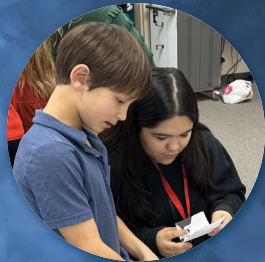


# EUREKA UNION SCHOOL DISTRICT

## 2026 FACILITIES MASTER PLAN



*shaping the future of learning, one student at a time*



# EUREKA UNION SCHOOL DISTRICT

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Granite Bay, CA 95746

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## Board Members

- Tyler M. Holt, President
- Matthew S. Dahlstrom, Clerk
- Renee Nash, Member
- Erin Grover, Member
- Jeffrey Conklin, Member

## Superintendent

Tom Janis



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# INTRODUCTION

## SUPERINTENDENT'S MESSAGE

To The Community of Eureka Union School District,

When I first joined the staff of Eureka Union School District in 2013 as the Director of Human Resources, I knew I had joined an amazing team of educators, but I also recognized immediately how much the local community shapes and supports the District.

Since I was appointed Superintendent in 2015, I have had the privilege and honor of working with our amazing staff, students, parents and community in leading the District into its next phase. Eureka Union SD's academic excellence has been a hallmark of the District, continuing to drive families to our community and to be a leader in student achievement in Northern California.

### Historical Impacts

While the rich history of Eureka Union SD goes as far back as the end of the American Civil War, as recently as early 1990s Eureka Union SD was composed of only three schools: **Eureka Elementary, Greenhills Elementary and Cavitt Middle Schools**. The District's 4th school, **Oakhills Elementary School**—which still seems in many ways like the baby of the family—was dedicated in 1990. **Ridgeview Elementary** was dedicated the following year, followed rapidly by **Olympus Middle School** in 1996, **Maidu Elementary School** in 1997 and **Excelsior Elementary School**, the true the baby in the family, in 1999. Understanding the rich history of this District and how it has set priorities over the years is helpful in understanding the direction we are trying to go.

As the District's newer schools are beginning to age, **the District needs to make a significant financial investment in our facilities**. Failing to repair a school is no different than failing to fix a leaky roof on a home. The leak will

result in significant damage to the school and the longer we wait to repair it, the more expensive the repair becomes. Eureka Union SD is no different than other government agencies, such as counties and cities that must ensure libraries, jails, courthouses, administrative buildings, fire departments, etc., are up to code, large enough to serve the population and outfitted with the best equipment possible.



### Prioritization & Execution of Repairs, Upgrades & Maintenance

Eureka Union SD has been **evaluating, prioritizing and executing repairs and upgrades based on safety, the availability of grant money or matching dollars and based on the age and needs of each school site for over 10 years**. With our Board of Trustee's creation of a Facilities Subcommittee and its engagement of the Project CM to provide a much needed overhaul of the District's limited maintenance staff and funding, we have improved the way the District handles requests for repairs and streamlined the process. This process allows us to be more responsive to concerns raised by staff at different school sites. It has also been instrumental in creating this FMP. Our team has walked every inch of every campus and evaluated needs in all areas of each site. Many expensive components of public schools, such as technology infrastructure, school site safety and indoor plumbing, are things that did not even exist in 1886, when the District's first school was constructed.

In a recent survey, an overwhelming number of parents said our schools are attractive and well-maintained. We are proud of being able to ensure that staff, parents and students who drive by or walk onto our campuses see a well-maintained campus. But what is not visible to the naked eye are things like **old heating and cooling units** that are on the brink of breaking and inefficient, a patchwork of roof repairs, aging infrastructure and a lack of physical access

to many parts of our campuses for students, staff or guests with certain types of disabilities. What visitors also fail to see is the grand possibilities for a whole new way of learning and teaching, the type of programs our students of today and tomorrow must have to be truly competitive when they reach high school, college and their careers.

It is also critical to point out that the schools do not belong solely to the Eureka Union SD, its students, staff and parents. These are **community-owned facilities**, paid for by tax dollars. Local schools have always played a role in serving the entire community, from local Boy Scout troop meetings after school to the use of gyms and other sports fields by local sports leagues on the weekends and evenings. Our plan is to make repairs and improvements that will not only serve the students of today and tomorrow, but also critically to improve the value and utility for the public at large, including refurbished sports fields that can be used year round.

Each year, the Board of Trustees budgets money for deferred maintenance. However, regardless of the amount budgeted, unplanned and catastrophic problems, such as major roof leaks and broken air conditioners must be addressed immediately. When these happen, the District must draw from its ever-shrinking reserves to address an immediate need. **It is important to keep in mind the State of California provides NO general fund money for school districts to address facilities.** The only way Eureka Union SD can afford comprehensive repairs and upgrades of its facilities is through passage of a local general obligation (GO) bond measure. In the meantime, as our schools age, just as our homes do, certain items must be repaired, replaced and upgraded to protect the value and usability of the property. Absent compelling financial limitations, families do not ignore broken toilets or broken hot water heaters, and school districts can't send kids home from school because the air conditioner is not working in May!

### A New Way of Learning

Making a major financial commitment to our facilities is not just an expensive undertaking, it is also an exciting opportunity to invest not only in the facilities themselves but to **truly invest in the students and staff that allow Eureka Union SD** to be an active participant in a major and critical shift in the way teachers teach and the way students learn. The United States has seen such

a major change in the way school facilities need to be designed to meet the needs of our students in the 21st Century, where skills like **collaboration, critical thinking, team work, project-based learning, interdisciplinary focused curriculum, creativity and multi-media presentations** have usurped rote memorization, silent reading and students individually (with lots of parent help) building a replica of one of the State's lighthouses at home.

We want our schools to be attractive, in addition to meeting new standards for access, electrical systems and plumbing, amongst others. Sadly, in this era of all-too-common school shootings, we must do our best to keep our students, staff and parent volunteers as safe as possible without sacrificing the look and feel of being true neighborhood schools. This mission requires physical changes to our schools as well as implementation of new technology.

The adoption of many new State standards by the State Board of Education requires money for new curriculum, and the time and money required to give our teachers the best training possible to implement those new standards. Our **technological infrastructure must be safe and up-to-date** because it supports so many different components within our District: **maintaining and protecting student data** and other critical electronic records; serving a critical role in initiatives for **school site safety**; and for the key role technology now plays in **active teaching and learning in every classroom** across the District.

### Now is the Time

Approval of a new GO Bond will take Eureka Union SD to the next level in educational excellence, protect the value of the publicly-owned facilities, ensure our facilities are upgraded in ways that provide optimal value and use for both students and staff, as well as for to the entire community.

Implementation of this plan will ensure Eureka Union SD continues to be a destination district for new families, thus protecting the historically higher property values enjoyed by our residents. Neighborhood schools have always served as a central part of local communities, and Eureka Union SD intends to be a focal point of excellence in Granite Bay and the portions of East Roseville that are served by our District.

This FMP is conceived as a map to the educational goals of the District. This is a living document that will require updates as the District's needs change and



become more refined in many of the areas that are included in the plan. The campus transformations envisioned by this document are intended to support next generation learning. They are forward-thinking, well-conceived and will benefit our students for generations to come.

We will implement its provisions based on the availability of funds and careful prioritization by staff and the Board of Trustees, as well as broad community input. We have no choice as a community but to find money to protect our existing assets and to create the type of physical campuses that will allow Eureka Union SD to remain a top performing District. The goal of all school districts is to provide every student with the best tools possible so they may achieve their personal goals. We are also living in a time when school districts are being asked to do more than simply teach basic curriculum, but rather to provide an ever-growing menu of support services, including critical mental health services.

**Educating the whole child** is not a slogan, it is a critical mission of Eureka Union SD and one that has been supported by a number of key initiatives, including a major investment in the number of counselors and curriculum dedicated to provide socio-emotional support, as well as the adoption of a growth rather than a fixed mindset throughout the District. School districts have become direct medical providers, serving students with feeding tubes, Type 1 diabetics and other medically fragile conditions, students who, just 30 or 40 years ago,

would have unlikely been able to attend their neighborhood public schools due to inadequate medical provisions.

