td></td>
</tr>
<tr>
<td>Kdg</td>
<td>Room 19</td>
<td>Jasmine Ellman</td>
<td>8:55</td>
<td>24/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>Room 15</td>
<td>Hope Von Werhof</td>
<td>9:00</td>
<td>26/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>Room 7</td>
<td>Jennifer Renner</td>
<td>9:00</td>
<td>27/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>Room 8</td>
<td>Sandy Younger</td>
<td>9:05</td>
<td>28/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>Room 6</td>
<td>Mai Lee</td>
<td>9:05</td>
<td>28/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>Room 2</td>
<td>Rayanna Clayser</td>
<td>9:10</td>
<td>20/5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDC</td>
<td>Room 12</td>
<td>Brian Letts</td>
<td>9:10</td>
<td>6/0</td>
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<td></td>
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<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>9:15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Materials Survey
Elementary School Level 2019–20

The California Department of Education has developed this survey form for district convenience; districts are free to modify it as needed.

Please see California Education Code sections 240, 1240(i), 60002, 60119, and 60210 for compliance requirements.

Please note that the Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/re/pn/sm provides instructional materials in accessible formats for students with disabilities.

English Language Arts/English Language Development (ELA/ELD)

2015 SBE-adopted Basic Programs (Program 1) for ELA/ELD include:

- EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, 2015, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- The College Board – SpringBoard, SpringBoard, English Language Arts, 2015, Gr. 7–8

2015 SBE-adopted Basic Programs with ELD (Program 2) for ELA/ELD include:

- Benchmark Education Company, Benchmark Advance, 2015, Gr. K–6
- Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections ©2017, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- National Geographic Learning/Cengage Learning, Reach for Reading, 2015, Gr. K–6
- The College Board – SpringBoard, SpringBoard, English Language Arts & English Language Development, 2015, Gr. 7–8

2015 SBE-adopted Primary Language Programs with ELD (Program 3) for ELA/ELD include:

- Benchmark Education Company, Benchmark Adelante, 2015, Gr. K–6
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code* Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.


2015 SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:


National Geographic Learning/Cengage Learning, *Inside*, 2015, Gr. 4–8


HMH Intervention Solutions (formerly Scholastic, Inc.), *California Read 180 Universal System*, 2015, Gr. 4–8

Voyager Sopris Learning, Inc., *LANGUAGE! Live California*, 2015, Gr. 4–8

2015 SBE-adopted Intervention Programs for English Learners (Program 5) for ELA/ELD include:


HMH Intervention Solutions (formerly Scholastic, Inc.), *California English 3D Course A and Course B System*, 2015, Gr. 4–8

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code* Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

EL Achieve, *Systematic ELD*, 2017 (TK-5)

Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

Agile Mind, *Common Core Middle School Mathematics*, 2014, Gr. 6–8

Big Ideas Learning, *Big Ideas Math*, 2014, Gr. 6–8

Center for Mathematics and Teaching, *Math Links*, 2014, Gr. 8

CPM Educational Programs, *Core Connections, Courses 1-3*, 2014, Gr. 6–8

Edgenuity, Inc., *Edgenuity California Common Core Mathematics*, 2014, Gr. 6–8

Houghton Mifflin Harcourt, *Go Math!,* 2014, Gr. 6–8
McGraw-Hill, *California Math, Courses 1-3,* 2014, Gr. 6–8
Pearson, *CA Digits,* 2014, Gr. 6–8
Perfection Learning, *Kinetic Pre-Algebra,* 2014, Gr. 8
Reasoning Mind, *Reasoning Mind Algebra Readiness Program,* 2014, Gr. 2–6
The College Board, *SpringBoard Mathematics,* 2014, Gr. 6–8
Triumph Learning, *Common Core Math Curriculum,* 2014, Gr. 6–8

Alternative Current Materials

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2014 SBE-adopted Algebra 1 Programs include:

- Agile Mind, *Common Core Algebra 1 Mathematics,* 2014, Gr. Algebra 1
- Aleks Corporation, *CA Algebra 1,* 2014, Gr. Algebra 1
- Big Ideas Leaning, *Big Ideas Algebra 1,* 2014, Gr. Algebra 1
- CPM Educational Programs, *Core Connections Algebra 1,* 2014, Gr. Algebra 1
- JRL Enterprises, *I CAN Learn Algebra 1,* 2014, Gr. Algebra 1
- Pearson, *CA Common Core Algebra 1,* 2014, Gr. Algebra 1
- Perfection Learning, *Kinetic Algebra 1,* 2014, Gr. Algebra 1
- The College Board, *SpringBoard Mathematics Algebra 1,* 2014, Gr. Algebra 1

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code Section 60210(c),* this program underwent a local review that included a majority of classroom teachers in the subject
area. The program is provided to all students at this grade level or enrolled in these
courses.

2014 SBE-adopted Mathematics 1 Programs include:

**Alternative Current Materials**
—— The district has developed an instructional program consistent with the content
and cycles of the curriculum frameworks for this curricular area by utilizing one or more
instructional resources. Pursuant to *Education Code* Section 60210(c), this program
underwent a local review that included a majority of classroom teachers in the subject
area. The program is provided to all students at this grade level or enrolled in these
courses.

**History-Social Science**

2017 SBE-adopted history-social science programs include:
—— Discovery Education, *Discovery Education Social Science Techbook*, Gr. 6–8
—— National Geographic Learning, *National Geographic World History*, Gr. 6–8
—— Pearson Scott Foresman and Prentice Hall, *California History-Social Science
   myWorld Interactive*, Gr. K–5
—— Pearson Scott Foresman and Prentice Hall, *California History-Social Science
   myWorld Interactive*, Gr. 6–8
—— Teachers’ Curriculum Institute, *History Alive! California Series*, Gr. 6–8

2005 SBE-adopted history-social science programs include:
—— Holt, Rinehart and Winston, *Holt California Social Studies*, 2006, Gr. 6–8
—— McDougal Littell, *McDougal Littell California Middle School Social Studies
   Series*, 2006, Gr. 6–8
—— Oxford University Press, *Oxford History-Social Science Program for California*,
   2005, Gr. 5–8
—— Pearson Prentice Hall, *Prentice Hall Social Studies*, 2006, Gr. 6–8
—— Pearson Scott Foresman, *Scott Foresman History-Social Science for California*,
   2006, Gr. K–5
—— Teachers’ Curriculum Institute, *History Alive! California Middle Schools
   Program*, 2005, Gr. 6–8
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. Houghton Mifflin, Splash, 2013 (TK)

Science

2018 SBE-adopted science programs include:

- Accelerate Learning, STEMscopes CA NGSS 3D, Gr. K–5
- Accelerate Learning, STEMscopes CA NGSS 3D, preferred integrated, Gr. 6–8
- Accelerate Learning, STEMscopes CA NGSS 3D, discipline specific, Gr. 6–8
- Activate Learning, IQWST California Edition, preferred integrated, Gr. 6–8
- Amplify Education, Amplify Science: California Discipline Specific Course Model, Gr. 6–8
- Amplify Education, Amplify Science: California Integrated Course Model, Gr. K–8
- Carolina Biological Supply Company, Building Blocks of Science 3D, Gr. K–5
- Delta Education, FOSS Next Generation Elementary, Gr. K–5
- Delta Education, FOSS Next Generation Middle School, preferred integrated, Gr. 6–8
- Discovery Education, Discovery Education Science Techbook for California NGSS, preferred integrated, Gr. K–8
- Great Minds, Great Minds Science, Gr. 4
- Green Ninja, Green Ninja Integrated Middle School Science, Gr. 6, 8
- Houghton Mifflin Harcourt Publishing Company, California HMH Science Dimensions, preferred integrated, Gr. 6–8
- Impact Science Education, Impact Science: Integrated Middle School Program for CA NGSS, Gr. 6–8
- Impact Science Education, Impact Science: Middle School Program for CA NGSS, discipline specific, Gr. 6–8
- Lab Aids, Issues and Science, preferred integrated, Gr. 6–7
- Learning Bits, SMART NGSS by Science Bits, discipline specific, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, preferred integrated, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, discipline specific, Gr. 6–8
- National Geographic Learning, a division of Cengage Learning, National Geographic Exploring Science, Gr. K–6
- Pearson Education, California Elevate Science, Gr. K–6
- Pearson Education, California Elevate Science Integrated, Gr. 6–8
- Pearson Education, California Elevate Science, discipline specific, Gr. 6–8
2006 SBE-adopted science programs include:

- CPO Science, *Focus on Earth, Life, and Physical Science*, 2007, Gr. 6-8
- Glencoe/McGraw-Hill, *Glencoe Science Focus On Series*, 2007, Gr. 6-8
- It’s About Time, *Investigating Earth Systems, InterActions in Physical Science*, 2007, Gr. 6, 8
- McDougal Littell, *McDougal Littell California Middle School Science Series*, 2007, Gr. 6-8

*Available in Spanish as alternate format.

**Alternative Current Materials**

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code* Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

*Houghton Mifflin, *Splash*, 2013 (TK)

California Department of Education, August 2019
### PART III: CATEGORY TOTALS AND RANKING

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF AREAS EVALUATED</th>
<th>CATEGORY TOTALS</th>
<th>A. SYSTEMS</th>
<th>B. INTERIOR</th>
<th>C. CLEANLINESS</th>
<th>D. ELECTRICAL</th>
<th>E. RESTROOMS/FOUNTAINS</th>
<th>F. SAFETY</th>
<th>G. STRUCTURAL</th>
<th>H. EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GAS LEAKS</td>
<td>MECHANIC</td>
<td>SEWER</td>
<td>INTERIOR SURFACES</td>
<td>OVERALL CLEANLINESS</td>
<td>PEST/VERMIN INFESTATION</td>
<td>ELECTRICAL</td>
<td>RESTROOMS</td>
<td>SMOKE/ FOUNTAINS</td>
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<td>Number of &quot;V&quot;:</td>
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<td>0</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Percent of System in Good Repair</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>92.31%</td>
</tr>
<tr>
<td>Total Percent per Category (average of above)</td>
<td>100.00%</td>
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<td>100.00%</td>
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<td>98.16%</td>
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</tr>
<tr>
<td>Rank (Circle one)</td>
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<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
</tr>
</tbody>
</table>

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99% - 100%</td>
<td>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90% - 94.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75% - 79.99%</td>
<td>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0% - 74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

COMMENTS AND RATING EXPLANATION:


<table>
<thead>
<tr>
<th>AREA</th>
<th>CATEGORY</th>
<th>1 GAS LEAKS</th>
<th>2 MECH-HVAC</th>
<th>3 SEWER</th>
<th>4 INTERIOR SURFACES</th>
<th>5 OVERALL CLEANLINESS</th>
<th>6 FEST/VERMIN INFESTATION</th>
<th>7 ELECTRICAL</th>
<th>8 RESTROOM</th>
<th>9 SINKS/ FOUNTAINS</th>
<th>10 FIRE SAFETY</th>
<th>11 HAZARDOUS MATERIALS</th>
<th>12 STRUCTURAL DAMAGE</th>
<th>13 ROOFS</th>
<th>14 PLAYGROUNDS SCHOOL GROUNDS</th>
<th>15 WINDOWS/ DOORS/ GATES/ FENCES</th>
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<tbody>
<tr>
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<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<td>NA</td>
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<td>✓</td>
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</tr>
<tr>
<td>COMMENTS:</td>
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October 28, 2019

Kyle Conley, Board President
Fortuna Elementary School District
500 - 9th Street
Fortuna, CA  95540

Dear Mr. Conley and Board Members,

As you may know, California Education Code Section 1240 requires that the County Superintendent of Schools visit schools in deciles 1-3, as identified by the 2012 Academic Performance Index (API), and report the results of these reviews to governing boards. I am submitting this summary of the 2019 visits for your review at your next regularly scheduled meeting in November. This report concerns the visits to **Norman G. Ambrosini School and South Fortuna Elementary School** on September 4, 2019.

The purpose of the on-site review as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in the four core subject areas (English language arts, mathematics, history/social science and science (including science laboratory equipment in grades 9-12)) and, as appropriate, in foreign languages and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the County Superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API);
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure; and
3. Review audit exceptions under expanded authority in the areas of use of instructional materials program funds, teacher misassignments, and information reported on the School Accountability Report Card (SARC) and determine whether the exceptions are either corrected or an acceptable plan of correction has been developed.

Uniform Complaint data and audit findings are not mandated parts of this report but we are including information on Uniform Complaint Procedures because these items were reviewed as
part of the team’s site visit. Information on audit exceptions, if any are relevant to items specified above, are not available for review until January.

Before proceeding with the report, let me define some basic terms:

- “Sufficient textbooks or instructional materials” means each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an “emergency or urgent threat” is a “condition that poses a threat to the health or safety of pupils or staff while at school.”
- “Good repair” means the school facilities are clean, safe and functional as determined pursuant to the school Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”

Below are the findings from the visits to the two schools related to the items which we are required by law to review. Specific details in the three required areas can be seen on the attached visitation report documents. Findings for Norman G. Ambrosini School are below followed by South Fortuna Elementary School.

**Norman G. Ambrosini School**

**Instructional Materials**
Instructional materials were sufficient in all classrooms sampled.

**School Facilities**
Overall, the school site was in great shape. Both playgrounds show wear and tear and components of them will need replaced – such as the swing s-hooks. The classrooms were very clean, orderly and well maintained. All fire extinguishers were up to date on monthly maintenance and the grounds were well cared for.

**School Accountability Report Card**
Information on the SARC was found in English and Spanish on the school website. It was complete and had been updated with the 2017-18 template which was sufficient at the time of the review. Both versions will need to be updated to include required data for 2018-19 before February 1, 2020.

**Teacher Misassignments and Teacher Vacancies**
All teachers were reported by the Principal to be appropriately credentialed. A full review will be done through the new CALSAAS (State Assignment Accountability System) in the spring.
Uniform Complaint Procedures
Required UCP notices were posted in each classroom in both English and Spanish.

South Fortuna Elementary School

Instructional Materials
Instructional materials were sufficient in all classrooms sampled.

School Facilities
The classrooms are all in good condition aside from some ceiling damage. The playgrounds are well maintained. The breezeways and exteriors of the buildings are worn and require repairs. Much of the exterior paint is peeling.

School Accountability Report Card
Information on the SARC was found in English and in Spanish on the school website. Both versions were complete and had been updated with the 2017-18 template which was sufficient at the time of the review. Both versions will need to be updated to include required data for 2018-19 before February 1, 2020.

Teacher Misassignments and Teacher Vacancies
All teachers were reported by the Principal to be appropriately credentialed. A full review will be done through the new CALSAAS (State Assignment Accountability System) in the spring.

Uniform Complaint Procedures
Required UCP notices were posted in each classroom.
October 28, 2019
Page Three

Please extend to your governing board, administration and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation. If you need any clarification or assistance in regard to this report, please feel free to call me at (707) 445-7030.

Sincerely,

[Signature]

Chris N. Hartley, Ed.D.
County Superintendent of Schools

CH:rb

Attachments: Certification Page for Williams Settlement Site Visit
Schedule of Classrooms Visited
Instructional Materials Survey
Facilities Inspection Tool

cc: Jeff Northern, Superintendent, with Attachments
Amy Betts, Principal, with Attachments
Laurie Clendenen, Principal, with Attachments
Humboldt County Board of Education, with Attachments
Humboldt County Board of Supervisors, with Attachments
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on **September 4, 2019**

**School Site:** Norman G. Ambrosini School

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<tr>
<th><strong>School District</strong></th>
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<td>District</td>
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<tr>
<td>Amy Betts</td>
<td>[Signature]</td>
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<tr>
<td>Lori Breyer</td>
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<td>Coordinator - Accountability</td>
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<td>Occupational Safety/Loss Specialist</td>
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<tr>
<td>Chantler Wilson</td>
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<td>Instructional Materials Asst</td>
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Instructional Materials Survey
Elementary School Level 2019–20

The California Department of Education has developed this survey form for district convenience; districts are free to modify it as needed.

Please see California Education Code sections 240, 1240(i), 60002, 60119, and 60210 for compliance requirements.

Please note that the Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/re/pn/sm provides instructional materials in accessible formats for students with disabilities.