I was truly blessed when I first arrived at Eureka Union School District and immediately learned just how appropriately the District was named. In an era where traditional encyclopedias and other written reference books have been largely replaced by Google searches of online reference materials, such as Wikipedia, I was excited to learn that there are still dictionaries. According to Webster's Dictionary, the adjective "eureka" means "marked by usually sudden triumphant discovery", or a "Eureka!" moment. As an exclamation, it is "a cry of joy or satisfaction when one finds or discovers something." I experienced that Eureka Union SD moment, as do most new employees and parents when finding this true gem. As a professional educator with two decades of experience when I arrived, I have never wanted to be any place else. The excitement now lies in making that "Eureka!" moment even more triumphant with this FMP and the hopeful passing of a GO Bond. This report has been carefully drafted by a large team of Eureka Union SD staff members and Studio W Architects.

Thank you for your attention,

Tom Janis, Superintendent  
Eureka Union School District

# GOALS & PURPOSE OF A FACILITIES MASTER PLAN

The purpose of a Facilities Master Plan (FMP) is to provide guidance to a school district on how to further develop their facilities over time given the availability of facilities funding. The FMP is a road map that considers the existing facilities conditions, the district’s educational, maintenance and operational needs, it’s demographics, potential facilities funding and other internal and external forces to provide a picture of facilities over the next few years. We expect that, while the FMP provides recommendations to facility expenditures, it is not necessarily a guideline, and will evolve and flex over the years depending on available funding and the will of the District’s leadership, administrators, teachers, parents, students and community alike.

## Proposition 2 Requirements

Eureka Union SD will pursue Proposition 2 funding, amongst other funding mechanisms. Proposition 2 is a \$10 billion State Bond, passed in 2024, that is repaid over 35 years, in \$500 million increments, annually. A breakdown of funding allocation is below.

To be eligible for this funding, the District must submit a five-year facilities master plan with the following information:

<b>Uses of Proposed Bond Funds</b>	
(In Billions)	
<b>Public School Facilities</b>	<b>\$8.5</b>
Renovation of existing buildings	\$4.0
New construction (including buying land)	3.3
Facilities for career technical education programs	0.6
Charter schools	0.6
<b>Community College Facilities</b>	<b>\$1.5</b>
<b>Total</b>	<b>\$10.0</b>

- » **Funding Eligibility**—a narrative describing the district’s eligibility & potential state bond funding; or a table of estimates; etc.
- » An **Inventory of Existing Facilities, Sites & Properties**
  - The year each school building was constructed
  - Square footage of each school building
  - Year, if any, each school building was last modernized
  - Pupil capacity of the school
  - Age & number of portable buildings at the school
  - Whether the school has any of the following: a cafeteria and/or multipurpose building; a library; a gymnasium; an auditorium/PAC; athletics facilities; and/or CTE facilities
- » **Existing Classroom Capacity**—updated for State funded classrooms & locally added classroom facilities
- » **Five-Year Enrollment Projections**
- » **Deferred Maintenance Plan**
- » **Financing & Other Funding Sources** recommended components below
  - Assessed valuation
  - Bonding capacity/indebtedness
  - Historical & current GO Bond information
  - Developer fees, Mello-Roos Community Facilities Districts, Local Control Funding Formula allocations
- » **Capital Planning Budget & Project List** for each fiscal year
- » **LCAP Goal Alignment Narrative**—describing how the FMP is consistent with the goals, actions & services identified in the school district’s LCAP for the first State priority, as it relates to school facilities



# FACILITIES MASTER PLAN CONSIDERATIONS

## ABOUT THE DISTRICT

### The Beginnings

On February 5, 1868, a group of citizens formed the Excelsior School District, which lay between the Dry Creek and Franklin districts. In 1875, growth forced the District to build a new school one-half mile closer to Roseville. The room was large enough for 35 children. By 1881, even the new facilities became crowded because there were 40 students enrolled that year.

Excelsior District existed for 39 years. In 1908, due to feuding families, the district was divided in two, forming the Excelsior and Rosedale Districts. As time passed, the family feud was forgotten and a growing segment of the community felt that if the two smaller districts would unite and form a union district, their children could receive a better education. The Eureka Union Elementary School District was formed, the present Eureka School site was obtained and in the summer of 1925, the two, old one-room school houses were moved to the Eureka site.

### Overcrowding Conditions Persist

Enrollment started growing rapidly in the late forties. In the early 1940s, crowded conditions again led the Board of Trustees and community to seek additional classroom space. In 1944, planning began on the building that holds the Eureka School office and the former space for the Eureka UESD office. In 1947, there were 86 students attending the Eureka District and the new building was opened. It housed elementary grades in one room, seventh and eighth grades in another room, as well as a small library. In 1956, enrollment continued to grow to 138, surpassing the space of the available four classrooms, thus two additional buildings were added.

### Mission Statement

It is the mission of the Eureka Union School District to establish and develop an education system through a process of student, staff and community involvement and participation. The innate abilities and interests of each child will be valued, his/her own well-being supported to allow him/her to contribute to the constantly changing society in which he/she lives. In this process each child will maximize his/her potential and develop the ability to be a lifelong learner.

### Vision

The Eureka Union School District is dedicated to developing learned and inspired global citizens. We will provide our students with a dynamic, rigorous education that focuses on collaboration, critical thinking, and character development. Our students will be supported in a nurturing environment which fosters the healthy academic, social, emotional, and physical development of each individual. Our partnership of students, families, educators, and community members encourages creativity and celebrates innovation.

### Greenhills Elementary

With rapid growth in the sixties came planning and construction of the second school in the District. The school opened in 1965, with 150 1st-6th graders.

### Cavitt Junior High

Cavitt Jr. High School opened in 1981 with 300 initial students. It was designed for 7th - 8th grade students with a seven-period core and elective class day.

A fourth school site was approved by the Board and the State of California in February 1988. This site was going to house two schools. Thus, the future road in front of the schools was called Twin School Road.



- C** Cavitt Jr. High School 7th-8th
  - E** Excelsior School 4th-6th
  - G** Greenhills School TK-3rd
  - M** Maidu School TK-3rd
  - O** Oakhills School TK-3rd
  - OJ** Olympus Jr. High School 7th-8th
  - R** Ridgeview School 4th-6th
- Eureka Union SD Boundary

## CURRENT MAKEUP OF THE DISTRICT

Eureka Union School District is a TK-8th grade district that encompasses 14.8 square miles in Granite Bay and an eastern portion of the City of Roseville in Placer County, California. The District sits just east of Sacramento, at the base of the Sierra Foothills and is bordered on the east by Folsom Lake. The District is currently comprised of seven schools that use a fairly unusual grade configuration. Greenhills, Oakhills and Maidu Elementary Schools each enroll grades Transitional Kindergarten through third grade. Excelsior and Ridgeview Schools serve grades four through six. The District also has two junior high schools, Cavitt and Olympus Junior High Schools, which each serve grades seven and eight.

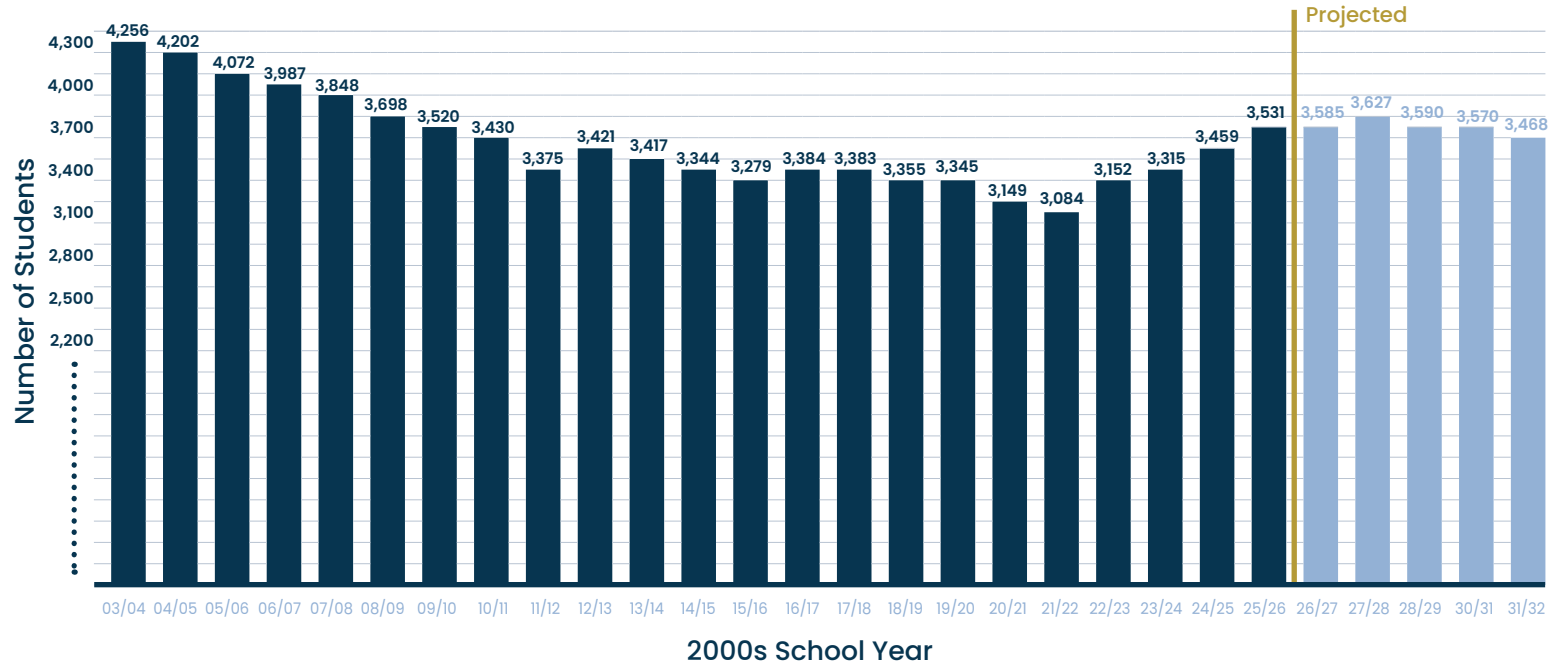
All students who reside in the boundaries of Eureka Union SD will feed into Roseville Joint Union High School District, and most likely based on the boundaries of Eureka Union SD, matriculate into Granite Bay High School. Eureka Union SD and Granite Bay High School staff have a robust program of curriculum articulation developed to ensure that when students move onto ninth grade, they are adequately prepared to meet the rigorous academic standards of high school.



# ENROLLMENT TRENDS

As the primary foundation for the FMP, site walks and campus meetings were preformed in 2025 by Studio W Architects. Each campus was thoroughly analyzed alongside maintenance and operations staff to provide a comprehensive assessment of each site. Eureka Union SD has slowly seen an increase in enrollment over the past 3 years, and similar enrollment projected for the next five years. This lends the District to plan for facility upgrades that currently house our students, since capacity had decreased drastically over the past decade.

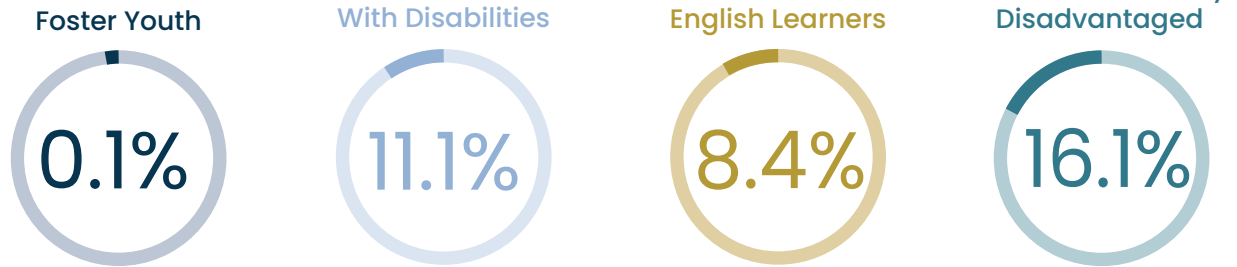
## District Enrollment Trends & Forecasts



# DEMOGRAPHICS

Eureka Union SD’s dedication to social responsibility, educational excellence and engaging a diverse community is evident in the District’s demographics. The District’s is committed to inclusivity; English learners, foster youth, socioeconomically disadvantaged and those with disabilities have the resources to thrive.

## Enrollment By



## Ethnicity



Refer to the APPENDIX for the District’s California Department of Education’s Demographics Report.

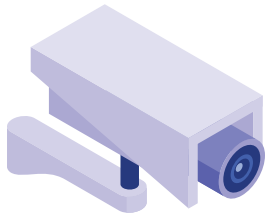


# OVERVIEW OF FACILITIES PRIORITIES

The District knows that all of the items discussed in this report are important and would greatly benefit the students and community if they could all be implemented. Naturally, it is not feasible to implement everything in the near or medium term, based on a lack of sufficient funding and the significant time it takes to get State approvals to begin construction projects.

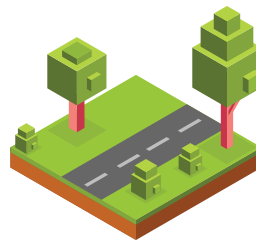
Many of the items in this FMP are aspirational. None of these factors diminish in any way the value of all of the projects listed in this document. The District also knows that new, more emergent, needs will arise from time to time, as they always do. Nonetheless, this FMP is an important road map for the goals of the District over the next five years.

## Overall District Priorities



### Site Safety/Security Needs

Fencing, Cameras, Drop-Off Zones, etc.



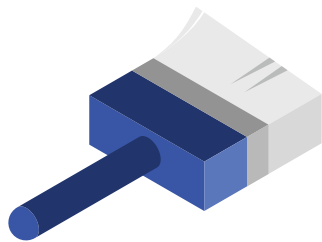
### Outdoor Environment Upgrades

Playgrounds, Hardcourts, Shade Structures, etc.



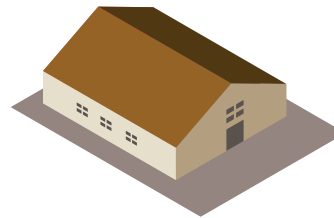
### Interior Environment Upgrades

Interior Finishes, HVAC, Restrooms, etc.



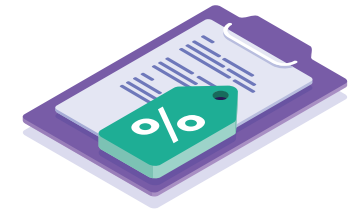
### Exterior Environment Upgrades/Curb Appeal

Dry Rot Repair, Stucco Repair, Paint, etc.



### Non-Permanent Facility Replacement

Replacement of Portables



### Qualify for State Funding

Proposition 2 or Future Proposition

# FUNDING THE FACILITIES MASTER PLAN



## HOW WILL PROJECTS IN THIS FACILITIES MASTER PLAN BE FUNDED?

### California Per Pupil Funding

The State of California does not provide school districts with funds to address school site repairs, maintenance, modernization, or construction of schools, absent of its School Facilities Program, as discussed in detail below. Each district is responsible for basic repairs and school maintenance from general funds, including grounds keeping and janitorial services, such as leaky roofs and broken sprinklers.

Any money used for items such as deferred maintenance generally comes out of a district's general fund dollars. These are the same dollars that must also be allocated to pay for teacher and staff salaries, purchase textbooks and pay bills, such as the ever-rising costs of heating and cooling. The only other sources a district can turn to, especially when implementing large-scale projects, such as those in this FMP, is through one or all of four sources:

- » **Local Developer Impact Fees**
- » **Local General Obligation (GO) Bond Dollars**
- » **Matching State Dollars** generated through State bond sales approved by voters Statewide
- » **Local Parcel Taxes**

The State does not provide school districts with ongoing funding to assist in facilities maintenance or construction outside of the School Facilities Program, which generally only works for school districts who are unable to pass GO Bonds.