English Language Arts/English Language Development (ELA/ELD)

2015 SBE-adopted Basic Programs (Program 1) for ELA/ELD include:

- EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, 2015, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- The College Board – SpringBoard, SpringBoard, English Language Arts, 2015, Gr. 7–8

2015 SBE-adopted Basic Programs with ELD (Program 2) for ELA/ELD include:

- Benchmark Education Company, Benchmark Advance, 2015, Gr. K–6
- Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections ©2017, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- National Geographic Learning/Cengage Learning, Reach for Reading, 2015, Gr. K–6 (GR 3-4)
- The College Board – SpringBoard, SpringBoard, English Language Arts & English Language Development, 2015, Gr. 7–8

2015 SBE-adopted Primary Language Programs with ELD (Program 3) for ELA/ELD include:

- Benchmark Education Company, Benchmark Adelante, 2015, Gr. K–6
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

2015 SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:

- McGraw-Hill School Education, FLEX Literacy, 2015, Gr. 4–8
- National Geographic Learning/Cengage Learning, Inside, 2015, Gr. 4–8
- Pearson Education, Inc., p.a. Scott Foresman and Prentice Hall, CA Pearson iLit, 2015, Gr. 4–8
- HMH Intervention Solutions (formerly Scholastic, Inc.), California Read 180 Universal System, 2015, Gr. 4–8
- Voyager Sopris Learning, Inc., LANGUAGE! Live California, 2015, Gr. 4–8

2015 SBE-adopted Intervention Programs for English Learners (Program 5) for ELA/ELD include:

- HMH Intervention Solutions (formerly Scholastic, Inc.), California English 3D Course A and Course B System, 2015, Gr. 4–8

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

- Agile Mind, Common Core Middle School Mathematics, 2014, Gr. 6–8
- Big Ideas Learning, Big Ideas Math, 2014, Gr. 6–8
- Center for Mathematics and Teaching, Math Links, 2014, Gr. 8
- CPM Educational Programs, Core Connections, Courses 1-3, 2014, Gr. 6–8
- Edgenuity, Inc., Edgenuity California Common Core Mathematics, 2014, Gr. 6–8
- Houghton Mifflin Harcourt, Go Math!, 2014, Gr. 6–8
- McGraw-Hill, California Math, Courses 1-3, 2014, Gr. 6–8
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

2014 SBE-adopted Algebra 1 Programs include:

- Agile Mind, Common Core Algebra 1 Mathematics, 2014, Gr. Algebra 1
- Aleks Corporation, CA Algebra 1, 2014, Gr. Algebra 1
- Big Ideas Learning, Big Ideas Algebra 1, 2014, Gr. Algebra 1
- CPM Educational Programs, Core Connections Algebra 1, 2014, Gr. Algebra 1
- Houghton Mifflin Harcourt, Algebra 1: Analyze, Connect, Explore California, 2014, Gr. Algebra 1
- JRL Enterprises, I CAN Learn Algebra 1, 2014, Gr. Algebra 1
- McGraw-Hill, Glencoe Algebra 1, 2014, Gr. Algebra 1
- Pearson, CA Common Core Algebra 1, 2014, Gr. Algebra 1
- Perfection Learning, Kinetic Algebra 1, 2014, Gr. Algebra 1
- The College Board, SpringBoard Mathematics Algebra 1, 2014, Gr. Algebra 1

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

2014 SBE-adopted Mathematics 1 Programs include:

- Person, Common Core Integrated Math 1, 2014, Gr. Math 1

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more
instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

History-Social Science

2017 SBE-adopted history-social science programs include:

- Discovery Education, Discovery Education Social Science Techbook, Gr. 6–8
- McGraw-Hill School Education, Impact: California Social Studies, Gr. 6–8
- National Geographic Learning, National Geographic World History, Gr. 6–8
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. K–5
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. 6–8
- Studies Weekly, California Studies Weekly—Social Studies, Gr. K–6
- Teachers’ Curriculum Institute, Social Studies Alive! California Series, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Series, Gr. 6–8

2005 SBE-adopted history-social science programs include:

- Glencoe/McGraw-Hill, Glencoe Discovering Our Past, 2006, Gr. 6–8
- Holt, Rinehart and Winston, Holt California Social Studies, 2006, Gr. 6–8
- McDougal Littell, McDougal Littell California Middle School Social Studies Series, 2006, Gr. 6–8
- Oxford University Press, Oxford History-Social Science Program for California, 2005, Gr. 5–8
- Pearson Prentice Hall, Prentice Hall Social Studies, 2006, Gr. 6–8
- Pearson Scott Foresman, Scott Foresman History-Social Science for California, 2006, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Middle Schools Program, 2005, Gr. 6–8

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.
2018 SBE-adopted science programs include:

- Accelerate Learning, STEMscopes CA NGSS 3D, Gr. K–5
- Accelerate Learning, STEMscopes CA NGSS 3D, preferred integrated, Gr. 6–8
- Accelerate Learning, STEMscopes CA NGSS 3D, discipline specific, Gr. 6–8
- Activate Learning, IQWST California Edition, preferred integrated, Gr. 6–8
- Amplify Education, Amplify Science: California Discipline Specific Course Model, Gr. 6–8
- Amplify Education, Amplify Science: California Integrated Course Model, Gr. K–8
- Carolina Biological Supply Company, Building Blocks of Science 3D, Gr. K–5
- Delta Education, FOSS Next Generation Elementary, Gr. K–5
- Delta Education, FOSS Next Generation Middle School, preferred integrated, Gr. 6–8
- Discovery Education, Discovery Education Science Techbook for California NGSS, preferred integrated, Gr. K–8
- Great Minds, Great Minds Science, Gr. 4
- Green Ninja, Green Ninja Integrated Middle School Science, Gr. 6, 8
- Houghton Mifflin Harcourt Publishing Company, California HMH Science Dimensions, preferred integrated, Gr. 6–8
- Impact Science Education, Impact Science: Integrated Middle School Program for CA NGSS, Gr. 6–8
- Impact Science Education, Impact Science: Middle School Program for CA NGSS, discipline specific, Gr. 6–8
- Lab Aids, Issues and Science, preferred integrated, Gr. 6–7
- Learning Bits, SMART NGSS by Science Bits, discipline specific, Gr. 6–8
- McGraw-Hill School Education, California inspire Science, preferred integrated, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, discipline specific, Gr. 6–8
- National Geographic Learning, a division of Cengage Learning, National Geographic Exploring Science, Gr. K–6
- Pearson Education, California Elevate Science, Gr. K–6
- Pearson Education, California Elevate Science Integrated, Gr. 6–8
- Pearson Education, California Elevate Science, discipline specific, Gr. 6–8
- Teachers’ Curriculum Institute, Bring Science Alive! California Program K–5, Gr. K–5
- Teachers’ Curriculum Institute, Bring Science Alive! California Integrated Program, Gr. 6–8
- Teachers’ Curriculum Institute, Bring Science Alive! California Program, discipline specific, Gr. 6–8
- Twig Education, Twig Science, Gr. K–6
2006 SBE-adopted science programs include:

- Glencoe/McGraw-Hill, Glencoe Science Focus On Series*, 2007, Gr. 6–8
- It's About Time, Investigating Earth Systems, InterActions in Physical Science, 2007, Gr. 6, 8
- McDougal Littell, McDougal Littell California Middle School Science Series*, 2007, Gr. 6–8

*Available in Spanish as alternate format.

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

California Department of Education, August 2019

Classrooms Visited:

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### PART III: CATEGORY TOTALS AND RANKING
(round all calculations to two decimal places)

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<th>C. CLEANLINESS</th>
<th>D. ELECTRICAL</th>
<th>E. RESTROOMS/FOUNTAINS</th>
<th>F. SAFETY</th>
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<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Percent per Category (average of above)*</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Rank (Circle one) GOOD = 90-100%</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>FAIR</td>
</tr>
<tr>
<td>FAIR = 75-89.99% POOR = 0-74.99%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

**OVERALL RATING:**

Determine average percentage of 8 categories above ─ 98.61%
SCHOOL RATING** ─ GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%-100%</td>
<td>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90%-98.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75%-89.99%</td>
<td>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0%-74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**COMMENTS AND RATING EXPLANATION:**
<table>
<thead>
<tr>
<th>AREA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comments:</td>
<td>Great condition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinder Bathrooms</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comments:</td>
<td>Great condition.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinder Playground</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>D</td>
</tr>
<tr>
<td>Comments:</td>
<td>Swing chains and s-hooks showing wear/rust; seat belts need replaced in near future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Playgrounds</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>D</td>
</tr>
<tr>
<td>Comments:</td>
<td>Playcraft netted wall chains damaged, swing chains and overhead rings s-hooks showing wear/rust.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls restroom</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comments:</td>
<td>Great condition.</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MPR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comments:</td>
<td>Great condition.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Room 17</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comments:</td>
<td>Disinfectant wipes present; ensure teacher has taken IPM training.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Room 9</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comments:</td>
<td>Good condition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Room 16</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comments:</td>
<td>Great condition.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on **September 4, 2019**

School Site: **South Fortuna Elementary**

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>District <strong>Fortuna Elementary School District</strong></td>
<td>County Office: <strong>Humboldt County Office of Education</strong></td>
</tr>
<tr>
<td>Print name <strong>Laurie Clendenon</strong></td>
<td>Print name <strong>Lori Breyer</strong></td>
</tr>
<tr>
<td>Signature <strong>Laurie Clendenon</strong></td>
<td>Signature <strong>Lori Breyer</strong></td>
</tr>
<tr>
<td>Title <strong>Principal</strong></td>
<td>Title <strong>Coordinator - Accountability</strong></td>
</tr>
<tr>
<td>Print name <strong>Taylin Titus</strong></td>
<td>Print name <strong>Chandler Wilson</strong></td>
</tr>
<tr>
<td>Signature <strong>Taylin Titus</strong></td>
<td>Signature <strong>Chandler Wilson</strong></td>
</tr>
<tr>
<td>Title <strong>Occupational Safety/Loss Specialist</strong></td>
<td>Title <strong>Instructional Material Specialist</strong></td>
</tr>
<tr>
<td>Print name <strong>Laurie Clendenon</strong></td>
<td>Print name <strong>Chandler Wilson</strong></td>
</tr>
<tr>
<td>Signature <strong>Laurie Clendenon</strong></td>
<td>Signature <strong>Chandler Wilson</strong></td>
</tr>
<tr>
<td>Title <strong>Principal</strong></td>
<td>Title <strong>Instructional Material Specialist</strong></td>
</tr>
</tbody>
</table>
Instructional Materials Survey
Elementary School Level 2019–20

The California Department of Education has developed this survey form for district convenience; districts are free to modify it as needed.

Please see California Education Code sections 240, 1240(i), 60002, 60119, and 60210 for compliance requirements.

Please note that the Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/re/pn/sm provides instructional materials in accessible formats for students with disabilities.

English Language Arts/English Language Development (ELA/ELD)

2015 SBE-adopted Basic Programs (Program 1) for ELA/ELD include:

- EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, 2015, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- The College Board – SpringBoard, SpringBoard, English Language Arts, 2015, Gr. 7–8

2015 SBE-adopted Basic Programs with ELD (Program 2) for ELA/ELD include:

- Benchmark Education Company, Benchmark Advance, 2015, Gr. K–6
- Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections ©2017, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- National Geographic Learning/Cengage Learning, Reach for Reading, 2015, Gr. K–6 (GR 3-4)
- The College Board – SpringBoard, SpringBoard, English Language Arts & English Language Development, 2015, Gr. 7–8

2015 SBE-adopted Primary Language Programs with ELD (Program 3) for ELA/ELD include:

- Benchmark Education Company, Benchmark Adelante, 2015, Gr. K–6
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

2015 SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:

- McGraw-Hill School Education, FLEX Literacy, 2015, Gr. 4–8
- National Geographic Learning/Cengage Learning, Inside, 2015, Gr. 4–8
- Pearson Education, Inc., p.a. Scott Foresman and Prentice Hall, CA Pearson iLit, 2015, Gr. 4–8
- HMH Intervention Solutions (formerly Scholastic, Inc.), California Read 180 Universal System, 2015, Gr. 4–8
- Voyager Sopris Learning, Inc., LANGUAGE! Live California, 2015, Gr. 4–8

2015 SBE-adopted Intervention Programs for English Learners (Program 5) for ELA/ELD include:

- HMH Intervention Solutions (formerly Scholastic, Inc.), California English 3D Course A and Course B System, 2015, Gr. 4–8

Alternative Current Materials

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Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

- Agile Mind, Common Core Middle School Mathematics, 2014, Gr. 6–8
- Big Ideas Learning, Big Ideas Math, 2014, Gr. 6–8
- Center for Mathematics and Teaching, Math Links, 2014, Gr. 8
- CPM Educational Programs, Core Connections, Courses 1-3, 2014, Gr. 6–8
- Edgenuity, Inc., Edgenuity California Common Core Mathematics, 2014, Gr. 6–8
- Houghton Mifflin Harcourt, Go Math!, 2014, Gr. 6–8
- McGraw-Hill, California Math, Courses 1-3, 2014, Gr. 6–8
Alternative Current Materials

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2014 SBE-adopted Algebra 1 Programs include:

- Agile Mind, Common Core Algebra 1 Mathematics, 2014, Gr. Algebra 1
- Aleks Corporation, CA Algebra 1, 2014, Gr. Algebra 1
- Big Ideas Leaning, Big Ideas Algebra 1, 2014, Gr. Algebra 1
- CPM Educational Programs, Core Connections Algebra 1, 2014, Gr. Algebra 1
- Houghton Mifflin Harcourt, Algebra 1: Analyze, Connect, Explore California, 2014, Gr. Algebra 1
- JRL Enterprises, I CAN Learn Algebra 1, 2014, Gr. Algebra 1
- McGraw-Hill, Glencoe Algebra 1, 2014, Gr. Algebra 1
- Pearson, CA Common Core Algebra 1, 2014, Gr. Algebra 1
- Perfection Learning, Kinetic Algebra 1, 2014, Gr. Algebra 1
- The College Board, SpringBoard Mathematics Algebra 1, 2014, Gr. Algebra 1

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

2014 SBE-adopted Mathematics 1 Programs include:

- Person, Common Core Integrated Math 1, 2014, Gr. Math 1

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.
instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

History-Social Science

2017 SBE-adopted history-social science programs include:

- Discovery Education, Discovery Education Social Science Techbook, Gr. 6–8
- McGraw-Hill School Education, Impact: California Social Studies, Gr. 6–8
- National Geographic Learning, National Geographic World History, Gr. 6–8
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. K–5
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. 6–8
- Studies Weekly, California Studies Weekly–Social Studies, Gr. K–6
- Teachers’ Curriculum Institute, Social Studies Alive! California Series, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Series, Gr. 6–8

2005 SBE-adopted history-social science programs include:

- Glencoe/McGraw-Hill, Glencoe Discovering Our Past, 2006, Gr. 6–8
- Holt, Rinehart and Winston, Holt California Social Studies, 2006, Gr. 6–8
- McDougal Littell, McDougal Littell California Middle School Social Studies Series, 2006, Gr. 6–8
- Oxford University Press, Oxford History-Social Science Program for California, 2005, Gr. 5–8
- Pearson Prentice Hall, Prentice Hall Social Studies, 2006, Gr. 6–8
- Pearson Scott Foresman, Scott Foresman History-Social Science for California, 2006, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Middle Schools Program, 2005, Gr. 6–8

Alternative Current Materials

- The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.
Science

2018 SBE-adopted science programs include:

- Accelerate Learning, STEMscopes CA NGSS 3D, Gr. K–5
- Accelerate Learning, STEMscopes CA NGSS 3D, preferred integrated, Gr. 6–8
- Accelerate Learning, STEMscopes CA NGSS 3D, discipline specific, Gr. 6–8
- Activate Learning, IQWST California Edition, preferred integrated, Gr. 6–8
- Amplify Education, Amplify Science: California Discipline Specific Course Model, Gr. 6–8
- Amplify Education, Amplify Science: California Integrated Course Model, Gr. K–8
- Carolina Biological Supply Company, Building Blocks of Science 3D, Gr. K–5
- Delta Education, FOSS Next Generation Elementary, Gr. K–5
- Delta Education, FOSS Next Generation Middle School, preferred integrated, Gr. 6–8
- Discovery Education, Discovery Education Science Techbook for California NGSS, preferred integrated, Gr. K–8
- Great Minds, Great Minds Science, Gr. 4
- Green Ninja, Green Ninja Integrated Middle School Science, Gr. 6, 8
- Houghton Mifflin Harcourt Publishing Company, California HMH Science Dimensions, preferred integrated, Gr. 6–8
- Impact Science Education, Impact Science: Integrated Middle School Program for CA NGSS, Gr. 6–8
- Impact Science Education, Impact Science: Middle School Program for CA NGSS, discipline specific, Gr. 6–8
- Lab Aids, Issues and Science, preferred integrated, Gr. 6–7
- Learning Bits, SMART NGSS by Science Bits, discipline specific, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, preferred integrated, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, discipline specific, Gr. 6–8
- National Geographic Learning, a division of Cengage Learning, National Geographic Exploring Science, Gr. K–6
- Pearson Education, California Elevate Science, Gr. K–6
- Pearson Education, California Elevate Science Integrated, Gr. 6–8
- Pearson Education, California Elevate Science, discipline specific, Gr. 6–8
- Teachers’ Curriculum Institute, Bring Science Alive! California Program K–5, Gr. K–5
- Teachers’ Curriculum Institute, Bring Science Alive! California Integrated Program, Gr. 6–8
- Teachers’ Curriculum Institute, Bring Science Alive! California Program, discipline specific, Gr. 6–8
- Twig Education, Twig Science, Gr. K–6
2006 SBE-adopted science programs include:

- CPO Science, Focus on Earth, Life, and Physical Science*, 2007, Gr. 6–8
- Glencoe/McGraw-Hill, Glencoe Science Focus On Series*, 2007, Gr. 6–8
- It’s About Time, Investigating Earth Systems, InterActions in Physical Science, 2007, Gr. 6, 8
- McDougal Littell, McDougal Littell California Middle School Science Series*, 2007, Gr. 6–8

*Available in Spanish as alternate format.