## Local Developer Impact Fees

### What is a Developer Impact Fee?

School districts (and other government entities) are permitted to levy fees on builders of new homes within their jurisdictional boundaries. School districts are authorized to levy developer impact fees (Level 1, 2 or 3 fees) on new residential and commercial/industrial construction. The State Allocation Board sets forth the amount of Level 1 developer impact fees every two years. Level 2 or 3 fees are analyzed and justified on an annual basis. Since it is a non-union district, Eureka Union SD splits its Level 1 developer impact fees with the local high school district that its students will attend. A district wishing to charge a developer impact fee is required to prepare a report justifying the fees, and then the amount of the fee must be approved by the local school board. The purpose of developer impact fees is to assist in funding facilities required to accommodate new students.

## Local General Obligation (GO) Bonds

Other than General Fund dollars (which are very limited), developer impact fee dollars and revenues from local parcel taxes, the other source of revenue available for Eureka Union SD to access State matching dollars is through a local GO Bond.

Approved local bonds are repaid through assessments on property and collected through local property taxes. However, the State limits bonding capacity of school districts.

### Approval Requirements

Under current law, passage of a GO Bond requires a “yes” vote of at least 55% of those voting in the election, a simple majority. District property owners are not currently paying for any outstanding Eureka Union SD bonds, as the last bond, passed in 1993, was fully repaid as of 2024.

### Accountability Requirements

State law places significant accountability requirements when a GO Bond is approved.

### Advantages of GO Bond Dollars

While approval of a GO Bond does levy an increase in property tax for property owners within the District, it also comes with several important benefits:

- » The District gets to decide how the money is spent with no State oversight;
- » Monies raised are not counted against State or federal education funding and cannot be taken by the State, nor can those dollars be used to count against the level of funding the District receives from State or federal funding, including the Proposition 98 minimum funding guarantee from the State.

### FMP Not Contingent on GO Bond

It is critical to note that the creation of an FMP is not contingent upon the Board of Trustees voting to place a bond on the ballot nor is it contingent on the community approving a bond, should one be on a future ballot. This document is still critically needed to provide a map for the District going forward, as well as a vision for what the community wants to see in its facilities. Contrarily, the lack of a funding mechanism logically means that it will take far longer to implement some, or all, of the components set forth in this plan.

## Matching State Dollars

Even with a decline or steady enrollment, the District can access funds from the State’s School Facilities Program (SFP) if certain requirements are met:

- » The District must **provide matching funds** (40% for a modernization program and 50% for new construction);
- » The District must have **specific projects** it is seeking State funding for pre-approved by a variety of State agencies (a process that can be lengthy);
- » The District must be **“in line” for State dollars** (the program is currently administered on a “first come, first-served” basis);
- » The projects for which the District is seeking funding must meet **certain qualifications**. The SFP was implemented by State Legislature in 1988.

The program provides for a wide variety of State funding, including, **new construction, modernization, charter school facilities, career technical education facilities, seismic mitigation, facility hardship, joint-use programs, high performance attributes, and assisting in the relief of overcrowding.**

To ensure districts are providing adequate safe facilities to students, districts are required to receive project approvals from the Division of the State Architect (DSA) and California Department of Education (CDE) prior to submittal of a funding application. This process can take up to a year or more to complete prior to getting in line for State matching dollars and can cost hundreds of thousands of dollars before a district has even broken ground on a project. This means that Eureka Union SD must have the **cash to front load the cost of projects** before applying for State matching dollars, and without knowing whether those matching dollars will even be available at the time. Why? Because the only source of funds for the SFP is bond money raised through Statewide facilities bonds. Passage of these measures, and the amounts raised, are inconsistent and cannot be relied upon on a regular basis.

## Local Parcel Taxes

Unlike GO Bonds – which are repaid through assessments on local property taxes – **parcel taxes assess a uniform amount of tax on every property owner in a school district.** This type of tax is referred to as a non-ad valorem tax because the amount of the tax is not based on the value of the taxpayer’s property. It is also regressive because owners of less expensive property

pay the same amount of tax annually as owners of more expensive property. Parcel tax dollars are great for increasing a district’s general fund expenditures annually but are not sufficient to make wholesale facilities upgrades.

A number of school districts throughout the State have been able to pass parcel tax measures despite the requirement that they be approved by two-thirds of voters. The advantage of a parcel tax is that it is a source of on-going rather than a fixed amount of money (i.e. a \$50 million dollar bond). Contrarily, the amount of money raised annually through a parcel tax is generally significantly lower than amounts raised through a bond, which means it can take many years to raise the amount of money that can be raised by a single bond.

And, although parcel taxes can theoretically last forever, most voters only approve parcel taxes that contain a set period of time prior to expiration in order to secure voter support (generally between five and seven years). However, a two-thirds voter requirement (super-majority) makes it very difficult to pass.

# POTENTIAL FUNDING MECHANISMS

## Potential Future General Obligation Bond



## Future State Funding

### Status of Modernization Eligibility

#### 2025 Pupil Grant Estimates

**\$23.6 – 35.2** MILLION



With the assumption Eureka Elementary School does not return to a public K-12 campus.



# ASSET MANAGEMENT

## Surplus Sale

Currently, the District leases both the Olive Ranch Elementary School property and the Eureka School property for \$177k and \$353k annually, respectively. While these funds help offset the ongoing maintenance and utility costs for each site, the potential for rising costs in utilities, significant maintenance issues and the loss of those leases make these **leased facilities potentially unsustainable**.

The District has the option to consider surplus sale of these facilities and, despite a recent growth in student population, it is possible to house that population increase at the remaining sites. Should the District consider surplus sale, a process would be required involving a **“7-11” committee** and subsequent Board action that could take many months, if not years, to facilitate. Nevertheless, there may be significant value in the sale of these properties, particularly if they were entitled by the District, to maximize the value to market. Of the two properties, **Olive Ranch potentially has greater value** given its close location to more expensive real estate, and that it is a further distance to the District Office and the operating bus yard.

## Campus Relocation

Another option the District may consider is **relocating the student population from Greenhills Elementary School** (the oldest school in the District) to Olive Ranch Elementary School (the newest school in District) and **either transferring the leases to that location or surplus Greenhills altogether**. While the capacity of Olive Ranch does not allow for an immediate move, the construction of one or more multi-story classroom wings could support a future move and may be a better investment long-term.

In any case, this asset management opportunity is something the District should consider long-term.



## Eureka Union SD Funding History

- » **\$165,000 bond in 1967**
- » **Bond in March 1976**
- » **Measure E in 1986 for Developers to Pay 50% of Two New Schools**
- » **1993 Bond for New Schools**
- » **Parcel Tax in 2000 for \$700,000**

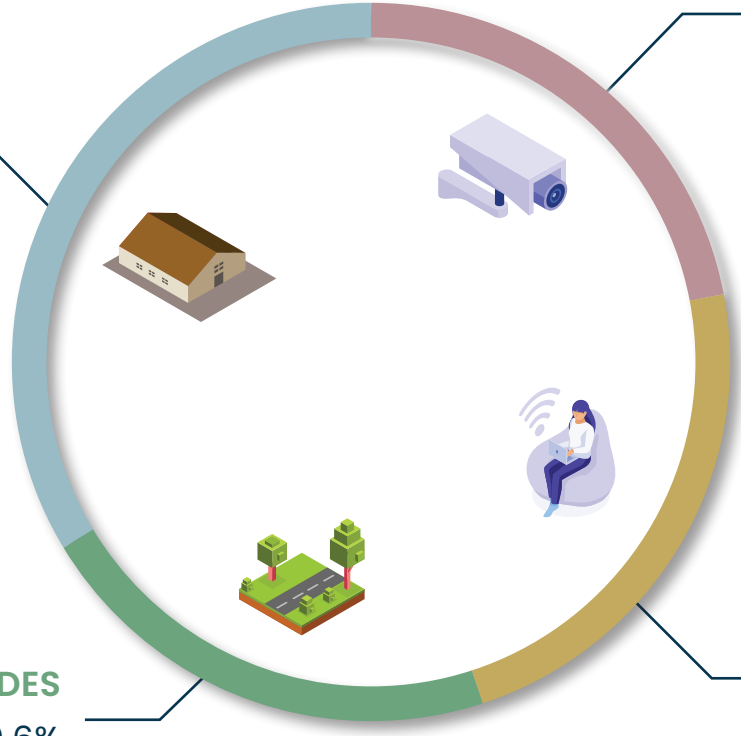
# OVERVIEW OF SPECIFIC SITE NEEDS

	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Greenhills Elementary School	\$11,762,840	\$2,422,500	\$2,686,750	\$6,653,590	-
Maidu Elementary School	\$5,700,005	\$1,840,225	-	\$3,859,780	-
Oakhills Elementary School	\$10,022,365	\$1,075,000	\$2,242,000	\$6,705,365	-
Ridgeview Elementary School	\$3,748,275	\$1,600,000	-	\$2,148,275	-
Cavitt Junior High School	\$11,133,363	\$3,595,675	\$5,562,688	\$1,975,000	-
Excelsior Elementary School	\$2,407,500	\$1,027,500	\$420,000	\$960,000	-
Olympus Junior High School	\$3,340,000	\$2,260,000	\$480,000	\$600,000	-
Olive Ranch (leased)	\$150,000	-	-	-	\$150,000
Eureka School (leased)	\$2,145,000	-	-	-	\$2,145,000
District Office	\$525,000	\$150,000	-	\$375,000	-
<b>TOTAL CONSTRUCTION COST (EST.)</b>	<b>\$50,708,598</b>	<b>\$13,220,900</b>	<b>\$11,915,688</b>	<b>\$23,277,010</b>	<b>\$2,295,000</b>
Contingency (10%)	\$5,070,860	\$1,322,090	\$1,191,569	\$2,327,701	\$229,500
Escalation (6%/year)	\$3,346,767	\$1,745,159	\$3,145,742	\$9,217,696	\$1,211,760
Soft Costs (25%)	\$14,781,556	\$4,072,037	\$4,063,249	\$8,705,602	\$934,065
<b>TOTAL ESTIMATED PROJECT COSTS</b>	<b>\$73,907,781</b>	<b>\$20,360,186</b>	<b>\$20,316,247</b>	<b>\$43,528,009</b>	<b>\$4,670,325</b>
Available Funding (Bond Proceeds)		\$23,850,000	\$23,850,000	-	-
Available Funding (State Funding)		-	-	\$35,200,000	-
Difference		\$3,489,814	\$3,533,753	\$(8,328,009)	\$(4,670,325)

\$(1,304,442) through funding



# EXPENDITURES BY PRIORITY



## OTHER IMPROVEMENTS

**33.9%**

13 Projects Total  
\$17.2 million Total

The most amount of projects to be completed is at Olympus Junior High School, and the greatest estimated construction cost needed is at Oakhills Elementary School with \$5.9 million.

## SAFETY/SECURITY NEEDS

**22.2%**

32 Projects Total  
\$11.2 million Total

The most amount of projects to be completed are at Greenhills Elementary, as well as at Cavitt and Olympus Junior High Schools, and the greatest estimated construction cost needed is at Cavitt Junior High School with \$2 million.

## EXTERIOR UPGRADES

**20.6%**

41 Projects Total  
\$10.4 million Total

The most amount of projects to be completed is at Maidu Elementary School, and the greatest estimated construction cost needed is at Greenhills Elementary School with \$2.0 million.

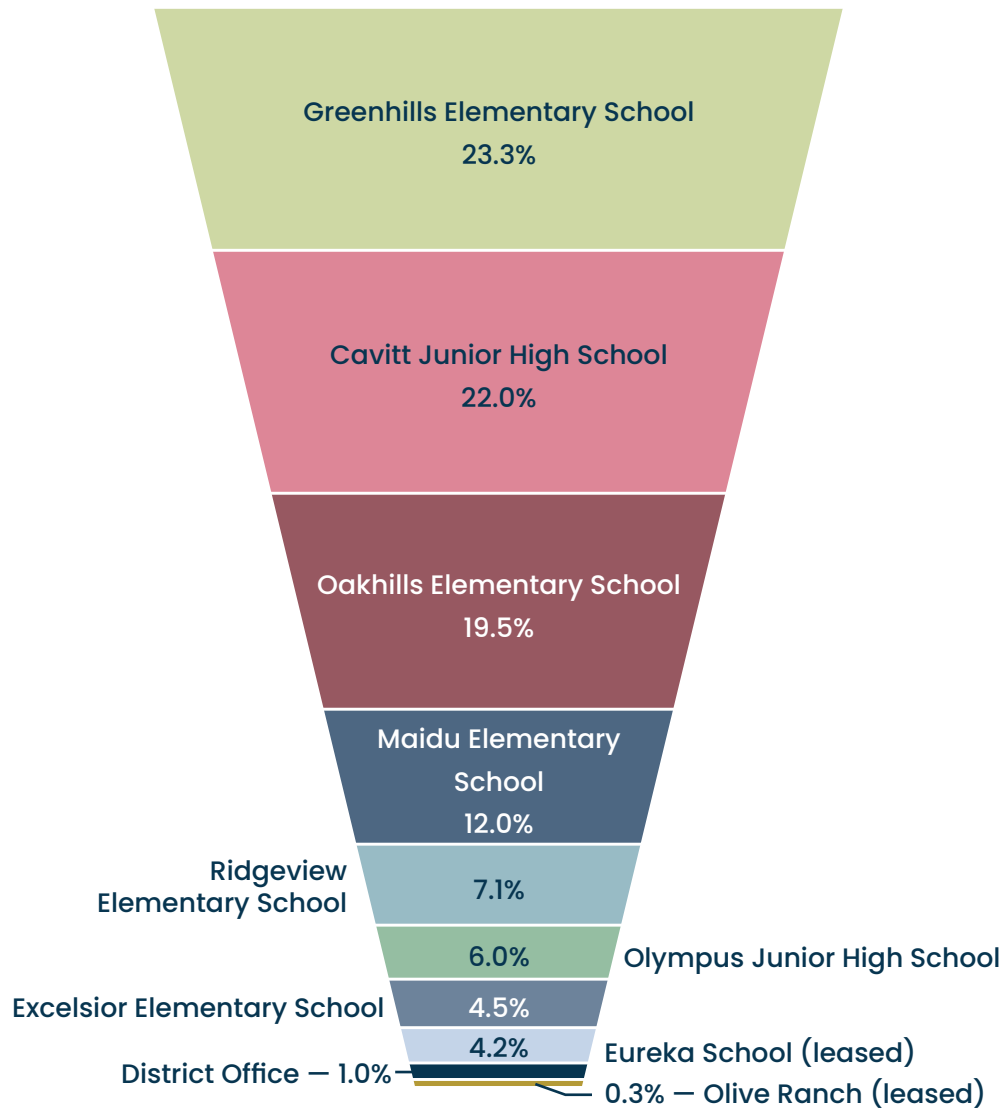
## INTERIOR UPGRADES

**23.3%**

36 Projects Total  
\$11.8 million Total

The most amount of projects to be completed is at Cavitt Junior High School, and the greatest estimated construction cost needed is also at Cavitt Junior High School with \$6.2 million.

# EXPENDITURES BY SITE



## GREENHILLS ELEMENTARY SCHOOL

- » 20 projects (largest category Interior Modernization)
- » \$11.8 million total (largest project \$5.2 million)

## CAVITT JUNIOR HIGH SCHOOL

- » 21 projects (largest category Interior Modernization)
- » \$11.1 million total (largest project \$1.5 million)

## OAKHILLS ELEMENTARY SCHOOL

- » 13 projects (largest category Exterior Modernization)
- » \$10.0 million total (largest project \$5.5 million)

## MAIDU ELEMENTARY SCHOOL

- » 16 projects (largest category Exterior Modernization)
- » \$6.1 million total (largest project \$2.6 million)

## RIDGEVIEW ELEMENTARY SCHOOL

- » 13 projects (largest category Exterior Modernization)
- » \$3.4 million total (largest project \$864,000)

## OLYMPUS JUNIOR HIGH SCHOOL

- » 15 projects (largest category Safety/Security)
- » \$3.0 million total (largest project \$750,000)

## EXCELSIOR ELEMENTARY SCHOOL

- » 11 projects (largest category Exterior Modernization)
- » \$2.3 million total (largest project \$500,000)

## EUREKA SCHOOL (leased)

- » 7 projects (largest category Exterior Modernization)
- » \$2.1 million total (largest project \$750,000)

## DISTRICT OFFICE

- » 4 projects (largest category Interior Modernization)
- » \$525,000 total (largest project \$375,000)