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

California Department of Education, August 2019

Classrooms Visited:

<table>
<thead>
<tr>
<th>TK</th>
<th>10:10</th>
<th>Room 121</th>
<th>Helen Nelson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kdg</td>
<td>10:10</td>
<td>Room 118</td>
<td>Lisa Cook</td>
</tr>
<tr>
<td>Grade 1</td>
<td>10:20</td>
<td>Room 131</td>
<td>Lisa Gray</td>
</tr>
<tr>
<td>Grade 2</td>
<td>10:20</td>
<td>Room 126</td>
<td>Jeweline Huddleston</td>
</tr>
<tr>
<td>Grade 3</td>
<td>10:35</td>
<td>Room 109</td>
<td>Megan Davie</td>
</tr>
<tr>
<td>Grade 4</td>
<td>10:35</td>
<td>Room 103</td>
<td>Erin Wishneff</td>
</tr>
<tr>
<td>SDC (TK-4)</td>
<td>10:30</td>
<td>Room 116</td>
<td>Angela Schuetzle</td>
</tr>
</tbody>
</table>
### PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF AREAS EVALUATED</th>
<th>CATEGORY TOTALS</th>
<th>A. SYSTEMS</th>
<th>B. INTERIOR</th>
<th>C. CLEANLINESS</th>
<th>D. ELECTRICAL</th>
<th>E. RESTROOMS/FOUNTAINS</th>
<th>F. SAFETY</th>
<th>G. STRUCTURAL</th>
<th>H. EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>GAS LEAKS</td>
<td>MECH/HVAC</td>
<td>SEWER</td>
<td>INTERIOR SURFACES</td>
<td>overall cleanliness</td>
<td>FEST/VERMIN INFECTION</td>
<td>ELECTRICAL</td>
<td>RESTROOMS</td>
</tr>
<tr>
<td>Number of &quot;X&quot;s:</td>
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<td>9</td>
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<td>8</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Number of &quot;D&quot;s:</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of NA's:</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percent of System in Good Repair</td>
<td>Number of &quot;X&quot;s&quot; divided by (Total Areas - &quot;NA&quot;s&quot;)</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>88.89%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Percent per Category</td>
<td>(average of above)</td>
<td>100.00%</td>
<td>88.89%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Rank (Circle one)</td>
<td></td>
<td>GOOD</td>
<td>FAIR</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
</tr>
</tbody>
</table>

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".*

**OVERALL RATING:** DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE 97.92% **SCHOOL RATING**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99% - 100%</td>
<td>The school meets all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90% - 98.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75.7% - 89.99%</td>
<td>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0% - 74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**COMMENTS AND RATING EXPLANATION:**

---
<table>
<thead>
<tr>
<th>AREA</th>
<th>GAS LEAKS</th>
<th>MECH/HVAC</th>
<th>SEWER</th>
<th>INTERIOR</th>
<th>SURFACES</th>
<th>OVERALL CLEANLINESS</th>
<th>PEST/YORM INFECTION</th>
<th>ELECTRICAL</th>
<th>RESTROOM</th>
<th>DROWNS/ FOUNTAINS</th>
<th>FIRE SAFETY</th>
<th>HAZARDOUS MATERIALS</th>
<th>STRUCTURAL DAMAGE</th>
<th>ROOFS</th>
<th>PLAYGROUNDS/GROUNDS</th>
<th>WINDOWS/DOORS/GATES/FENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Room 130</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Room 131</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td><strong>Room 109</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Main Playground</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Cafeteria</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>✓</td>
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<td>✓</td>
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<td>✓</td>
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</tr>
<tr>
<td><strong>Kindergarten Playground</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Room 103</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Girls Restroom</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>General Campus</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**COMMENTS:**

- Room 130: Great condition.
- Room 131: Great condition.
- Room 109: Some ceiling tiles damaged
- Cafeteria: Good condition.
- Kindergarten Playground: Good condition.
- Room 103: Good condition.
- Girls Restroom: Good condition.
- General Campus: Breezeways in poor condition; a lot of paint peeling
October 28, 2019

Charles Ellebrecht, Board Vice President
Fortuna Union High School District
379-12th Street
Fortuna, CA 95540-2398

Dear Mr. Ellebrecht and Board Members,

As you may know, California Education Code Section 1240 requires that the County Superintendent of Schools visit schools in deciles 1-3, as identified by the 2012 Academic Performance Index (API), and report the results of these reviews to governing boards. I am submitting this summary of the 2019 visits for your review at your next regularly scheduled meeting in November. This report concerns the visit to Fortuna High School on August 27, 2019.

The purpose of the on-site review as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in the four core subject areas (English language arts, mathematics, history/social science and science (including science laboratory equipment in grades 9-12)) and, as appropriate, in foreign languages and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the County Superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API);
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure; and
3. Review audit exceptions under expanded authority in the areas of use of instructional materials program funds, teacher misassignments, and information reported on the School Accountability Report Card (SARC) and determine whether the exceptions are either corrected or an acceptable plan of correction has been developed.

Uniform Complaint data and audit findings are not mandated parts of this report but we are including information on Uniform Complaint Procedures because these items were reviewed as part of the team’s site visit. Information on audit exceptions, if any are relevant to items specified above, are not available for review until January.

"Committed to Excellence in Leadership and Service"
October 28, 2019
Page Two

Before proceeding with the report, let me define some basic terms:

- “Sufficient textbooks or instructional materials” means each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an “emergency or urgent threat” is a “condition that poses a threat to the health or safety of pupils or staff while at school.”
- “Good repair” means the school facilities are clean, safe and functional as determined pursuant to the school Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”

Below are the findings from the visit to the school related to the items which we are required by law to review. Specific details in the three required areas can be seen on the attached visitation report documents.

**Fortuna High School**

**Instructional Materials**
Instructional materials were sufficient in all classrooms visited. School staff has done an excellent job ensuring that students have the needed materials to learn.

**School Facilities**
The campus is in great condition and very well maintained. All the classrooms were in good order, although there were a few classrooms that had water damage to some ceiling tiles. None of the fire extinguishers had been checked for the annual inspection which drastically dropped the score of an otherwise exemplary campus.

**School Accountability Report Card**
Information on the SARC was found in English and in Spanish on the school website. Both versions were complete and updated with the 2017-18 template which was sufficient at the time of the review. Both versions will need to be updated to include required data for 2018-19 before February 1, 2020.

**Teacher Misassignments and Teacher Vacancies**
All teachers were reported by the Assistant Principals to be appropriately credentialed. A full review will be done through the new CalSAAS (State Assignment Accountability System) in the spring.

**Uniform Complaint Procedures**
Required UCP notices were posted in each classroom.
October 28, 2019
Page Three

Please extend to your governing board, administration and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation and for the improvements made this year in Spanish SARCs, UCPs and overall organization of instructional materials. If you need any clarification or assistance in regard to this report, please feel free to call me at (707) 445-7030.

Sincerely,

[Signature]

Chris N. Hartley, Ed.D.
County Superintendent of Schools

CH:rb

Attachments: Certification Page for Williams Settlement Site Visit
Schedule of Classrooms Visited
Instructional Materials Survey
Facilities Inspection Tool

cc: Glen Senestraro, Superintendent, with Attachments
Clint Duey, Principal, with Attachments
Humboldt County Board of Education, with Attachments
Humboldt County Board of Supervisors, with Attachments
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on **August 27, 2019**

**School Site:** Fortuna High School

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Fortuna Union High School District</td>
<td>County Office: Humboldt County Office of Education</td>
</tr>
<tr>
<td>Print name Michelle Roslosnik</td>
<td>Print name Lori Breyer</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Title Assistant Principal</td>
<td>Title School Support and Accountability</td>
</tr>
<tr>
<td>Print name Dustin Rossman</td>
<td>Print name Taylin Titus</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Title Dean of Students</td>
<td>Title Occupational Safety/Loss Specialist</td>
</tr>
<tr>
<td>Print name</td>
<td>Print name Chandler Wilson</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Title</td>
<td>Title Instructional Resource Asst</td>
</tr>
<tr>
<td>Print name</td>
<td>Print name</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Title</td>
<td>Title</td>
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</table>
### Instructional Materials Survey for Compliance with Education Code Sections 1240(i) and 60119

#### High School Level

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course</th>
<th>Room/Instructor</th>
<th>Period</th>
<th>Time</th>
<th>Enrollment</th>
<th>Books</th>
<th>Wms Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Spanish 1</td>
<td>CA-1 / Thompson</td>
<td>2</td>
<td>9:25-10:23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Algebra 2</td>
<td>E-3 / Raven</td>
<td>3</td>
<td>10:45-11:30</td>
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<tr>
<td>Math</td>
<td>Geometry</td>
<td>E-4 / Peterson</td>
<td>3</td>
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<td></td>
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<tr>
<td>Math</td>
<td>Algebra 1</td>
<td>E-6 / Valdez</td>
<td>3</td>
<td>10:45-11:30</td>
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<tr>
<td>ELA</td>
<td>English 2</td>
<td>CA-5 / Femenella</td>
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<tr>
<td>ELA</td>
<td>English 2</td>
<td>CA-2 / Kajtaniak</td>
<td>3</td>
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<td></td>
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<tr>
<td>ELA</td>
<td>English 2</td>
<td>CA-3 / C Haynes</td>
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<td></td>
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</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>F-5 / Thom</td>
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<td>CA-2 / Kajtaniak</td>
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<td>English 4 - ERWC</td>
<td>CA-8 / Conley</td>
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<td>Spanish 2</td>
<td>CA-4 / Alvarado</td>
<td>2</td>
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<td>E-5 / Helms</td>
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<td>9:25-10:23</td>
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<tr>
<td>SCIENCE</td>
<td>Anatomy</td>
<td>F-6 / Dixon</td>
<td>2</td>
<td>9:25-10:23</td>
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<tr>
<td>SCIENCE</td>
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<td>AG-2 / Lovfald</td>
<td>2</td>
<td>9:25-10:23</td>
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</tr>
<tr>
<td>SOC SCIENCE</td>
<td>Academy Soc Sci 1</td>
<td>C-1 / Louv</td>
<td>2</td>
<td>9:25-10:23</td>
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<tr>
<td>SOC SCIENCE</td>
<td>Ess History</td>
<td>F-2 / Dostal</td>
<td>2</td>
<td>9:25-10:23</td>
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<td>SOC SCIENCE</td>
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<td>D-3 / Louv</td>
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<tr>
<td>HEALTH</td>
<td>Library</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Sections:**
- English: 32 @ 20% = 6 sections
- Science: 19 @ 20% = 4 sections
- Math: 30 @ 20% = 6 sections
- Soc Sci: 34 @ 20% = 7 sections
- Language: 10 @ 20% = 2 sections

This form is to assist county superintendents of schools to evaluate the sufficiency of textbooks or instructional materials.

© California Department of Education: March 2014
### Instructional Materials Survey For Compliance With Education Code Sections 1240(i) And 60119

**High School Level**

<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENT</th>
<th>OBJECTIVE</th>
<th>Compliance With Education Code Sections 1240(i) and 60119</th>
<th>GRADE</th>
<th>PURCHASED</th>
<th>TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts Textbooks or Instructional Materials</td>
<td>School/district provides locally adopted standards-aligned English/language arts textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12 English courses that may include SBE-adopted intervention program textbooks for appropriate students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SBE-adopted Intervention Programs (Program 4) for RLA/ELD include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ National Geographic/Hampton Brown, <em>Inside Language, Literacy and Content</em>, 2009, Gr. 4-8</td>
<td>10</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Scholastic Inc., <em>Scholastic Read 180 California Enterprise Edition</em>, 2009, Gr. 4-8</td>
<td>12</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td></td>
<td>SBE-adopted Intervention Programs for English Learners (Program 5) for RLA/ELD include:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>□ Heinle/Cengage Learning, <em>Milestones</em>, 2009, Gr. 4-8</td>
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<td></td>
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<td>□ National Geographic/Hampton Brown, <em>Inside Language, Literacy and Content</em>, 2009, Gr. 4-8</td>
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<tr>
<td></td>
<td></td>
<td>□ Pearson Longman ELT, <em>Longman Keystone</em>, 2010, Gr. 4-8</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>□ Sopris West Educational Services, <em>Language! Focus on English Learning</em>, 2009, Gr. 4-8</td>
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<tr>
<td></td>
<td></td>
<td>□ Steck-Vaughn, <em>California Gateways</em>, 2010, Gr. 4-8</td>
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</tr>
</tbody>
</table>

Comments:
Materials observed in-use include ...

- English 1:
  - Holt (2009) *Literature and Language Arts 3rd Course*
- English 2:
  - Glencoe (2010) *Literature*
- English 3:
  - Holt (2009) *Elements of Literature 5th Course*
- English 4:
  - CSU Expository Reading and Writing Curriculum (ERWC)

---

This form is to assist county superintendents of schools to evaluate the sufficiency of textbooks or instructional materials. © California Department of Education: March 2014
<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENT</th>
<th>OBJECTIVE</th>
<th>Compliance With Education Code Sections 1240(i) and 60119</th>
<th>PROGRAM</th>
<th>PURCHASED</th>
<th>TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Textbooks or Instructional Materials</td>
<td>School/district provides locally adopted standards-aligned mathematics textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12 mathematics courses.</td>
<td>The high school has distributed to students locally adopted standards-aligned mathematics textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12 mathematics courses.</td>
<td>Algebra I (or Math I)</td>
<td>X</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>˝</td>
<td>Geometry (or Math II)</td>
<td>X</td>
<td>YES</td>
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<td></td>
<td></td>
<td>˝</td>
<td>Algebra II (or Math III)</td>
<td>X</td>
<td>YES</td>
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<td>˝</td>
<td>Probability and Statistics</td>
<td></td>
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<td></td>
<td></td>
<td>˝</td>
<td>Calculus</td>
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<td>Pre-Calculus</td>
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<td></td>
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<td>˝</td>
<td>Other:</td>
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<td>Comments:</td>
<td></td>
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<td></td>
<td></td>
<td>˝</td>
<td>Materials observed in-use include ...</td>
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<td></td>
<td></td>
<td>˝</td>
<td>Algebra 1:</td>
<td></td>
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<td></td>
<td></td>
<td>˝</td>
<td>CPM (2013) Algebra 1 Volume 1 and 2 – both digital and hard copy were observed in use and sufficient</td>
<td></td>
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<td></td>
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<td>Algebra 2:</td>
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<td>˝</td>
<td>CPM(2013) Algebra 2 Volume 1 and 2 – both digital and hard copy were observed in use and sufficient</td>
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<td></td>
<td></td>
<td>˝</td>
<td>Geometry and Geometry Concepts: CPM Geomentry – both digital and hard copy were observed in use and were sufficient</td>
<td></td>
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<td></td>
<td></td>
<td>˝</td>
<td>Pre-Calculus: Key Curriculum Press (2004) Pre-Calculus with Trigonometry</td>
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<td></td>
<td></td>
<td>˝</td>
<td>Statistics</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>˝</td>
<td>Not Visited: Calculus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Materials Survey For Compliance With Education Code Sections 1240(i) And 60119

**High School Level**

<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENT</th>
<th>OBJECTIVE</th>
<th>Compliance With Education Code Sections 1240(i) and 60119</th>
</tr>
</thead>
<tbody>
<tr>
<td>History–Social Science Textbooks or Instructional Materials</td>
<td>School/district provides locally adopted standards-aligned history-social science textbooks or instructional materials in all classrooms for all students enrolled in grades 10–12 history-social science courses.</td>
<td>The high school has distributed to students locally adopted standards-aligned history-social science textbooks in all classrooms for all students enrolled in grades 10–12 history-social science courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PURCHASED</th>
<th>TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography (Soc Sci 1)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>World History</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>US History</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Economics</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
- Materials observed in-use or in library for checkout include ...
- Not Visited: Geography Economics (semester 2)

---

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<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENT</th>
<th>OBJECTIVE</th>
<th>Compliance With Education Code Sections 1240(i) and 60119</th>
<th>PROGRAM</th>
<th>PURCHASED</th>
<th>TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Textbooks or Instructional Materials</td>
<td>School/district provides locally adopted standards-aligned science textbooks in all classrooms for all students enrolled in grades 9–12 science courses.</td>
<td>The high school has distributed to students locally adopted standards-aligned science textbooks or instructional materials in all classrooms for all students enrolled in 9–12 science courses. For courses determined to be laboratory science courses by the school/district, science laboratory equipment is made available to all students enrolled in these 9–12 science courses.</td>
<td>Earth/Physical Science</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biology</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Physics</td>
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<td></td>
<td></td>
<td></td>
<td>Physiology</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Environmental Science</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Equipment*</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other:</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Comments:
Materials observed in-use or in library for checkout include ...  
Chemistry:  
McDougal Littel (2009) World of Chemistry  
Anatomy:  
Not Visited: Physics

Science Lab Equipment: Sufficient number of lab tables/stations and safety equipment including goggles for numbers of students enrolled in classes. Safe storage of chemicals verified. Computer and digital projection equipment available.
### Instructional Materials Survey For Compliance With Education Code Sections 1240(i) And 60119

**High School Level**

<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENT</th>
<th>OBJECTIVE</th>
<th>Compliance With Education Code Sections 1240(i) and 60119</th>
<th>PROGRAM</th>
<th>PURCHASED</th>
<th>TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Textbooks or Instructional Materials</td>
<td>School/district provides curriculum framework-aligned foreign language textbooks or instructional materials in all classrooms for all students enrolled in foreign language courses.</td>
<td>The high school has distributed to students locally adopted state curriculum framework-aligned foreign language textbooks or instructional materials in all classrooms for all students enrolled in foreign language courses.</td>
<td></td>
<td>YES</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish</td>
<td>NO</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>French</td>
<td>YES</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>German</td>
<td>NO</td>
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<td></td>
<td></td>
<td></td>
<td>Japanese</td>
<td>YES</td>
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<td></td>
<td></td>
<td>Chinese</td>
<td>NO</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Latin</td>
<td>NO</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Materials observed in-use include ...