## OLIVE RANCH (leased)

- » 3 projects (largest category Safety/Security)
- » \$150,000 total (largest project \$75,000)

# EXCELSIOR ELEMENTARY SCHOOL

2701 Eureka Road, Roseville, CA 95661 | excelsior.eurekausd.org | 916.780.2701



**Grades** 4-6  
**Enrollment** 557  
**Pupil Capacity** 810

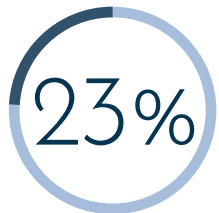
**Total Campus Area** 14.2 acres  
**Total Building Area** 45,919 SF  
**Number of Parking Stalls** 100

**Year Constructed** 1999  
**Last Modernized** N/A

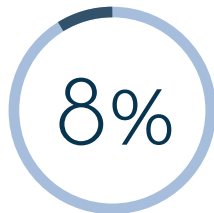
**No. of Permanent Classrooms** 27  
**No. of Portable Classrooms** 0

**Deferred Maintenance—  
 Projects Completed Since 2019**

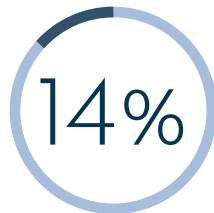
- » New Dumpster
- » Asphalt Repair
- » Phone Upgrade
- » Wireless Access Points
- » Fiber Upgrade
- » P13 HVAC
- » New Paging & Clock system
- » IP Speakers
- » Exterior Lighting
- » MPR Screen
- » P2 HVAC
- » New Roof
- » Gym LED Light Upgrade



SOCIALLY  
 ECONOMICALLY  
 DISADVANTAGED



TESTED  
 FOR GATE



ENGLISH  
 LEARNERS

14

LANGUAGES  
 SPOKEN



## Excelsior Elementary School (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	Install Cameras *	\$150,000	\$150,000			
Safety/Security Needs	Fencing at Joint-Use Fields	\$52,500	\$52,500			
Safety/Security Needs	HVAC Replacement	\$500,000	\$500,000			
Interior Upgrades	Replace Ceiling Tiles *	\$25,000	\$25,000			
Interior Upgrades	Replace Flooring	\$150,000	\$150,000			
Exterior Upgrades	Replace Playground Equipment/Surface	\$420,000		\$420,000		
Exterior Upgrades	Repair Plumbing/Sewer Line	\$300,000			\$300,000	
Exterior Upgrades	Repair Paint/Dry Rot *	\$250,000			\$250,000	
Exterior Upgrades	Tree Lawn/Landscape Improvements *	\$60,000			\$60,000	
Exterior Upgrades	Repair Roofing *	\$100,000			\$100,000	
Other Improvements	Add Shade Structure	\$250,000			\$250,000	
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$2,257,500</b>	<b>\$877,500</b>	<b>\$420,000</b>	<b>\$960,000</b>	<b>-</b>
	Contingency (10%)	\$225,750	\$87,750	\$42,000	\$96,000	-
	Escalation (6%/year)	\$148,995	\$115,830	\$110,880	\$380,160	-
	Soft Costs (25%)	\$658,061	\$270,270	\$143,220	\$359,040	-
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$3,290,306</b>	<b>\$1,351,350</b>	<b>\$716,100</b>	<b>\$1,795,200</b>	<b>-</b>

# Excelsior Elementary School (cont.)

2701 Eureka Road, Roseville, CA 95661

## Modernization Site Plan



<b>CLASSROOM BUILDINGS</b>	
<b>ADMINISTRATION BUILDING &amp;</b>	
<b>MULTIPURPOSE BUILDING</b>	
HVAC Replacement	Repair Paint/Dry Rot
Repair Ceiling Tiles	Repair Roofing
Replace Flooring	
<b>NEW</b>	
Add Shade Structure	
<b>SITE</b>	
Replace Playground Equipment/Surface	Repair Lawn/Landscaping Areas
<b>CAMERAS</b>	
Install Cameras	<b>FENCING</b>
	At Joint-Use Fields



# GREENHILLS ELEMENTARY SCHOOL

8200 Greenhills Way, Granite Bay, CA 95746 | greenhills.eurekausd.org | 916.791.4230



**Grades** PK/TK-3  
**Enrollment** 549  
**Pupil Capacity** 812

**Total Campus Area** 9.43 acres  
**Total Building Area** 61,162 SF  
**Number of Parking Stalls** 62

**Year Constructed** 1965  
**Last Modernized** 2024 – Fire Alarm Upgrades +  
 Shade Structures

**No. of Permanent Classrooms** 20  
**No. of Portable Classrooms** 14

**Deferred Maintenance—  
 Projects Completed Since 2019**

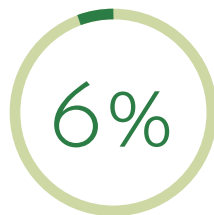
- » Replace Water Heater
- » Fiber Upgrade & Wireless Access Points
- » TK Restrooms & Sewer Line Addition
  - » Cafeteria Tables
  - » Shade Structure
- » Replace Bard Heat Pump
  - » TK Playground
- » Seal Playground Asphalt
- » Replace Gutter/Downspout
  - » Stage Curtains
  - » Water Filling Stations
  - » New Marquee



SOCIALLY  
 ECONOMICALLY  
 DISADVANTAGED



TESTED  
 FOR GATE



ENGLISH  
 LEARNERS

13

LANGUAGES  
 SPOKEN



## Greenhills Elementary School (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	New Keyless Entry Door Locks *	\$150,000	\$150,000			
Safety/Security Needs	HVAC Replacement	\$250,000	\$250,000			
Safety/Security Needs	Fencing	\$96,250	\$96,250			
Safety/Security Needs	ADA Path of Travel Improvements	\$150,000	\$150,000			
Safety/Security Needs	Parking Lot Drop-Off Improvements	\$1,301,250	\$1,301,250			
Interior Upgrades	Replace Flooring	\$75,000	\$75,000			
Interior Upgrades	Replace Lighting Lamp *	\$50,000	\$50,000			
Interior Upgrades	Repair Ceiling Tiles *	\$25,000	\$25,000			
Interior Upgrades	Add Storage to Classrooms	\$75,000	\$75,000			
Interior Upgrades	Replace Furniture *	\$250,000	\$250,000			
Interior Upgrades	Remodel Restrooms	\$1,360,000		\$1,360,000		
Interior Upgrades	Remodel Administration	\$637,500		\$637,500		
Exterior Upgrades	Replace TK Playground Equipment/Surface	\$689,250		\$689,250		
Exterior Upgrades	Repair Plumbing/Sewer Line	\$150,000			\$150,000	
Exterior Upgrades	Repair Paint/Dry Rot *	\$250,000			\$250,000	
Exterior Upgrades	Repair Roofing *	\$100,000			\$100,000	
Exterior Upgrades	Replace Water Fountains	\$65,000			\$65,000	
Exterior Upgrades	Resolve Field Drainage Issues	\$754,590			\$754,590	
Other Improvements	Replace Portables	\$5,184,000			\$5,184,000	
Other Improvements	Power Generator	\$150,000			\$150,000	
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$11,762,840</b>	<b>\$2,422,500</b>	<b>\$2,686,750</b>	<b>\$6,653,590</b>	<b>-</b>
	Contingency (10%)	\$1,176,284	\$242,250	\$268,675	\$665,359	-
	Escalation (6%/year)	\$776,347	\$319,770	\$709,302	\$2,634,822	-
	Soft Costs (25%)	\$3,428,868	\$746,130	\$916,182	\$2,488,443	-
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$17,144,339</b>	<b>\$3,730,650</b>	<b>\$4,580,909</b>	<b>\$12,442,213</b>	<b>-</b>



LEGEND ● Safety/Security ● Interior Upgrades ● Exterior Upgrades ● Other Improvements \* DSA approval not required