- Spanish 1:
  - Prentice Hall (2008) Realidades 1
- Spanish 2:
  - Prentice Hall (2008) Realidades 2
- Spanish 3:
  - Prentice Hall (2008) Realidades 3

Not Visited:
- Spanish/Native Speakers
- Spanish 4(AP)
### Essential Component: Health Textbooks or Instructional Materials

**Objective:** School/district provides curriculum framework-aligned health textbooks or instructional materials in all classrooms for all students enrolled in health courses.

### Compliance with Education Code Sections 1240(i) and 60119

The high school has distributed to students locally adopted curriculum framework-aligned health textbooks or instructional materials in all classrooms for all students enrolled in health courses.

<table>
<thead>
<tr>
<th>Program</th>
<th>Purchased</th>
<th>To Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Materials observed in library for checkout ...

Holt, Rinehart and Winston (2008) Lifetime Health Health is taught as modules within Freshman Physical Education.

Library records show 270 copies of text enrollment shows 244 students in PE 1
### PART III: CATEGORY TOTALS AND RANKING
(round all calculations to two decimal places)

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF AREAS EVALUATED</th>
<th>CATEGORY TOTALS</th>
<th>A. SYSTEM</th>
<th>B. INTERIOR</th>
<th>C. CLEANLINESS</th>
<th>D. ELECTRICAL</th>
<th>E. RESTROOMS/FOUNTAINS</th>
<th>F. SAFETY</th>
<th>G. STRUCTURAL</th>
<th>H. EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>GAS LEAKS</td>
<td>MECHANICAL</td>
<td>SEWER</td>
<td>INTERIOR SURFACES</td>
<td>OVERALL CLEANLINESS</td>
<td>INFESTATION</td>
<td>ELECTRICAL</td>
<td>RESTROOMS</td>
</tr>
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<td>11</td>
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<td>16</td>
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<td>5</td>
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<tr>
<td>Number of &quot;:&quot;s:</td>
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<td>16</td>
<td>16</td>
<td>12</td>
<td>11</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Number of &quot;:&quot;s:</td>
<td></td>
<td>0</td>
<td>0</td>
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<td>5</td>
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<tr>
<td>Number of &quot;:&quot;s:</td>
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<td>5</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>Number of N/A:</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Percent of systems in Good Repair</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
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</tr>
<tr>
<td>Total Percent per Category (average of above)*</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>57.15%</td>
</tr>
<tr>
<td>Rank (Circle one)</td>
<td>GOOD</td>
<td>POOR</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>POOR</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
</tr>
</tbody>
</table>

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

**OVERALL RATING:**

Determine average percentage of 8 categories above = 90.74%

**SCHOOL RATING:**

GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%-100%</td>
<td>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90%-98.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75%-89.99%</td>
<td>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0%-74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**COMMENTS AND RATING EXPLANATION:**

---
### D2
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Fire extinguisher is past due on annual inspection.

### D Restroom
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Paper towel dispenser damaged.

### E5
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Fire extinguisher is past due on annual inspection.

### E2
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Fabric around desk must be fire retardant.

### E1
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Fabric on bulletin boards must be fire retardant. Ceiling tiles damaged.

### Auto
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Great condition.

### F3
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Good condition.

### F6
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Good condition.

### F2
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Good condition.

### Ag
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Good condition. Fabric on bulletin boards must be fire retardant.

### F5
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Good condition.

### Chemical Storage
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Good condition, very organized.

### E4
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
- **Comments:** Water damage to some ceiling tiles.

### E2
- **Category:** Gas Leaks, Mech/Hvac, Sewer, Interior Surfaces, Overall Cleanliness, Pest/Vermifex, Infestation, Electrical, Restroom, Sinks/Fountains, Fire Safety, Hazardous Materials, Structural Damage, Roofs, Playgrounds, School Grounds, Window/Doors/Gates/Fences
### E6
**Comments:** Fabric bulletin boards must be fire retardant. Damage to some ceiling tiles.

**Fabric bulletin board. Ceiling tiles damaged.**

**Kitchen**

**Comments:** Very well maintained.

Comme:

Comme:

Comme:

Comme:

Comme:

Comme:

Comme:

Comme:

Comme:

Comme:
October 28, 2019

Lois Risling, Board President
Klamath-Trinity Joint Unified School District
PO Box 1308
Hoopa, CA 95546-1308

Dear Ms. Risling and Board Members,

As you may know, California Education Code Section 1240 requires that the County Superintendent of Schools visit schools in deciles 1-3, as identified by the 2012 Academic Performance Index (API), and report the results of these reviews to governing boards. I am submitting this summary of the 2019 visits for your review at your next regularly scheduled meeting in November. This report concerns the visits to Hoopa Valley Elementary School, Hoopa Valley High School, and Trinity Valley Elementary School on September 17, 2019.

The purpose of the on-site review as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in the four core subject areas (English language arts, mathematics, history/social science and science (including science laboratory equipment in grades 9-12)) and, as appropriate, in foreign languages and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the County Superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API);
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure; and
3. Review audit exceptions under expanded authority in the areas of use of instructional materials program funds, teacher misassignments, and information reported on the School Accountability Report Card (SARC) and determine whether the exceptions are either corrected or an acceptable plan of correction has been developed.

Uniform Complaint data and audit findings are not mandated parts of this report but we are including information on Uniform Complaint Procedures because these items were reviewed as part of the team’s site visit. Information on audit exceptions, if any are relevant to items specified above, are not available for review until January.
Before proceeding with the report, let me define some basic terms:

- “Sufficient textbooks or instructional materials” means each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an “emergency or urgent threat” is a “condition that poses a threat to the health or safety of pupils or staff while at school.”
- “Good repair” means the school facilities are clean, safe and functional as determined pursuant to the school Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”

Below are the findings from the visits to the three schools related to the items which we are required by law to review. Specific details in the three required areas can be seen on the attached visitation report documents. My findings for Hoopa Valley Elementary School are below followed by Hoopa Valley High School and Trinity Valley Elementary School.

**Hoopa Valley Elementary School**

**Instructional Materials**
Instructional materials were sufficient in all classrooms visited. School staff has done an excellent job ensuring that students have the needed materials to learn.

**School Facilities**
The campus is new and well maintained. The classrooms were all kept up very nicely with little-to-no fire hazards. The playgrounds and additional non-instructional areas are in good shape. There was not an AED located in the gym as required by law, effective 7/1/19.

**School Accountability Report Card**
Information on the SARC was available on the website at the time of the visit. It was complete and had been updated with the 2017-18 template which was sufficient at the time of the review. It will need to be updated to include required data for 2018-19 before February 1, 2020 and needs to be posted on the website.

**Teacher Misassignments and Teacher Vacancies**
All teachers, including an Intern, were reported by the Assistant Principal to be appropriately credentialed. A full review will be done through the new CalSAAS (State Assignment Accountability System) in the spring.

**Uniform Complaint Procedures**
Required UCP notices were posted in each classroom.
**Hoopa Valley High School**

**Instructional Materials**
Instructional materials and science lab equipment were sufficient in all but two classrooms visited. The new Marine Biology class had been operating without textbooks since the first day of school and the Earth Science class did not have sufficient books for every student enrolled. A quote for the 6 Marine Biology books and 30 Earth Science books dated 9/5/19 was available at the time of the visit but the materials had not yet been ordered. A subsequent inquiry 3 days after the visit proved the materials had been ordered.

**School Facilities**
The new, modernized areas of campus are well maintained. The classrooms were all kept up very nicely with little-to-no fire hazards. Areas of campus that have not undergone modernizations require attention. There were 3 AEDs located in the gym but none were installed in their permanent spots.

**School Accountability Report Card**
Information on the SARC was available on the website at the time of the visit. It was complete and had been updated with the 2017-18 template which was sufficient at the time of the review. It will need to be updated to include required data for 2018-19 before February 1, 2020 and needs to be posted on the website.

**Teacher Misassignments and Teacher Vacancies**
All teachers were reported by the Principal to be appropriately credentialed. A full review will be done through the new CalSAAS (State Assignment Accountability System) in the spring.

**Uniform Complaint Procedures**
Required UCP notices were posted in each classroom.

**Trinity Valley Elementary School**

**Instructional Materials**
Instructional materials were sufficient with the exception of Kindergarten where 8 Social Studies and 17 Science books were short, 3rd and 4th grade where Social Studies materials were short (2 and 4 respectively) and 3 Math books were missing in 8th grade. Additional materials were acquired subsequent to the visit.

**School Facilities**
The campus is in good condition and well maintained. One overhead ring on the playground was broken but was reported to the office the day prior to the inspection and is being replaced. The surfacing material beneath the swings need filled in. There was not an AED located in the gym as required by law, effective 7/1/19.
School Accountability Report Card
Information on the SARC was available on the website at the time of the visit. It was complete and had been updated with the 2017-18 template which was sufficient at the time of the review. It will need to be updated to include required data for 2018-19 before February 1, 2020 and needs to be posted on the website.

Teacher Misassignments and Teacher Vacancies
All teachers were reported by the Principal to be appropriately credentialed. A full review will be done through the new CalSAAS (State Assignment Accountability System) in the spring.

Uniform Complaint Procedures
Required UCP notices were posted in English in each classroom.

Please extend to your governing board, administration and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation. If you need any clarification or assistance in regard to this report, please feel free to call me at (707) 445-7030.

Sincerely,

Chris N. Hartley, Ed.D.
County Superintendent of Schools

CNH:rb

Attachments: Certification Page for Williams Settlement Site Visit
Schedule of Classrooms Visited
Instructional Materials Survey
Facilities Inspection Tool

cc: Dr. Kenny Richards, Interim Superintendent, with Attachments
Paula Wyant, Principal, with Attachments
Jennifer Lane, Principal, with Attachments
Jacqueline McCullough, Principal, with Attachments
Humboldt County Board of Education
Humboldt County Board of Supervisors, with Attachments
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on September 17, 2019.

School Site: Hoopa Valley Elementary School

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>District: Klamath Trinity Joint Unified School District</td>
<td>County Office: Humboldt County Office of Education</td>
</tr>
<tr>
<td>Print name: Paula Wyant John Snow</td>
<td>Print name: Lori Breyer</td>
</tr>
<tr>
<td>Signature: [Signature]</td>
<td>Signature: [Signature]</td>
</tr>
<tr>
<td>Title: Asst Principal</td>
<td>Title: Coordinator - Accountability</td>
</tr>
<tr>
<td>Print name: Melissa Ammon</td>
<td>Print name: Marca Kime</td>
</tr>
<tr>
<td>Signature: [Signature]</td>
<td>Signature: [Signature]</td>
</tr>
<tr>
<td>Title: MTO Director</td>
<td>Title: Instructional Materials Tech</td>
</tr>
<tr>
<td>Print name: [Signature]</td>
<td>Print name: Taylin Titus</td>
</tr>
<tr>
<td>Signature: [Signature]</td>
<td>Signature: [Signature]</td>
</tr>
<tr>
<td>Title: [Title]</td>
<td>Title: Occ Safety &amp; Loss Control Spec</td>
</tr>
<tr>
<td>Print name: [Signature]</td>
<td>Print name: [Signature]</td>
</tr>
<tr>
<td>Signature: [Signature]</td>
<td>Signature: [Signature]</td>
</tr>
<tr>
<td>Title: [Title]</td>
<td>Title: [Title]</td>
</tr>
</tbody>
</table>
Hoopa Valley Elementary Classrooms Visited 9/17/2019:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th>Teacher</th>
<th>Time</th>
<th>Enroll</th>
<th>Wms Comp</th>
<th>Eng</th>
<th>I/M Math</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td></td>
<td>Admin Meeting</td>
<td>8:30-8:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TK</td>
<td>Room 22</td>
<td>Valentine</td>
<td>8:40-8:45</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kdg</td>
<td>Room 20</td>
<td>McKinnon</td>
<td>8:45-8:50</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>Room 24</td>
<td>DeHuff</td>
<td>8:50-8:55</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>Room 26</td>
<td>Terry Gordon</td>
<td>8:50-8:55</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>Room 11</td>
<td>Becky Cape</td>
<td>8:55-9:00</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>Room 10</td>
<td>Paytas</td>
<td>8:55-9:00</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>Room 7</td>
<td>Nelia</td>
<td>9:00-9:05</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>Room 5</td>
<td>McClellan</td>
<td>9:00-9:05</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7/8 Science</td>
<td>Room 1</td>
<td>Winzle</td>
<td>9:05:9:15</td>
<td>45/46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7/8 ELA</td>
<td>Room 2</td>
<td>Chrisman</td>
<td>9:05:9:15</td>
<td>45/46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7/8 Math</td>
<td>Room 3</td>
<td>Peters</td>
<td>9:05:9:15</td>
<td>45/46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7/8 Social Science</td>
<td>Room 4</td>
<td>Edgar</td>
<td>9:05:9:15</td>
<td>45/46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td>Admin Meeting</td>
<td>9:15-9:25</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Materials Survey
 Elementary School Level 2019–20

The California Department of Education has developed this survey form for district convenience; districts are free to modify it as needed.

Please see California Education Code sections 240, 1240(i), 60002, 60119, and 60210 for compliance requirements.

Please note that the Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/re/pn/sm provides instructional materials in accessible formats for students with disabilities.