# Greenhills Elementary School (cont.)

8200 Greenhills Way, Granite Bay, CA 95746



## Modernization Site Plan



### CLASSROOM BUILDINGS &

#### ADMINISTRATION BUILDING

- |                              |                            |
|------------------------------|----------------------------|
| New Keyless Entry Door Locks | Remodel Restrooms          |
| HVAC Replacement             | Replace Furniture          |
| Replace Flooring             | Repair Plumbing/Sewer Line |
| Replace Lighting Lamp        | Repair Paint/Dry Rot       |
| Repair Ceiling Tiles         | Repair Roofing             |
| Add Storage to Classrooms    | Replace Water Fountains    |
|                              | Remodel Administration     |

### GYMNASIUM

- |                              |                         |
|------------------------------|-------------------------|
| New Keyless Entry Door Locks | Repair Paint/Dry Rot    |
| HVAC Replacement             | Replace Water Fountains |
| Replace Furniture            |                         |

### NEW

- New Classroom Building to Replace Portables

### SITE

- |                                   |                            |
|-----------------------------------|----------------------------|
| Parking Lot/Drop-Off Improvements | Repair Plumbing/Sewer Line |
| Resolve Field Drainage Issues     | Replace TK Playground      |

### DEMOLISH

- Remove Portable Buildings

### FENCING

- Ornamental Fencing

# MAIDU ELEMENTARY SCHOOL

1950 Johnson Ranch Drive, Roseville, CA 95661 | maidu.eurekausd.org | 916.789.7910



**Grades** PK/TK-3  
**Enrollment** 477  
**Pupil Capacity** 696

**Total Campus Area** 7.05 acres  
**Total Building Area** 58,650 SF  
**Number of Parking Stalls** 70

**Year Constructed** 1997  
**Last Modernized** N/A

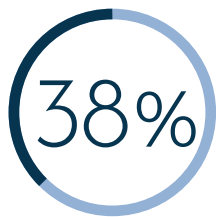
**No. of Permanent Classrooms** 25  
**No. of Portable Classrooms** 6

**Deferred Maintenance—  
 Projects Completed Since 2019**

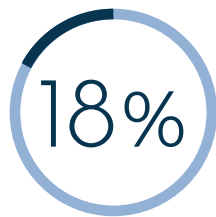
- » Fencing
- » Multipurpose Building Paint
- » Wireless, Phone, Fiber & Speaker Upgrades
  - » Wireless Access Points
- » TK Toilet Addition & New Playground
  - » Buildings A5 & F2 HVAC
    - » Shade Structures
  - » Library Roof & Drywall
- » Portables Roof, Flooring & Siding
  - » Concrete Front Office
  - » Buddy Bench & Tables
- » Multipurpose Room Sound System
  - » Garden (ongoing)



**30%**  
 SOCIALLY  
 ECONOMICALLY  
 DISADVANTAGED



**38%**  
 TESTED  
 FOR GATE



**18%**  
 ENGLISH  
 LEARNERS

**13**

LANGUAGES  
 SPOKEN



## Maidu Elementary School (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	Fencing	\$262,500	\$262,500			
Safety/Security Needs	Parking Lot Drop-Off Improvements	\$1,027,725	\$1,027,725			
Safety/Security Needs	HVAC Replacement	\$250,000	\$250,000			
Interior Upgrades	Repair Ceiling Tiles *	\$25,000	\$25,000			
Interior Upgrades	Replace Multipurpose Room Sound System *	\$75,000	\$75,000			
Interior Upgrades	Replace Administration Carpeting	\$25,000	\$25,000			
Interior Upgrades	Repair Water Damage in Library *	\$25,000	\$25,000			
Exterior Upgrades	Replace TK Playground Equipment/Surface	\$154,500		\$154,500		
Exterior Upgrades	Replace K-3 Playground Equipment/Surface	\$369,750		\$369,750		
Exterior Upgrades	Repair Paint/Dry Rot *	\$250,000			\$250,000	
Exterior Upgrades	Tree Trimming/Landscape Improvements *	\$50,000			\$50,000	
Exterior Upgrades	Repair Roofing *	\$100,000			\$100,000	
Exterior Upgrades	Repair Exterior Window Seals *	\$50,000			\$50,000	
Exterior Upgrades	Repair Asphalt Paving	\$467,780			\$467,780	
Other Improvements	Replace Portables	\$2,592,000			\$2,592,000	
Other Improvements	Provide Additional Storage	\$350,000			\$350,000	
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$6,074,255</b>	<b>\$1,690,225</b>	<b>\$524,250</b>	<b>\$3,859,780</b>	<b>-</b>
	Contingency (10%)	\$607,426	\$169,023	\$52,425	\$385,978	-
	Escalation (6%/year)	\$400,901	\$223,110	\$138,402	\$1,528,473	-
	Soft Costs (25%)	\$1,770,645	\$520,589	\$178,769	\$1,443,558	-
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$8,853,227</b>	<b>\$2,602,947</b>	<b>\$893,846</b>	<b>\$7,217,789</b>	<b>-</b>

# Maidu Elementary School (cont.)

1950 Johnson Ranch Drive, Roseville, CA 95661



## Modernization Site Plan



### CLASSROOM BUILDINGS

- |                      |                              |
|----------------------|------------------------------|
| HVAC Replacement     | Repair Roofing               |
| Repair Ceiling Tiles | Repair Exterior Window Seals |
| Repair Paint/Dry Rot |                              |

### ADMINISTRATION BUILDING

- |                      |                              |
|----------------------|------------------------------|
| HVAC Replacement     | Repair Paint/Dry Rot         |
| Repair Ceiling Tiles | Repair Roofing               |
| Replace Carpeting    | Repair Exterior Window Seals |

### MULTIPURPOSE BUILDING

- |  |                              |
|--|------------------------------|
| HVAC Replacement                           | Repair Paint/Dry Rot         |
| Repair Ceiling Tiles                       | Repair Roofing               |
| Replace Multipurpose Building Sound System | Repair Exterior Window Seals |

### NEW

- |   |                            |
|---|----------------------------|
| New Classroom Building to Replace Portables | Provide Additional Storage |
|---|----------------------------|

### SITE

- |                                      |  |
|--------------------------------------|--|
| Parking Lot Drop-Off Improvements    | Replace TK Playground Equipment/Surface  |
| Repair Asphalt Paving                | Replace K-3 Playground Equipment/Surface |
| Tree Trimming/Landscape Improvements |  |

### DEMOLISH

- Remove Portable Buildings

### FENCING

- Ornamental Fencing



# OAKHILLS ELEMENTARY SCHOOL

9233 Twin Schools Road, Granite Bay, CA 95746 | oakhills.eurekausd.org | 916.791.5391



**Grades** PK/TK-3  
**Enrollment** 552  
**Pupil Capacity** 812

**Total Campus Area** 7.5 acres  
**Total Building Area** 55,214 SF  
**Number of Parking Stalls** 60

**Year Constructed** 1994  
**Last Modernized** 2024 – Site Improvements & Shade Structures

**No. of Permanent Classrooms** 33  
**No. of Portable Classrooms** 1

- Deferred Maintenance—  
Projects Completed Since 2019**
- » New Phone, Speaker & Bell Systems
  - » Resurface Blacktop & Parking Lot Signage
    - » Fiber Upgrade & Wireless Access Points
      - » New Roof Building 100
      - » New HVAC Room 504
    - » New Carpet Rooms 504/503/501
      - » New Desks
  - » Equipment Carts/Storage for Equipment
  - » Playground Equipment, Painting & Netting
    - » TK/K Fence Plastic Rails
    - » Safety (cones, barriers, etc.)
  - » Digital Marquee on Multipurpose Room