English Language Arts/English Language Development (ELA/ELD)

2015 SBE-adopted Basic Programs (Program 1) for ELA/ELD include:

- EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, 2015, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- The College Board – SpringBoard, SpringBoard, English Language Arts, 2015, Gr. 7–8

2015 SBE-adopted Basic Programs with ELD (Program 2) for ELA/ELD include:

- Benchmark Education Company, Benchmark Advance, 2015, Gr. K–6
- Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections ©2017, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- National Geographic Learning/Cengage Learning, Reach for Reading, 2015, Gr. K–6
- The College Board – SpringBoard, SpringBoard, English Language Arts & English Language Development, 2015, Gr. 7–8

2015 SBE-adopted Primary Language Programs with ELD (Program 3) for ELA/ELD include:

- Benchmark Education Company, Benchmark Adelante, 2015, Gr. K–6
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. TK - Scholastic Big Day (2015)

Gr. 6-8 – McDougal-Littell Literature, 2002

2015 SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:

______ McGraw-Hill School Education, FLEX Literacy, 2015, Gr. 4–8
______ National Geographic Learning/Cengage Learning, Inside, 2015, Gr. 4–8
______ Pearson Education, Inc., p.a. Scott Foresman and Prentice Hall, CA Pearson iLit, 2015, Gr. 4–8
______ HMH Intervention Solutions (formerly Scholastic, Inc.), California Read 180 Universal System, 2015, Gr. 4–8
______ Voyager Sopris Learning, Inc., LANGUAGE! Live California, 2015, Gr. 4–8

2015 SBE-adopted Intervention Programs for English Learners (Program 5) for ELA/ELD include:

______ HMH Intervention Solutions (formerly Scholastic, Inc.), California English 3D Course A and Course B System, 2015, Gr. 4–8

Alternative Current Materials

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Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

______ Agile Mind, Common Core Middle School Mathematics, 2014, Gr. 6–8
______ Big Ideas Learning, Big Ideas Math, 2014, Gr. 6–8
______ Center for Mathematics and Teaching, Math Links, 2014, Gr. 8
______ CPM Educational Programs, Core Connections, Courses 1-3, 2014, Gr. 6–8
______ Edgenuity, Inc., Edgenuity California Common Core Mathematics, 2014, Gr. 6–8
Houghton Mifflin Harcourt, Go Math!, 2014, Gr. 6–8
McGraw-Hill, California Math, Courses 1-3, 2014, Gr. 6–8
Pearson, CA Digits, 2014, Gr. 6–8
Perfection Learning, Kinetic Pre-Algebra, 2014, Gr. 8
Reasoning Mind, Reasoning Mind Algebra Readiness Program, 2014, Gr. 2–6
The College Board, SpringBoard Mathematics, 2014, Gr. 6–8
Triumph Learning, Common Core Math Curriculum, 2014, Gr. 6–8

Alternative Current Materials

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4-5 Pearson Scott Foresman, enVision Math California (2009)
6-8 Carnegie Learning Math Series – Course 1, Course 2, Course 3 (2019)

2014 SBE-adopted Algebra 1 Programs include:

Agile Mind, Common Core Algebra 1 Mathematics, 2014, Gr. Algebra 1
Aleks Corporation, CA Algebra 1, 2014, Gr. Algebra 1
Big Ideas Learning, Big Ideas Algebra 1, 2014, Gr. Algebra 1
CPM Educational Programs, Core Connections Algebra 1, 2014, Gr. Algebra 1
Houghton Mifflin Harcourt, Algebra 1: Analyze, Connect, Explore California, 2014, Gr. Algebra 1
JRL Enterprises, I CAN Learn Algebra 1, 2014, Gr. Algebra 1
McGraw-Hill, Glencoe Algebra 1, 2014, Gr. Algebra 1
Pearson, CA Common Core Algebra 1, 2014, Gr. Algebra 1
Perfection Learning, Kinetic Algebra 1, 2014, Gr. Algebra 1
The College Board, SpringBoard Mathematics Algebra 1, 2014, Gr. Algebra 1

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program
underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

2014 SBE-adopted Mathematics 1 Programs include:

Person, Common Core Integrated Math 1, 2014, Gr. Math 1

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

History-Social Science

2017 SBE-adopted history-social science programs include:

Discovery Education, Discovery Education Social Science Techbook, Gr. 6–8


McGraw-Hill School Education, Impact: California Social Studies, Gr. 6–8

National Geographic Learning, National Geographic World History, Gr. 6–8

Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. K–5

Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. 6–8

Studies Weekly, California Studies Weekly–Social Studies, Gr. K–6

Teachers’ Curriculum Institute, Social Studies Alive! California Series, Gr. K–5

Teachers’ Curriculum Institute, History Alive! California Series, Gr. 6–8

2005 SBE-adopted history-social science programs include:

Glencoe/McGraw-Hill, Glencoe Discovering Our Past, 2006, Gr. 6–8


Holt, Rinehart and Winston, Holt California Social Studies, 2006, Gr. 6–8


McDougal Littell, McDougal Littell California Middle School Social Studies Series, 2006, Gr. 6–8

Oxford University Press, Oxford History-Social Science Program for California, 2005, Gr. 5–8

Pearson Prentice Hall, Prentice Hall Social Studies, 2006, Gr. 6–8

Pearson Scott Foresman, Scott Foresman History-Social Science for California, 2006, Gr. K–5

Teachers’ Curriculum Institute, History Alive! California Middle Schools Program, 2005, Gr. 6–8
Alternative Current Materials
The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. TK – Scholastic Big Day (2015)

Science

2018 SBE-adopted science programs include:

- Accelerate Learning, STEMscopes CA NGSS 3D, Gr. K–5
- Accelerate Learning, STEMscopes CA NGSS 3D, preferred integrated, Gr. 6–8
- Accelerate Learning, STEMscopes CA NGSS 3D, discipline specific, Gr. 6–8
- Activate Learning, IQWST California Edition, preferred integrated, Gr. 6–8
- Amplify Education, Amplify Science: California Discipline Specific Course Model, Gr. 6–8
- Amplify Education, Amplify Science: California Integrated Course Model, Gr. K–8
- Carolina Biological Supply Company, Building Blocks of Science 3D, Gr. K–5
- Delta Education, FOSS Next Generation Elementary, Gr. K–5
- Delta Education, FOSS Next Generation Middle School, preferred integrated, Gr. 6–8
- Discovery Education, Discovery Education Science Techbook for California NGSS, preferred integrated, Gr. K–8
- Great Minds, Great Minds Science, Gr. 4
- Green Ninja, Green Ninja Integrated Middle School Science, Gr. 6, 8
- Houghton Mifflin Harcourt Publishing Company, California HMH Science Dimensions, preferred integrated, Gr. 6–8
- Impact Science Education, Impact Science: Integrated Middle School Program for CA NGSS, Gr. 6–8
- Impact Science Education, Impact Science: Middle School Program for CA NGSS, discipline specific, Gr. 6–8
- Lab Aids, Issues and Science, preferred integrated, Gr. 6–7
- Learning Bits, SMART NGSS by Science Bits, discipline specific, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, preferred integrated, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, discipline specific, Gr. 6–8
2006 SBE-adopted science programs include:

- CPO Science, Focus on Earth, Life, and Physical Science*, 2007, Gr. 6–8
- Glencoe/McGraw-Hill, Glencoe Science Focus On Series*, 2007, Gr. 6–8
- It’s About Time, Investigating Earth Systems, InterActions in Physical Science, 2007, Gr. 6, 8
- McDougal Littell, McDougal Littell California Middle School Science Series*, 2007, Gr. 6–8

*Available in Spanish as alternate format.

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

California Department of Education, August 2019
**PART III: CATEGORY TOTALS AND RANKING** (round all calculations to two decimal places)

<table>
<thead>
<tr>
<th>CATEGORY TOTALS</th>
<th>A. SYSTEMS</th>
<th>B. INTERIOR</th>
<th>C. CLEANLINESS</th>
<th>D. ELECTRICAL</th>
<th>E. RESTROOMS/FOUNTAINS</th>
<th>F. SAFETY</th>
<th>G. STRUCTURAL</th>
<th>H. EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SAS LEAKS</td>
<td>MECH/HYD</td>
<td>SEWER</td>
<td>интерьер</td>
<td>СВЕРХУСТНОСТЬ</td>
<td>ОЧИСТНОСТЬ</td>
<td>ЭЛЕКТРИКА</td>
<td>ВАННАЯ/</td>
</tr>
<tr>
<td>Number of &quot;Y&quot;s:</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
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<td>Number of &quot;D&quot;s:</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>Number of N/A:</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percent of system not good repair</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>80.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Percent per Category (average of above)</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
</tr>
</tbody>
</table>

**Note:** An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

**OVERALL RATING:** DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE \[98.00\%\] SCHOOL RATING** Good

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%-100%</td>
<td>The school meets or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90%-98.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75%-90.99%</td>
<td>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0%-74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**COMMENTS AND RATING EXPLANATION:**
<table>
<thead>
<tr>
<th>AREA</th>
<th>CATEGORY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 22</td>
<td>Great condition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Room 20</td>
<td>The fire extinguisher cabinet was blocked and it was overdue for its monthly inspection.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Room 24</td>
<td>Good condition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Library</td>
<td>Great condition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Room 13</td>
<td>Good condition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Room 11</td>
<td>The fire extinguisher was overdue for its monthly maintenance.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Room 9</td>
<td>Good condition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Gym</td>
<td>An AED was not present in the gym as required by law.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Good condition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Restrooms</td>
<td>Good condition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Marks: ✓= Good Repair (When filling up the electronic version, please use ctrl+G); D = Deficiency; X = Extreme Deficiency; NA = Use additional sheets as necessary.
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on September 17, 2019.

School Site: Hoopa Valley High School

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Klamath Trinity Joint Unified School District</td>
<td>County Office: Humboldt County Office of Education</td>
</tr>
<tr>
<td>Print name Jennifer Lane</td>
<td>Print name Lori Breyer</td>
</tr>
<tr>
<td>Signature Jennifer Lane</td>
<td>Signature Breyer</td>
</tr>
<tr>
<td>Title Principal</td>
<td>Title Coordinator - Accountability</td>
</tr>
<tr>
<td>Print name Missie Ammen</td>
<td>Print name Marcia Kime</td>
</tr>
<tr>
<td>Signature Missie Ammen</td>
<td>Signature</td>
</tr>
<tr>
<td>Title Unto Director</td>
<td>Title Instructional Materials Tech</td>
</tr>
<tr>
<td>Print name</td>
<td>Print name Taylin Titus</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature Taylin Titus</td>
</tr>
<tr>
<td>Title</td>
<td>Title Occ Safety &amp; Loss Control Spec</td>
</tr>
<tr>
<td>Print name</td>
<td>Print name Taylin Titus</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature Taylin Titus</td>
</tr>
<tr>
<td>Title</td>
<td>Title</td>
</tr>
</tbody>
</table>
### Sections Visited:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course</th>
<th>Room</th>
<th>Instructor</th>
<th>Period</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 1</td>
<td>324</td>
<td>George</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>English 2</td>
<td>201</td>
<td>Hicks</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>English</td>
<td>American Lit.</td>
<td>304</td>
<td>Kurtz</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra</td>
<td>110</td>
<td>Pieri</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra 1</td>
<td>403</td>
<td>Ammon</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>Math</td>
<td>AP Calc</td>
<td>403</td>
<td>Ammon</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>History/SocSci</td>
<td>AP Civics</td>
<td>406</td>
<td>Anderson</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>History/SocSci</td>
<td>US History</td>
<td>312</td>
<td>Anderson</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Science</td>
<td>Physics</td>
<td>203</td>
<td>Hopper</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>Earth Science</td>
<td>401</td>
<td>Centoni</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>Marine Bio</td>
<td></td>
<td>Centoni</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Lang</td>
<td>Spanish I</td>
<td>407</td>
<td>Buczek</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Foreign Lang</td>
<td>Hupa I</td>
<td>109</td>
<td>Ammon</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

### Scheduled Sections:

- English – 10 * 20% = visit 2 sections
- Math – 13 * 20% = visit 3 sections
- History/Social Science – 5 * 20% = visit 1 section
- Science – 10 * 20% = visit 2 sections
- Foreign Language – 7 * 20% = visit 2 sections
<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENT</th>
<th>OBJECTIVE</th>
<th>Compliance With Education Code Sections 1240(i) and 60119</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts Instructional Materials</td>
<td>School/district provides locally adopted standards-aligned English/language arts instructional materials in all classrooms for all students enrolled in grades 9-12 English courses, which may include SBE-adopted intervention program textbooks for appropriate students.</td>
<td>The high school has distributed to students locally adopted standards-aligned English/Language arts textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12 English courses, including SBE-adopted intervention programs for appropriate students.</td>
</tr>
</tbody>
</table>

**SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:**
- HMH Intervention Solution (formerly Scholastic, Inc.), *California Read 180 Universal System*, 2015, Gr. 4–8
- Voyager Sopris Learning, Inc., *LANGUAGE! Live California*, 2015, Gr. 4–8

**SBE-adopted Program 5 Specialized ELD:**
- HMH Intervention Solutions (formerly Scholastic, Inc.), *California English 3D Course A and Course B System*, 2015, Gr. 4–8

**Purchased** | **To Use** |
--- | --- |
9 | ✓ |
10 | ✓ |
11 | ✓ |
12 | ✓ |

**Comments:**
Materials observed in-use include ...


Note: The Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/re/pn/sm provides instructional materials in accessible formats for students with disabilities.

Note: Please see California Education Code sections 1240, 60119 and 60210 for reference.
## Instructional Materials Survey For Compliance with Education Code Sections 1240(i) and 60119

### High School Level  
**Hoop Valley High School**  
**Visit Date:** 9/17/2019

<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENT</th>
<th>OBJECTIVE</th>
<th>Compliance With Education Code Sections 1240(i) and 60119</th>
<th>PROGRAM</th>
<th>PURCHASED</th>
<th>TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Instructional Materials</td>
<td>School/district provides locally adopted standards-aligned mathematics instructional materials in all classrooms for all students enrolled in grades 9-12 mathematics courses.</td>
<td>The high school has distributed to students locally adopted standards-aligned mathematics textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12 mathematics courses.</td>
<td>Algebra I (or Math I)</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Geometry (or Math II)</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Algebra II (or Math III)</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Probability and Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Calculus</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other:</td>
<td></td>
<td></td>
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<td></td>
<td>Other:</td>
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<td></td>
<td>Comments:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Materials observed in-use include ...</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Algebra 1:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Pearson envision Algebra 1</td>
<td></td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td>AP Calculus</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-Algebra: On Ramp to Algebra, 2013</td>
<td></td>
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<tr>
<td></td>
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<td>Not Visited:</td>
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<td></td>
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<td></td>
<td>Pre-Calculus:</td>
<td></td>
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</tr>
<tr>
<td></td>
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<td>Key Curriculum Press, 2003, Pre-Calculus with Trigonometry</td>
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</tr>
<tr>
<td>ESSENTIAL COMPONENT</td>
<td>OBJECTIVE</td>
<td>Compliance With Education Code Sections 1240(i) and 60119</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History--Social Science Instructional Materials</td>
<td>School/district provides locally adopted standards-aligned history-social science instructional materials in all classrooms for all students enrolled in grades 10-12 history-social science courses.</td>
<td>The high school has distributed to students locally adopted standards-aligned history-social science textbooks in all classrooms for all students enrolled in grades 10-12 history-social science courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PURCHASED</th>
<th>TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography (where appropriate)</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>World History</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>US History</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Economics</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Government</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

Comments:

Materials observed in-use include ...:

World History:
- Glencoe, 2006, World History Modern Times

US History:

AP US History

Not Visited:
- Economics
- Civics
### Instructional Materials Survey For Compliance with Education Code Sections 1240(i) and 60119

**High School Level**  
Hoopa Valley High School  
Visit Date: 9/17/2019

<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENT</th>
<th>OBJECTIVE</th>
<th>Compliance With Education Code Sections 1240(i) and 60119</th>
<th>PROGRAM</th>
<th>PURCHASED</th>
<th>TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Instructional Materials</td>
<td>School/district provides locally adopted standards-aligned science instructional materials in all classrooms for all students enrolled in grades 9–12 science courses.</td>
<td>The high school has distributed to students locally adopted standards-aligned science textbooks or instructional materials in all classrooms for all students enrolled in 9–12 science courses. For courses determined to be laboratory science courses by the school/district, science laboratory equipment is made available to all students enrolled in these 9–12 science courses.</td>
<td>Earth/Physical Science, Biology, Chemistry, Physics, Physiology, Environmental Science, Equipment*</td>
<td>YES</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other:</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials observed in-use include ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science:</td>
<td></td>
<td>Prentice Hall, 2006, Earth Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology:</td>
<td></td>
<td>Prentice Hall, 2007, Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Visited:</td>
<td></td>
<td>Marine Bio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Natural Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Lab Equipment: Observed and reviewed inventory to determine sufficient materials for lab sciences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESSENTIAL COMPONENT</td>
<td>OBJECTIVE</td>
<td>Compliance With Education Code Sections 1240(i) and 60119</td>
<td>PROGRAM</td>
<td>PURCHASED</td>
<td>TO USE</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td>---------------------------------------------------------</td>
<td>---------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>Foreign Language Textbooks or Instructional Materials</td>
<td>School/district provides curriculum framework-aligned foreign language textbooks or instructional materials in all classrooms for all students enrolled in foreign language courses.</td>
<td>The high school has distributed to students locally adopted state curriculum framework-aligned foreign language textbooks or instructional materials in all classrooms for all students enrolled in foreign language courses.</td>
<td>Spanish</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>French</td>
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</tr>
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<td></td>
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<td>German</td>
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<td></td>
<td>Japanese</td>
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<td>Chinese</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other: Yurok Hupa</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Comments:
Materials include ...
Teacher Created Curriculum for Hupa
<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENT</th>
<th>OBJECTIVE</th>
<th>Compliance With Education Code Sections 1240(i) and 60119</th>
<th>PROGRAM</th>
<th>PURCHASED</th>
<th>TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Textbooks or Instructional Materials</td>
<td>School/district provides curriculum framework-aligned health textbooks or instructional materials in all classrooms for all students enrolled in health courses.</td>
<td>The high school has distributed to students locally adopted curriculum framework-aligned health textbooks or instructional materials in all classrooms for all students enrolled in health courses.</td>
<td>Health</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td>Other:</td>
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<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td>Materials observed in library for checkout ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health is taught as modules within Freshman Physical Education. Library has sufficient Health texts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form is to assist county superintendents of schools to evaluate the sufficiency of textbooks or instructional materials.

© California Department of Education: August 2016
### PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF AREAS EVALUATED</th>
<th>CATEGORY TOTALS</th>
<th>A. SYSTEMS</th>
<th>B. INTERIOR</th>
<th>C. CLEANLINESS</th>
<th>D. ELECTRICAL</th>
<th>E. RESTROOMS/FOUNTAINS</th>
<th>F. SAFETY</th>
<th>G. STRUCTURAL</th>
<th>H. EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>GAS LEAKS</td>
<td>MECHANICAL</td>
<td>WATER</td>
<td>SURFACES</td>
<td>PESTS</td>
<td>SMOKE</td>
<td>CLEANLINESS</td>
<td>INFESTATION</td>
</tr>
<tr>
<td>Number of &quot;X&quot;s:</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Number of &quot;O&quot;s:</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Number of &quot;N/A's:</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of &quot;X&quot;s divided by &quot;O&quot;s&quot;</td>
<td></td>
<td>100.00%</td>
<td>100.00%</td>
<td>88.89%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Percent per Category (average of above)</td>
<td>100.00%</td>
<td>88.89%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>94.45%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Rank (Circle one)</td>
<td></td>
<td>GOOD</td>
<td>FAIR</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
<td>GOOD</td>
</tr>
</tbody>
</table>

*Note: An extreme deficiency in any area automatically results in a “poor” ranking for that category and a zero for “Total Percent per Category”.

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE 97.92% SCHOOL RATING** GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

<table>
<thead>
<tr>
<th>PERCENTAGE Range</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%-100%</td>
<td>The school meets most or all standards of good repair.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90%-99.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75%-89.99%</td>
<td>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0%-74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

COMMENTS AND RATING EXPLANATION: 

_________________________
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<tr>
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<th>3</th>
<th>4</th>
<th>5</th>
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<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
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<td>Office</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
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<tr>
<td>Staff Lounge</td>
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<td>Library</td>
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<tr>
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<td></td>
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<tr>
<td>Room 8</td>
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<td>Science Lab 5</td>
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<tr>
<td>Cafeteria</td>
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<td>✓</td>
<td>✓</td>
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<td>Music</td>
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<tr>
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<tr>
<td>Hallways</td>
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<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td>Older areas of the campus have wear and tear and require attention.</td>
<td></td>
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</tbody>
</table>
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on September 17, 2019.

School Site: Trinity Valley Elementary School

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Klamath Trinity Joint Unified School District</td>
<td>County Office: Humboldt County Office of Education</td>
</tr>
<tr>
<td>Print name Jacqueline McCullough</td>
<td>Print name Lori Breyer</td>
</tr>
<tr>
<td>Signature [Signature]</td>
<td>Signature [Signature]</td>
</tr>
<tr>
<td>Title Principal</td>
<td>Title Coordinator - Accountability</td>
</tr>
<tr>
<td>Print name</td>
<td>Print name Marca Kime</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature Marca Kime</td>
</tr>
<tr>
<td>Title</td>
<td>Title Instructional Materials Tech</td>
</tr>
<tr>
<td>Print name</td>
<td>Print name Taylin Titus</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature Taylin Titus</td>
</tr>
<tr>
<td>Title</td>
<td>Title Occ Safety &amp; Loss Control Spec</td>
</tr>
<tr>
<td>Print name</td>
<td>Print name</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Title</td>
<td>Title</td>
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</table>
Trinity Valley Elementary Classrooms Visited 9/17/2019:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th>Teacher</th>
<th>Time</th>
<th>Wms Comp</th>
<th>I/M</th>
<th>Eng</th>
<th>Math</th>
<th>SS</th>
<th>Sci</th>
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<tbody>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>8:30-8:40</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>TK</td>
<td>Room 6</td>
<td>Duong</td>
<td>8:40-8:45</td>
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<tr>
<td>Kdg</td>
<td>Room 7</td>
<td>Ronis*</td>
<td>8:45-8:50</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>Room 9</td>
<td>Hennig*</td>
<td>8:50-8:55</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Grade 2</td>
<td>Room 10</td>
<td>Corona</td>
<td>8:50-8:55</td>
<td></td>
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</tr>
<tr>
<td>Grade 3</td>
<td>Room 11</td>
<td>Owens</td>
<td>8:55-9:00</td>
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<tr>
<td>Grade 4</td>
<td>Room 13</td>
<td>Brodkorb</td>
<td>8:55-9:00</td>
<td></td>
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</tr>
<tr>
<td>Grade 5</td>
<td>Room 14</td>
<td>Gordon</td>
<td>9:00-9:05</td>
<td></td>
<td></td>
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<tr>
<td>Grade 6</td>
<td>Room 15</td>
<td>Pinto*</td>
<td>9:00-9:05</td>
<td></td>
<td></td>
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<tr>
<td>Grade 7</td>
<td>Room 16</td>
<td>Gless</td>
<td>9:05-9:15</td>
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<td></td>
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<tr>
<td>Grade 8</td>
<td>Room 17</td>
<td>Quezada</td>
<td>9:05-9:15</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>9:15-9:25</td>
<td></td>
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</table>
Instructional Materials Survey
Elementary School Level 2019–20

The California Department of Education has developed this survey form for district convenience; districts are free to modify it as needed.

Please see California Education Code sections 240, 1240(j), 60002, 60119, and 60210 for compliance requirements.

Please note that the Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/re/pn/sm provides instructional materials in accessible formats for students with disabilities.

English Language Arts/English Language Development (ELA/ELD)

2015 SBE-adopted Basic Programs (Program 1) for ELA/ELD include:

_____ EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, 2015, Gr. 6–8
_____ McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
_____ The College Board – SpringBoard, SpringBoard, English Language Arts, 2015, Gr. 7–8

2015 SBE-adopted Basic Programs with ELD (Program 2) for ELA/ELD include:

_____ Benchmark Education Company, Benchmark Advance, 2015, Gr. K–6
_____ Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections ©2017, Gr. 6–8
_____ McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
_____ National Geographic Learning/Cengage Learning, Reach for Reading, 2015, Gr. K–6
_____ The College Board – SpringBoard, SpringBoard, English Language Arts & English Language Development, 2015, Gr. 7–8

2015 SBE-adopted Primary Language Programs with ELD (Program 3) for ELA/ELD include:

_____ Benchmark Education Company, Benchmark Adelante, 2015, Gr. K–6
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. TK – Scholastic Big Day (2015)

Gr. 6-8 – McDougal-Littell Literature, 2002

2015 SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:

——— National Geographic Learning/Cengage Learning, *Inside*, 2015, Gr. 4–8
——— HMH Intervention Solutions (formerly Scholastic, Inc.), *California Read 180 Universal System*, 2015, Gr. 4–8
——— Voyager Sopris Learning, Inc., *LANGUAGE! Live California*, 2015, Gr. 4–8

2015 SBE-adopted Intervention Programs for English Learners (Program 5) for ELA/ELD include:

——— HMH Intervention Solutions (formerly Scholastic, Inc.), *California English 3D Course A and Course B System*, 2015, Gr. 4–8

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

——— Agile Mind, *Common Core Middle School Mathematics*, 2014, Gr. 6–8
——— Big Ideas Learning, *Big Ideas Math*, 2014, Gr. 6–8
——— Center for Mathematics and Teaching, *Math Links*, 2014, Gr. 8
——— CPM Educational Programs, *Core Connections, Courses 1-3*, 2014, Gr. 6–8
——— Edgenuity, Inc., *Edgenuity California Common Core Mathematics*, 2014, Gr. 6–8
Alternative Current Materials

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4-5 Pearson Scott Foresman, enVision Math California (2009)
6-8 Carnegie Learning Math Series – Course 1, Course 2, Course 3 (2019)

2014 SBE-adopted Algebra 1 Programs include:

Agile Mind, Common Core Algebra 1 Mathematics, 2014, Gr. Algebra 1
Aleks Corporation, CA Algebra 1, 2014, Gr. Algebra 1
Big Ideas Learning, Big Ideas Algebra 1, 2014, Gr. Algebra 1
CPM Educational Programs, Core Connections Algebra 1, 2014, Gr. Algebra 1
Houghton Mifflin Harcourt, Algebra 1: Analyze, Connect, Explore California, 2014, Gr. Algebra 1
JRL Enterprises, I CAN Learn Algebra 1, 2014, Gr. Algebra 1
McGraw-Hill, Glencoe Algebra 1, 2014, Gr. Algebra 1
Pearson, CA Common Core Algebra 1, 2014, Gr. Algebra 1
Perfection Learning, Kinetic Algebra 1, 2014, Gr. Algebra 1
The College Board, SpringBoard Mathematics Algebra 1, 2014, Gr. Algebra 1

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program
underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

2014 SBE-adopted Mathematics 1 Programs include:
  — Person, Common Core Integrated Math 1, 2014, Gr. Math 1

Alternative Current Materials
  — The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

History-Social Science

2017 SBE-adopted history-social science programs include:
  — Discovery Education, Discovery Education Social Science Techbook, Gr. 6–8
  — McGraw-Hill School Education, Impact: California Social Studies, Gr. 6–8
  — National Geographic Learning, National Geographic World History, Gr. 6–8
  — Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. K–5
  — Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. 6–8
  — Studies Weekly, California Studies Weekly–Social Studies, Gr. K–6
  — Teachers’ Curriculum Institute, Social Studies Alive! California Series, Gr. K–5
  — Teachers’ Curriculum Institute, History Alive! California Series, Gr. 6–8

2005 SBE-adopted history-social science programs include:
  — Glencoe/McGraw-Hill, Glencoe Discovering Our Past, 2006, Gr. 6–8
  — Holt, Rinehart and Winston, Holt California Social Studies, 2006, Gr. 6–8
  — McDougal Littell, McDougal Littell California Middle School Social Studies Series, 2006, Gr. 6–8
  — Oxford University Press, Oxford History-Social Science Program for California, 2005, Gr. 5–8
  — Pearson Prentice Hall, Prentice Hall Social Studies, 2006, Gr. 6–8
  — Pearson Scott Foresman, Scott Foresman History-Social Science for California, 2006, Gr. K–5
  — Teachers’ Curriculum Institute, History Alive! California Middle Schools Program, 2005, Gr. 6–8
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.  TK – Scholastic Big Day (2015)

Science

2018 SBE-adopted science programs include:

- Accelerate Learning, STEMscopes CA NGSS 3D, Gr. K–5
- Accelerate Learning, STEMscopes CA NGSS 3D, preferred integrated, Gr. 6–8
- Accelerate Learning, STEMscopes CA NGSS 3D, discipline specific, Gr. 6–8
- Activate Learning, IQWST California Edition, preferred integrated, Gr. 6–8
- Amplify Education, Amplify Science: California Discipline Specific Course Model, Gr. 6–8
- Amplify Education, Amplify Science: California Integrated Course Model, Gr. K–8
- Carolina Biological Supply Company, Building Blocks of Science 3D, Gr. K–5
- Delta Education, FOSS Next Generation Elementary, Gr. K–5
- Delta Education, FOSS Next Generation Middle School, preferred integrated, Gr. 6–8
- Discovery Education, Discovery Education Science Techbook for California NGSS, preferred integrated, Gr. K–8
- Great Minds, Great Minds Science, Gr. 4
- Green Ninja, Green Ninja Integrated Middle School Science, Gr. 6, 8
- Houghton Mifflin Harcourt Publishing Company, California HMH Science Dimensions, preferred integrated, Gr. 6–8
- Impact Science Education, Impact Science: Integrated Middle School Program for CA NGSS, Gr. 6–8
- Impact Science Education, Impact Science: Middle School Program for CA NGSS, discipline specific, Gr. 6–8
- Lab Aids, Issues and Science, preferred integrated, Gr. 6–7
- Learning Bits, SMART NGSS by Science Bits, discipline specific, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, preferred integrated, Gr. 6–8
- McGraw-Hill School Education, California Inspire Science, discipline specific, Gr. 6–8
2006 SBE-adopted science programs include:

CPO Science, *Focus on Earth, Life, and Physical Science*, 2007, Gr. 6–8
It's About Time, *Investigating Earth Systems, InterActions in Physical Science*, 2007, Gr. 6, 8
McDougal Littell, *McDougal Littell California Middle School Science Series*, 2007, Gr. 6–8

*Available in Spanish as alternate format.

**Alternative Current Materials**

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code* Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

California Department of Education, August 2019
**PART III: CATEGORY TOTALS AND RANKING** (round all calculations to two decimal places)

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF AREAS EVALUATED</th>
<th>CATEGORY TOTALS</th>
<th>A. SYSTEMS</th>
<th>B. INTERIOR</th>
<th>C. CLEANLINESS</th>
<th>D. ELECTRICAL</th>
<th>E. BATHROOMS/FOUNTAINS</th>
<th>F. SAFETY</th>
<th>G. STRUCTURAL</th>
<th>H. EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>GAS LEAK</td>
<td>MECHANIC</td>
<td>SEWER</td>
<td>INTERIOR</td>
<td>CLEANLINESS</td>
<td>PESTERMIN/REPLACEMENT</td>
<td>ELECTRICAL</td>
<td>RESTROOMS</td>
</tr>
</tbody>
</table>
|                                 |                 | LEAK
|                                 |                 | 0         | 0          | 0             | 0            | 0          | 0              | 0          | 0          | 0          | 0      |
|                                 |                 | 0         | 0          | 0             | 0            | 0          | 0              | 0          | 0          | 0          | 0      |
| Number of "*"s:                |                 | 1         | 2          | 7             | 9            | 9          | 9              | 9          | 9          | 9          | 9      |
| Number of "0"s:                |                 | 2         | 0          | 0             | 0            | 0          | 0              | 0          | 0          | 0          | 0      |
| Number of "NA"s:               |                 | 0         | 2          | 2             | 2            | 0          | 0              | 0          | 0          | 0          | 0      |
| Percent of System per Category |                 | 100.00%   | 100.00%   | 100.00%       | 100.00%      | 100.00%    | 100.00%        | 100.00%    | 100.00%    | 100.00%    | 77.78% |
| Total Percent per Category     |                 | 100.00%   | 100.00%   | 100.00%       | 100.00%      | 100.00%    | 100.00%        | 100.00%    | 100.00%    | 100.00%    | 88.89% |

**Rank (Circle one)**
- GOOD = 90%-100%
- FAIR = 75%-89.99%
- POOR = 0%-74.99%

**OVERALL RATING:***
- DETERMINE AVERAGE PERCENTAGE OF # CATEGORIES ABOVE
- SCHOOL RATING

**Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%-100%</td>
<td>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90%-99.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75%-89.99%</td>
<td>The school is in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0%-74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**COMMENTS AND RATING EXPLANATION:**

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<table>
<thead>
<tr>
<th>AREA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>7</th>
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<tbody>
<tr>
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<td>✔</td>
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</tr>
<tr>
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<td>Great condition.</td>
<td></td>
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<tr>
<td>Room 7</td>
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<td>✔</td>
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<tr>
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<tr>
<td>Playgrounds</td>
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<td>NA</td>
<td>NA</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>D</td>
<td>✔</td>
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<tr>
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<td>Overall good condition; missing one overhead ring.</td>
<td></td>
<td></td>
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<tr>
<td>Swings</td>
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<td>NA</td>
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<td>✔</td>
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<td>NA</td>
<td>✔</td>
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<td>✔</td>
<td>✔</td>
<td>D</td>
<td>✔</td>
</tr>
<tr>
<td>Comments:</td>
<td>Fill in surfacing material beneath swing seats.</td>
<td></td>
<td></td>
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<tr>
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</tbody>
</table>
October 28, 2019

Gary Quintrell, Board President
South Bay Union School District
6077 Loma Avenue
Eureka, CA 95503

Dear Mr. Quintrell and Board Members,

As you may know, California Education Code Section 1240 requires that the County Superintendent of Schools visit schools in deciles 1-3, as identified by the 2012 Academic Performance Index (API), and report the results of these reviews to governing boards. I am submitting this summary of the 2019 visits for your review at your next regularly scheduled meeting in November. This report concerns the visits to Pine Hill School and South Bay School on September 11, 2019.

The purpose of the on-site review as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in the four core subject areas (English language arts, mathematics, history/social science and science (including science laboratory equipment in grades 9-12)) and, as appropriate, in foreign languages and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the County Superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API);
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure; and
3. Review audit exceptions under expanded authority in the areas of use of instructional materials program funds, teacher misassignments, and information reported on the School Accountability Report Card (SARC) and determine whether the exceptions are either corrected or an acceptable plan of correction has been developed.

Uniform Complaint data and audit findings are not mandated parts of this report but we are including information on Uniform Complaint Procedures because these items were reviewed as part of the team’s site visit. Information on audit exceptions, if any are relevant to items specified above, are not available for review until January.

"Committed to Excellence in Leadership and Service"
Before proceeding with the report, let me define some basic terms:

- “Sufficient textbooks or instructional materials” means each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an “emergency or urgent threat” is a “condition that poses a threat to the health or safety of pupils or staff while at school.”
- “Good repair” means the school facilities are clean, safe and functional as determined pursuant to the school Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”

Below are the findings from the visits to the two schools related to the items which we are required by law to review. Specific details in the three required areas can be seen on the attached visitation report documents. Findings for Pine Hill School are below followed by South Bay School.

**Pine Hill School**

**Instructional Materials**
Instructional materials were sufficient in all classrooms visited. School staff has done an excellent job ensuring that students have the needed materials to learn.

**School Facilities**
The classrooms were in good condition with minor housekeeping issues noted. Many of the fire extinguishers had not been checked for monthly maintenance and one fire extinguisher was inaccessible. Disinfectant wipes were present in multiple classrooms which is permissible only if those staff members have undergone the annual IPM training. The TK playground is beginning to decline in its condition and will need replaced soon.

**School Accountability Report Card**
Information on the SARC was found on the website at the time of the visit. It was complete and had been updated with the 2017-18 template which was sufficient at the time of the review. The Spanish version was also available. Both versions will need to be updated to include required data for 2018-19 before February 1, 2020.

**Teacher Misassignments and Teacher Vacancies**
All teachers, including an Art and a Music Intern, were reported by the Principals to be appropriately credentialed. A full review will be done through the new CalSAAS (State Assignment Accountability System) in the spring.

**Uniform Complaint Procedures**
Required UCP notices were posted in each classroom in both English and Spanish.
South Bay School

Instructional Materials
Instructional materials were sufficient in all classrooms visited. School staff has done an excellent job ensuring that students have the needed materials to learn.

School Facilities
All the classrooms, grounds and playgrounds were in excellent condition. The fire extinguishers were up to date on their inspections and there were no evident fire or earthquake hazards in any of the classrooms.

School Accountability Report Card
Information on the SARC was found on the website at the time of the visit. It was complete and had been updated with the 2017-18 template which was sufficient at the time of the review. The Spanish version was also available. Both versions will need to be updated to include required data for 2018-19 before February 1, 2020.

Teacher Misassignments and Teacher Vacancies
All teachers, including an Art and a Music Intern, were reported by the Principals to be appropriately credentialed. A full review will be done through the new CalSAAS (State Assignment Accountability System) in the spring.

Uniform Complaint Procedures
Required UCP notices were posted in each classroom in both English and Spanish.

Please extend to your governing board, administration and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation. If you need any clarification or assistance in regard to this report, please feel free to call me at (707) 445-7030.

Sincerely,

Chris N. Hartley, Ed.D.
County Superintendent of Schools

CH:rb

Attachments: Certification Page for Williams Settlement Site Visit
Schedule of Classrooms Visited
Instructional Materials Inventory
Facilities Inspection Tool

cc: Gary Storts, Superintendent, with Attachments
Tim Grimmett, Principal, with Attachments
Heather Becksted, Principal, with Attachments
Humboldt County Board of Education, with Attachments
Humboldt County Board of Supervisors, with Attachments
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on **September 11, 2019**

School Site: **Pine Hill School**

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>County Office: Humboldt County Office of Education</td>
</tr>
<tr>
<td>South Bay Union School District</td>
<td></td>
</tr>
<tr>
<td>Print name</td>
<td>Print name</td>
</tr>
<tr>
<td>Tim Grimmett</td>
<td>Lori Breyer</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Principal</td>
<td>Coordinator - Accountability</td>
</tr>
<tr>
<td>Print name</td>
<td>Print name</td>
</tr>
<tr>
<td>Shannon Wilson</td>
<td>Taylin Titus</td>
</tr>
<tr>
<td>Signature</td>
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</tr>
<tr>
<td>MOU</td>
<td>Taylin Titus</td>
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<tr>
<td>Title</td>
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<tr>
<td>Print name</td>
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</tr>
<tr>
<td>Chandler Wilson</td>
<td>Title Instructional Materials Tech</td>
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Print name
Signature
Title
### Pine Hill Classrooms Visited 9/11/2019

<table>
<thead>
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<th>Grade</th>
<th>Room</th>
<th>Teacher</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>9:20-9:30</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Room 5</td>
<td>Guff</td>
<td>9:30-9:35</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Room 3</td>
<td>Darby</td>
<td>9:30-9:35</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Room 1</td>
<td>Pitlock</td>
<td>9:35-9:40</td>
</tr>
<tr>
<td>Grade K</td>
<td>Room 7</td>
<td>Flammino</td>
<td>9:35-9:40</td>
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<tr>
<td>Grade TK</td>
<td>Room 11</td>
<td>Folger</td>
<td>9:40-9:45</td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>9:45-10:00</td>
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### South Bay Classrooms Visited 9/11/2019

<table>
<thead>
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<th>Grade</th>
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<th>Time</th>
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</thead>
<tbody>
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<td>8:40-8:50</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Room 6</td>
<td>Blanc</td>
<td>8:50-8:55</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Room 9</td>
<td>Landry</td>
<td>8:55-9:00</td>
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<tr>
<td>Grade 6</td>
<td>Room 13</td>
<td>Park</td>
<td>8:55-9:00</td>
</tr>
<tr>
<td>Other - SDC</td>
<td>Room 15</td>
<td>Carrie Kelly</td>
<td>9:00-9:05</td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>9:05-9:15</td>
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</tbody>
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Instructional Materials Survey
Elementary School Level 2019–20

The California Department of Education has developed this survey form for district convenience; districts are free to modify it as needed.

Please see California Education Code sections 240, 1240(i), 60002, 60119, and 60210 for compliance requirements.

Please note that the Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/re/pn/sm provides instructional materials in accessible formats for students with disabilities.

English Language Arts/English Language Development (ELA/ELD)

2015 SBE-adopted Basic Programs (Program 1) for ELA/ELD include:

______ EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, 2015, Gr. 6–8
______ McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
______ The College Board – SpringBoard, SpringBoard, English Language Arts, 2015, Gr. 7–8

2015 SBE-adopted Basic Programs with ELD (Program 2) for ELA/ELD include:

______ Benchmark Education Company, Benchmark Advance, 2015, Gr. K–6
______ Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections ©2017, Gr. 6–8
______ McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
______ National Geographic Learning/Cengage Learning, Reach for Reading, 2015, Gr. K–6
______ The College Board – SpringBoard, SpringBoard, English Language Arts & English Language Development, 2015, Gr. 7–8

2015 SBE-adopted Primary Language Programs with ELD (Program 3) for ELA/ELD include:

______ Benchmark Education Company, Benchmark Adelante, 2015, Gr. K–6
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. Success For All, 2012: Curiosity Corner, Kinder Corner, Reading Roots and Reading Wings

2015 SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:

- McGraw-Hill School Education, FLEX Literacy, 2015, Gr. 4–8
- National Geographic Learning/Cengage Learning, Inside, 2015, Gr. 4–8
- Pearson Education, Inc., p.a. Scott Foresman and Prentice Hall, CA Pearson iLit, 2015, Gr. 4–8
- HMH Intervention Solutions (formerly Scholastic, Inc.), California Read 180 Universal System, 2015, Gr. 4–8
- Voyager Sopris Learning, Inc., LANGUAGE! Live California, 2015, Gr. 4–8

2015 SBE-adopted Intervention Programs for English Learners (Program 5) for ELA/ELD include:

- HMH Intervention Solutions (formerly Scholastic, Inc.), California English 3D Course A and Course B System, 2015, Gr. 4–8

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

- Agile Mind, Common Core Middle School Mathematics, 2014, Gr. 6–8
- Big Ideas Learning, Big Ideas Math, 2014, Gr. 6–8
- Center for Mathematics and Teaching, Math Links, 2014, Gr. 8
- CPM Educational Programs, Core Connections, Courses 1-3, 2014, Gr. 6–8
- Edgenuity, Inc., Edgenuity California Common Core Mathematics, 2014, Gr. 6–8
- Houghton Mifflin Harcourt, Go Math!, 2014, Gr. 6–8
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

2014 SBE-adopted Algebra 1 Programs include:

- Agile Mind, Common Core Algebra 1 Mathematics, 2014, Gr. Algebra 1
- Aleks Corporation, CA Algebra 1, 2014, Gr. Algebra 1
- Big Ideas Learning, Big Ideas Algebra 1, 2014, Gr. Algebra 1
- CPM Educational Programs, Core Connections Algebra 1, 2014, Gr. Algebra 1
- Houghton Mifflin Harcourt, Algebra 1: Analyze, Connect, Explore California, 2014, Gr. Algebra 1
- JRL Enterprises, I CAN Learn Algebra 1, 2014, Gr. Algebra 1
- McGraw-Hill, Glencoe Algebra 1, 2014, Gr. Algebra 1
- Pearson, CA Common Core Algebra 1, 2014, Gr. Algebra 1
- Perfection Learning, Kinetic Algebra 1, 2014, Gr. Algebra 1
- The College Board, SpringBoard Mathematics Algebra 1, 2014, Gr. Algebra 1

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

2014 SBE-adopted Mathematics 1 Programs include:

- Pearson, Common Core Integrated Math 1, 2014, Gr. Math 1
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

History-Social Science

2017 SBE-adopted history-social science programs include:

- Discovery Education, Discovery Education Social Science Techbook, Gr. 6–8
- McGraw-Hill School Education, Impact: California Social Studies, Gr. 6–8
- National Geographic Learning, National Geographic World History, Gr. 6–8
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. K–5
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. 6–8
- Studies Weekly, California Studies Weekly—Social Studies, Gr. K–6
- Teachers’ Curriculum Institute, Social Studies Alive! California Series, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Series, Gr. 6–8

2005 SBE-adopted history-social science programs include:

- Holt, Rinehart and Winston, Holt California Social Studies, 2006, Gr. 6–8
- McDougal Littell, McDougal Littell California Middle School Social Studies Series, 2006, Gr. 6–8
- Oxford University Press, Oxford History-Social Science Program for California, 2005, Gr. 5–8
- Pearson Prentice Hall, Prentice Hall Social Studies, 2006, Gr. 6–8
- Pearson Scott Foresman, Scott Foresman History-Social Science for California, 2006, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Middle Schools Program, 2005, Gr. 6–8

Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.
Science

2018 SBE-adopted science programs include:

_____ Accelerate Learning, STEMscopes CA NGSS 3D, Gr. K–5
_____ Accelerate Learning, STEMscopes CA NGSS 3D, preferred integrated, Gr. 6–8
_____ Accelerate Learning, STEMscopes CA NGSS 3D, discipline specific, Gr. 6–8
_____ Activate Learning, IQWST California Edition, preferred integrated, Gr. 6–8
_____ Amplify Education, Amplify Science: California Discipline Specific Course Model, Gr. 6–8
_____ Amplify Education, Amplify Science: California Integrated Course Model, Gr. K–8
_____ Carolina Biological Supply Company, Building Blocks of Science 3D, Gr. K–5
_____ Delta Education, FOSS Next Generation Elementary, Gr. K–5
_____ Delta Education, FOSS Next Generation Middle School, preferred integrated, Gr. 6–8
_____ Discovery Education, Discovery Education Science Techbook for California NGSS, preferred integrated, Gr. K–8
_____ Great Minds, Great Minds Science, Gr. 4
_____ Green Ninja, Green Ninja Integrated Middle School Science, Gr. 6, 8
_____ Houghton Mifflin Harcourt Publishing Company, California HMH Science Dimensions, preferred integrated, Gr. 6–8
_____ Impact Science Education, Impact Science: Integrated Middle School Program for CA NGSS, Gr. 6–8
_____ Impact Science Education, Impact Science: Middle School Program for CA NGSS, discipline specific, Gr. 6–8
_____ Lab Aids, Issues and Science, preferred integrated, Gr. 6–7
_____ Learning Bits, SMART NGSS by Science Bits, discipline specific, Gr. 6–8
_____ McGraw-Hill School Education, California Inspire Science, preferred integrated, Gr. 6–8
_____ McGraw-Hill School Education, California Inspire Science, discipline specific, Gr. 6–8
_____ National Geographic Learning, a division of Cengage Learning, National Geographic Exploring Science, Gr. K–6
_____ Pearson Education, California Elevate Science, Gr. K–6
_____ Pearson Education, California Elevate Science Integrated, Gr. 6–8
_____ Pearson Education, California Elevate Science, discipline specific, Gr. 6–8
_____ Teachers’ Curriculum Institute, Bring Science Alive! California Program K–5, Gr. K–5
_____ Teachers’ Curriculum Institute, Bring Science Alive! California Integrated Program, Gr. 6–8
_____ Teachers’ Curriculum Institute, Bring Science Alive! California Program, discipline specific, Gr. 6–8
_____ Twig Education, Twig Science, Gr. K–6
2006 SBE-adopted science programs include:

- CPO Science, *Focus on Earth, Life, and Physical Science*, 2007, Gr. 6–8
- It’s About Time, *Investigating Earth Systems, InterActions in Physical Science*, 2007, Gr. 6, 8
- McDougal Littell, *McDougal Littell California Middle School Science Series*, 2007, Gr. 6–8

*Available in Spanish as alternate format.

**Alternative Current Materials**

- The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to *Education Code* Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

California Department of Education, August 2019
**STATE OF CALIFORNIA**

**FACILITY INSPECTION TOOL (FIT)**

**SCHOOL FACILITY CONDITIONS EVALUATION**

(REV 05/09)

---

**SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION**

Pine Hill/Humboldt County Office of Education

**COUNTY**

Humboldt

**SCHOOL SITE**

Pine Hill

**SCHOOL TYPE (GRADE LEVELS)**

TK-3

**NUMBER OF CLASSROOMS ON SITE**

20

**INSPECTOR’S NAME**

Taylin Titus

**INSPECTOR’S TITLE**

Risk Manager

**TIME OF INSPECTION**

9:30

**WEATHER CONDITION AT TIME OF INSPECTION**

overcast

---

**PART III: CATEGORY TOTALS AND RANKING**

(round all calculations to two decimal places)

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF AREAS EVALUATED</th>
<th>CATEGORY TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. SYSTEMS</strong></td>
<td><strong>B. INTERIOR</strong></td>
</tr>
<tr>
<td><strong>C. CLEANLINESS</strong></td>
<td><strong>D. ELECTRICAL</strong></td>
</tr>
<tr>
<td><strong>G. RESTROOMS/FOUNTAINS</strong></td>
<td><strong>F. SAFETY</strong></td>
</tr>
<tr>
<td><strong>E. SAFETY</strong></td>
<td><strong>G. STRUCTURAL</strong></td>
</tr>
<tr>
<td><strong>H. EXTERNAL</strong></td>
<td><strong>I. PLAYGROUND/SC&lt;/i&gt;OL GROUNDS</strong></td>
</tr>
<tr>
<td><strong>J. WINDOWS/DOORS/ ENCLOSED SPACES</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GAS LEAK</th>
<th>MECHANICAL</th>
<th>WATERS</th>
<th>INTERIOR SURFACES</th>
<th>OVERALL CLEANLINESS</th>
<th>PEST/WEATHER INFESTATION</th>
<th>ELECTRICAL</th>
<th>RESTROOMS</th>
<th>SINKS/ FOUNTAINS</th>
<th>FIRE SAFETY</th>
<th>HAZARDOUS MATERIALS</th>
<th>STRUCTURAL DAMAGE</th>
<th>ROOFS</th>
<th>PLAYGROUND/ SCHOOL GROUNDS</th>
<th>WINDOWS/ DOORS/ ENCLOSURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of &quot;Y&quot;s</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Number of &quot;D&quot;s</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Number of N/A</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Percent of systems in good repair: 100.00%**

<table>
<thead>
<tr>
<th>Number of &quot;Y&quot;s divided by Total Areas = &quot;NA&quot;%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
</tr>
<tr>
<td>100.00%</td>
</tr>
<tr>
<td>100.00%</td>
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<tr>
<td>100.00%</td>
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<tr>
<td>100.00%</td>
</tr>
<tr>
<td>50.00%</td>
</tr>
<tr>
<td>87.50%</td>
</tr>
<tr>
<td>100.00%</td>
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<tr>
<td>100.00%</td>
</tr>
<tr>
<td>87.50%</td>
</tr>
<tr>
<td>100.00%</td>
</tr>
</tbody>
</table>

**Total Percent per Category (average of above):**

<table>
<thead>
<tr>
<th>Rank (Circle one)</th>
<th>GOOD = 90%-100%</th>
<th>FAIR = 75%-89.99%</th>
<th>POOR = 0%-74.99%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. SYSTEMS</strong></td>
<td>GOOD</td>
<td>FAIR</td>
<td>POOR</td>
</tr>
<tr>
<td><strong>B. INTERIOR</strong></td>
<td>GOOD</td>
<td>FAIR</td>
<td>POOR</td>
</tr>
<tr>
<td><strong>C. CLEANLINESS</strong></td>
<td>GOOD</td>
<td>FAIR</td>
<td>POOR</td>
</tr>
<tr>
<td><strong>D. ELECTRICAL</strong></td>
<td>GOOD</td>
<td>FAIR</td>
<td>POOR</td>
</tr>
<tr>
<td><strong>G. RESTROOMS/FOUNTAINS</strong></td>
<td>GOOD</td>
<td>FAIR</td>
<td>POOR</td>
</tr>
<tr>
<td><strong>F. SAFETY</strong></td>
<td>POOR</td>
<td>GOOD</td>
<td>FAIR</td>
</tr>
<tr>
<td><strong>G. STRUCTURAL</strong></td>
<td>GOOD</td>
<td>FAIR</td>
<td>POOR</td>
</tr>
<tr>
<td><strong>H. EXTERNAL</strong></td>
<td>GOOD</td>
<td>FAIR</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**OVERALL RATING:**

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE 91.41% SCHOOL RATING**

GOOD

**Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%-100%</td>
<td>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90%-99.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75%-89.99%</td>
<td>The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0%-74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**COMMENTS AND RATING EXPLANATION:**

---

---
<table>
<thead>
<tr>
<th>AREA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 1</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>D</td>
<td>D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The fire extinguisher was not checked for monthly maintenance. Disinfectant wipes were present.</td>
</tr>
<tr>
<td>Room 3</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>COMMENTS:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Disinfectant wipes were present.</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>COMMENTS:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Good condition.</td>
</tr>
<tr>
<td>Room 11</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>D</td>
<td>D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Disinfectant wipes were present. The fabric curtains must be fire retardant.</td>
</tr>
<tr>
<td>TK restroom</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>COMMENTS:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Good condition.</td>
</tr>
<tr>
<td>Restroom</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Good condition.</td>
</tr>
<tr>
<td>Room 7</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>D</td>
<td>D</td>
<td>✓</td>
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<tr>
<td>COMMENTS:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The fire extinguisher cabinet is blocked. Disinfectant wipes are present. Keep the storage above cabinets keep to one level.</td>
</tr>
<tr>
<td>Tk Play</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>D</td>
<td>✓</td>
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<td>COMMENTS:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This playground is worn and will need replaced in near future.</td>
</tr>
</tbody>
</table>
By their signatures below, the undersigned certify that they have participated in the inspection of the school site listed below on September 11, 2019.

School Site: South Bay School

<table>
<thead>
<tr>
<th>School District</th>
<th>County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>District South Bay Union School District</td>
<td>County Office: Humboldt County Office of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print name</th>
<th>Signature</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Becksted</td>
<td>[Signature]</td>
<td>Principal</td>
</tr>
<tr>
<td>Lori Breyer</td>
<td>[Signature]</td>
<td>Coordinator - Accountability</td>
</tr>
<tr>
<td>Shannon Wilson</td>
<td>[Signature]</td>
<td>[Title]</td>
</tr>
<tr>
<td>Taylin Titus</td>
<td>[Signature]</td>
<td>Occupational Safety/Loss Coord.</td>
</tr>
<tr>
<td>Chandler Wilson</td>
<td>[Signature]</td>
<td>Instructional Materials Tech</td>
</tr>
<tr>
<td>[Signature]</td>
<td>[Signature]</td>
<td>[Title]</td>
</tr>
</tbody>
</table>
### Pine Hill Classrooms Visited 9/11/2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Room</th>
<th>Teacher</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>9:20-9:30</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Room 5</td>
<td>Goff</td>
<td>9:30-9:35</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Room 3</td>
<td>Darby</td>
<td>9:30-9:35</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Room 1</td>
<td>Pitlock</td>
<td>9:35-9:40</td>
</tr>
<tr>
<td>Grade K</td>
<td>Room 7</td>
<td>Flammino</td>
<td>9:35-9:40</td>
</tr>
<tr>
<td>Grade TK</td>
<td>Room 11</td>
<td>Folger</td>
<td>9:40-9:45</td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>9:45-10:00</td>
</tr>
</tbody>
</table>

### South Bay Classrooms Visited 9/11/2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Room</th>
<th>Teacher</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>8:40-8:50</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Room 6</td>
<td>Blanc</td>
<td>8:50-8:55</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Room 9</td>
<td>Landry</td>
<td>8:55-9:00</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Room 13</td>
<td>Park</td>
<td>8:55-9:00</td>
</tr>
<tr>
<td>Other - SDC</td>
<td>Room 16</td>
<td>Carrie Kelly</td>
<td>9:00-9:05</td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td>Admin Meeting</td>
<td>9:05-9:15</td>
</tr>
</tbody>
</table>
Instructional Materials Survey
Elementary School Level 2019–20

The California Department of Education has developed this survey form for district convenience; districts are free to modify it as needed.

Please see California Education Code sections 240, 1240(i), 60002, 60119, and 60210 for compliance requirements.

Please note that the Clearinghouse for Specialized Media and Technology at http://www.cde.ca.gov/re/pn/smonprovides instructional materials in accessible formats for students with disabilities.

English Language Arts/English Language Development (ELA/ELD)

2015 SBE-adopted Basic Programs (Program 1) for ELA/ELD include:

- EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, 2015, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- The College Board – SpringBoard, SpringBoard, English Language Arts, 2015, Gr. 7–8

2015 SBE-adopted Basic Programs with ELD (Program 2) for ELA/ELD include:

- Benchmark Education Company, Benchmark Advance, 2015, Gr. K–6
- Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections ©2017, Gr. 6–8
- McGraw-Hill School Education, StudySync, 2015, Gr. 6–8
- National Geographic Learning/Cengage Learning, Reach for Reading, 2015, Gr. K–6
- The College Board – SpringBoard, SpringBoard, English Language Arts & English Language Development, 2015, Gr. 7–8

2015 SBE-adopted Primary Language Programs with ELD (Program 3) for ELA/ELD include:

- Benchmark Education Company, Benchmark Adelante, 2015, Gr. K–6
Alternative Current Materials

The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses. Success For All, 2012: Curiosity Corner, Kinder Corner, Reading Roots and Reading Wings

2015 SBE-adopted Intervention Programs (Program 4) for ELA/ELD include:

______ McGraw-Hill School Education, FLEX Literacy, 2015, Gr. 4–8
______ National Geographic Learning/Cengage Learning, Inside, 2015, Gr. 4–8
______ Pearson Education, Inc., p.a. Scott Foresman and Prentice Hall, CA Pearson iLit, 2015, Gr. 4–8
______ HMH Intervention Solutions (formerly Scholastic, Inc.), California Read 180 Universal System, 2015, Gr. 4–8
______ Voyager Sopris Learning, Inc., LANGUAGE! Live California, 2015, Gr. 4–8

2015 SBE-adopted Intervention Programs for English Learners (Program 5) for ELA/ELD include:

______ HMH Intervention Solutions (formerly Scholastic, Inc.), California English 3D Course A and Course B System, 2015, Gr. 4–8

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Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

______ Agile Mind, Common Core Middle School Mathematics, 2014, Gr. 6–8
______ Big Ideas Learning, Big Ideas Math, 2014, Gr. 6–8
______ Center for Mathematics and Teaching, Math Links, 2014, Gr. 8
______ CPM Educational Programs, Core Connections, Courses 1-3, 2014, Gr. 6–8
______ Edgenuity, Inc., Edgenuity California Common Core Mathematics, 2014, Gr. 6–8
______ Houghton Mifflin Harcourt, Go Math!, 2014, Gr. 6–8
McGraw-Hill, *California Math, Courses 1-3, 2014, Gr. 6–8*

McGraw-Hill, *Glencoe Math Accelerated, 2014, Gr. 7*


Pearson, *Common Core System of Courses, 2014, Gr. K–8*

Pearson, *CA Digits, 2014, Gr. 6–8*


Perfection Learning, *Kinetic Pre-Algebra, 2014, Gr. 8*

Reasoning Mind, *Reasoning Mind Algebra Readiness Program, 2014, Gr. 2–6*

The College Board, *SpringBoard Mathematics, 2014, Gr. 6–8*


Triumph Learning, *Common Core Math Curriculum, 2014, Gr. 6–8*

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**2014 SBE-adopted Algebra 1 Programs include:**

- Agile Mind, *Common Core Algebra 1 Mathematics, 2014, Gr. Algebra 1*
- Aleks Corporation, *CA Algebra 1, 2014, Gr. Algebra 1*
- Big Ideas Learning, *Big Ideas Algebra 1, 2014, Gr. Algebra 1*
- CPM Educational Programs, *Core Connections Algebra 1, 2014, Gr. Algebra 1*
- JRL Enterprises, *I CAN Learn Algebra 1, 2014, Gr. Algebra 1*
- Pearson, *CA Common Core Algebra 1, 2014, Gr. Algebra 1*
- Perfection Learning, *Kinetic Algebra 1, 2014, Gr. Algebra 1*
- The College Board, *SpringBoard Mathematics Algebra 1, 2014, Gr. Algebra 1*

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**2014 SBE-adopted Mathematics 1 Programs include:**

- Person, *Common Core Integrated Math 1, 2014, Gr. Math 1*
Alternative Current Materials

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History-Social Science

2017 SBE-adopted history-social science programs include:

- Discovery Education, Discovery Education Social Science Techbook, Gr. 6–8
- McGraw-Hill School Education, Impact: California Social Studies, Gr. 6–8
- National Geographic Learning, National Geographic World History, Gr. 6–8
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. K–5
- Pearson Scott Foresman and Prentice Hall, California History-Social Science myWorld Interactive, Gr. 6–8
- Studies Weekly, California Studies Weekly–Social Studies, Gr. K–6
- Teachers’ Curriculum Institute, Social Studies Alive! California Series, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Series, Gr. 6–8

2005 SBE-adopted history-social science programs include:

- Glencoe/McGraw-Hill, Glencoe Discovering Our Past, 2006, Gr. 6–8
- Holt, Rinehart and Winston, Holt California Social Studies, 2006, Gr. 6–8
- McDougal Littell, McDougal Littell California Middle School Social Studies Series, 2006, Gr. 6–8
- Oxford University Press, Oxford History-Social Science Program for California, 2005, Gr. 5–8
- Pearson Prentice Hall, Prentice Hall Social Studies, 2006, Gr. 6–8
- Pearson Scott Foresman, Scott Foresman History-Social Science for California, 2006, Gr. K–5
- Teachers’ Curriculum Institute, History Alive! California Middle Schools Program, 2005, Gr. 6–8

Alternative Current Materials

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Science

2018 SBE-adopted science programs include:

___ Accelerate Learning, STEMscopes CA NGSS 3D, Gr. K–5
___ Accelerate Learning, STEMscopes CA NGSS 3D, preferred integrated, Gr. 6–8
___ Accelerate Learning, STEMscopes CA NGSS 3D, discipline specific, Gr. 6–8
___ Activate Learning, IQWST California Edition, preferred integrated, Gr. 6–8
___ Amplify Education, Amplify Science: California Discipline Specific Course Model, Gr. 6–8
___ Amplify Education, Amplify Science: California Integrated Course Model, Gr. K–8
___ Carolina Biological Supply Company, Building Blocks of Science 3D, Gr. K–5
___ Delta Education, FOSS Next Generation Elementary, Gr. K–5
___ Delta Education, FOSS Next Generation Middle School, preferred integrated, Gr. 6–8
___ Discovery Education, Discovery Education Science Techbook for California NGSS, preferred integrated, Gr. K–8
___ Great Minds, Great Minds Science, Gr. 4
___ Green Ninja, Green Ninja Integrated Middle School Science, Gr. 6, 8
___ Houghton Mifflin Harcourt Publishing Company, California HMH Science Dimensions, preferred integrated, Gr. 6–8
___ Impact Science Education, Impact Science: Integrated Middle School Program for CA NGSS, Gr. 6–8
___ Impact Science Education, Impact Science: Middle School Program for CA NGSS, discipline specific, Gr. 6–8
___ Lab Aids, Issues and Science, preferred integrated, Gr. 6–7
___ Learning Bits, SMART NGSS by Science Bits, discipline specific, Gr. 6–8
___ McGraw-Hill School Education, California Inspire Science, preferred integrated, Gr. 6–8
___ McGraw-Hill School Education, California Inspire Science, discipline specific, Gr. 6–8
___ National Geographic Learning, a division of Cengage Learning, National Geographic Exploring Science, Gr. K–6
___ Pearson Education, California Elevate Science, Gr. K–6
___ Pearson Education, California Elevate Science Integrated, Gr. 6–8
___ Pearson Education, California Elevate Science, discipline specific, Gr. 6–8
___ Teachers’ Curriculum Institute, Bring Science Alive! California Program K–5, Gr. K–5
___ Teachers’ Curriculum Institute, Bring Science Alive! California Integrated Program, Gr. 6–8
___ Teachers’ Curriculum Institute, Bring Science Alive! California Program, discipline specific, Gr. 6–8
___ Twig Education, Twig Science, Gr. K–6
2006 SBE-adopted science programs include:

- CPO Science, *Focus on Earth, Life, and Physical Science*, 2007, Gr. 6–8
- It’s About Time, *Investigating Earth Systems, InterActions in Physical Science*, 2007, Gr. 6, 8
- McDougal Littell, *McDougal Littell California Middle School Science Series*, 2007, Gr. 6–8

*Available in Spanish as alternate format.

**Alternative Current Materials**

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California Department of Education, August 2019
## PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

<table>
<thead>
<tr>
<th>CATEGORY TOTALS</th>
<th>A. SYSTEMS</th>
<th>B. INTERIOR</th>
<th>C. CLEANLINESS</th>
<th>D. ELECTRICAL</th>
<th>E. RESTROOMS/FOUNTAINS</th>
<th>F. SAFETY</th>
<th>G. STRUCTURAL</th>
<th>H. EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of &quot;=&quot;</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Number of &quot;D&quot;</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of &quot;X&quot;</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of &quot;NA&quot;</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of &quot;=&quot; divided by Total Areas *Total Areas</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Percent per Category (average of above)</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Rank (Circle one)</td>
<td>GOOD = 90%-100%</td>
<td>GOOD = 75%-89.99%</td>
<td>GOOD = 60%-74.99%</td>
<td>GOOD = 50%-59.99%</td>
<td>GOOD = 35%-49.99%</td>
<td>GOOD = 20%-34.99%</td>
<td>GOOD = 10%-19.99%</td>
<td>GOOD = 0%-9.99%</td>
</tr>
</tbody>
</table>

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

**OVERALL RATING:** DETERMINE AVERAGE PERCENTAGE OF 3 CATEGORIES ABOVE 100.00% SCHOOL RATING** EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%-100%</td>
<td>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>90%-98.99%</td>
<td>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</td>
<td>GOOD</td>
</tr>
<tr>
<td>75%-89.99%</td>
<td>The school is in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.</td>
<td>FAIR</td>
</tr>
<tr>
<td>0%-74.99%</td>
<td>The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**COMMENTS AND RATING EXPLANATION:**
### Room 6
- **Comments:** Good condition.

### Playgrounds
- **Comments:** Great condition.

### Room 13
- **Comments:** Great condition.

### Room 19
- **Comments:** Great condition.

### Cafeteria
- **Comments:** Great condition.

### Room 16
- **Comments:** Great condition.

### Boys Bathroom
- **Comments:** Great condition.