SOCIALLY  
ECONOMICALLY  
DISADVANTAGED



TESTED  
FOR GATE



ENGLISH  
LEARNERS

15

LANGUAGES  
SPOKEN



## Oakhills Elementary School (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	Repair Fire Alarm System	\$750,000	\$750,000			
Safety/Security Needs	Fencing	\$150,000	\$150,000			
Safety/Security Needs	Install Cameras *	\$100,000	\$100,000			
Interior Upgrades	Repair Ceiling Tiles *	\$25,000	\$25,000			
Interior Upgrades	Replace Carpeting	\$50,000	\$50,000			
Interior Upgrades	Remodel Restrooms	\$1,360,000		\$1,360,000		
Exterior Upgrades	Replace TK Playground Equipment/Surface	\$882,000		\$882,000		
Exterior Upgrades	Improve Nature Trail	\$250,000			\$250,000	
Exterior Upgrades	Repair Fields	\$294,365			\$294,365	
Exterior Upgrades	Tree Trimming/Landscape Improvements *	\$50,000			\$50,000	
Exterior Upgrades	Repair Paint/Dry Rot *	\$250,000			\$250,000	
Other Improvements	Replace Portables	\$336,000			\$336,000	
Other Improvements	New Multipurpose Facility	\$5,525,000			\$5,525,000	
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$10,022,365</b>	<b>\$1,075,000</b>	<b>\$2,242,000</b>	<b>\$6,705,365</b>	<b>-</b>
	Contingency (10%)	\$1,002,237	\$107,500	\$224,200	\$670,537	-
	Escalation (6%/year)	\$661,476	\$141,900	\$591,888	\$2,655,325	-
	Soft Costs (25%)	\$2,921,519	\$331,100	\$764,522	\$2,507,807	-
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$14,607,597</b>	<b>\$1,655,500</b>	<b>\$3,822,610</b>	<b>\$12,539,033</b>	<b>-</b>

# Oakhills Elementary School (cont.)

9233 Twin Schools Road, Granite Bay, CA 95746

## Modernization Site Plan



### CLASSROOM BUILDINGS & ADMINISTRATION BUILDING & MULTIPURPOSE BUILDING \*

- Repair Fire Alarm System
- Repair Ceiling Tiles
- Replace Carpeting
- Remodel Restrooms
- Repair Paint/Dry Rot

### NEW

- New Classroom Building to Replace Portables
- New Multipurpose Building

### SITE

- Parking Lot Drop-Off Improvements
- Repair Asphalt Paving
- Tree Trimming/Landscape Improvements
- Replace TK Playground Equipment/Surface
- Replace K-3 Playground Equipment/Surface

### DEMOLISH

- Remove Portable Buildings

### CAMERAS

- Install Cameras

### FENCING

- Ornamental Fencing

\* Multipurpose Building is shared with Ridgeview Elementary School.

# RIDGEVIEW ELEMENTARY SCHOOL

9177 Twin Schools Road, Granite Bay, CA 95746 | ridgeview.eurekausd.org | 916.791.3477



**Grades** 4-6  
**Enrollment** 623  
**Pupil Capacity** 750

**Total Campus Area** 5.05 acres  
**Total Building Area** 47,728 SF  
**Number of Parking Stalls** 62

**Year Constructed** 1994  
**Last Modernized** 2024 – Site Improvements & Shade Structures

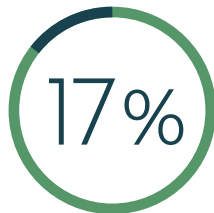
**No. of Permanent Classrooms** 23  
**No. of Portable Classrooms** 2

**Deferred Maintenance—  
 Projects Completed Since 2019**

- » Concrete Work
- » Repair Asphalt
- » Phone, Fiber & Wireless Access Points Upgrades
- » Shade Structure
- » New Compactor
- » Dry Rot Repair Portable
- » New Carpet Building 606
- » Replace Gutter
- » Basketball Poles, Backboards & Hoops
- » Remodel Library Shelves & Storage
- » New Tables & Benches
- » Musical Instruments for Band



SOCIALLY  
 ECONOMICALLY  
 DISADVANTAGED



TESTED  
 FOR GATE



ENGLISH  
 LEARNERS

10

LANGUAGES  
 SPOKEN



## Ridgeview Elementary School (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	Install Cameras *	\$100,000	\$100,000			
Safety/Security Needs	Repair Fire Alarm System	\$750,000	\$750,000			
Safety/Security Needs	HVAC Replacement	\$250,000	\$250,000			
Safety/Security Needs	Install Stage Fire Curtain	\$100,000	\$100,000			
Interior Upgrades	Repair Ceiling Tiles *	\$25,000	\$25,000			
Interior Upgrades	Replace Flooring	\$75,000	\$75,000			
Interior Upgrades	Replace Casework	\$150,000	\$150,000			
Exterior Upgrades	Repair Paint/Dry Rot *	\$250,000			\$250,000	
Exterior Upgrades	Repair Roofing *	\$100,000			\$100,000	
Exterior Upgrades	Repair Fields	\$294,365			\$294,365	
Exterior Upgrades	Repair Asphalt Paving	\$489,910			\$489,910	
Exterior Upgrades	ADA Access for Field	\$150,000			\$150,000	
Other Improvements	Replace Portables	\$864,000			\$864,000	
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$3,598,275</b>	<b>\$1,450,000</b>	<b>-</b>	<b>\$2,148,275</b>	<b>-</b>
	Contingency (10%)	\$359,828	\$145,000	-	\$214,828	-
	Escalation (6%/year)	\$237,486	\$191,400	-	\$850,717	-
	Soft Costs (25%)	\$1,048,897	\$446,600	-	\$803,455	-
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$5,244,486</b>	<b>\$2,233,000</b>	<b>-</b>	<b>\$4,017,274</b>	<b>-</b>



LEGEND ● Safety/Security ● Interior Upgrades ● Exterior Upgrades ● Other Improvements \* DSA approval not required

# Ridgeview Elementary School (cont.)

9177 Twin Schools Road, Granite Bay, CA 95746



## Modernization Site Plan



### CLASSROOM BUILDINGS & ADMINISTRATION BUILDING &

- Repair Fire Alarm System
- HVAC Replacement
- Repair Ceiling Tiles
- Replace Flooring
- Replace Casework
- Repair Paint/Dry Rot
- Repair Roofing

### MULTIPURPOSE BUILDING \*

- Install Stage Fire Curtain

### NEW

- New Classroom Building to Replace Portables
- New Multipurpose Building

### SITE

- Repair Fields
- Repair Asphalt Paving
- ADA Access for Field

### DEMOLISH

- Remove Portable Buildings

### CAMERAS

- Install Cameras

### FENCING

- Ornamental Fencing

\* Multipurpose Building is shared with Oakhills Elementary School.

# CAVITT JUNIOR HIGH SCHOOL

7200 Fuller Drive, Granite Bay, CA 95746 | cavitt.eurekausd.org | 916.791.4152



**Grades** 7-8  
**Enrollment** 378  
**Pupil Capacity** 704

**Total Campus Area** 14.19 acres  
**Total Building Area** 58,730 SF  
**Number of Parking Stalls** 100

**Year Constructed** 1981  
**Last Modernized** 2002

**No. of Permanent Classrooms** 22  
**No. of Portable Classrooms** 0

**Deferred Maintenance—  
 Projects Completed Since 2019**

- » Repair Asphalt
- » HVAC Replacements
- » Intercom, Speakers & Safety Cameras
- » Phone, Fiber & Wireless Access Points Upgrades
- » Replace Gutter
- » Multi-Building Roof Repairs
- » Underground Electrical Repairs
- » Shade Structures
- » New Marquee & Electrical Updates
- » New Benches



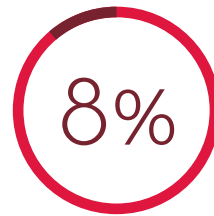
SOCIALLY  
 ECONOMICALLY  
 DISADVANTAGED



TESTED  
 FOR GATE



ENGLISH  
 LEARNERS



WITH  
 DISABILITIES



## Cavitt Junior High School (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	Install Cameras *	\$200,000	\$200,000			
Safety/Security Needs	New Keyless Entry Door Locks	\$300,000	\$300,000			
Safety/Security Needs	Fencing/Public Access	\$658,175	\$658,175			
Safety/Security Needs	ADA Path of Travel Improvements	\$300,000	\$300,000			
Safety/Security Needs	HVAC Replacement	\$500,000	\$500,000			
Interior Upgrades	Remodel Enrichment Classrooms	\$1,530,000	\$1,530,000			
Interior Upgrades	Remodel Restrooms	\$1,360,000	\$1,360,000			
Interior Upgrades	Remodel Locker Rooms	\$637,500	\$637,500			
Interior Upgrades	Replace Ceiling Tiles *	\$50,000	\$50,000			
Interior Upgrades	Replace Furniture *	\$500,000	\$500,000			
Interior Upgrades	Replace Flooring	\$150,000	\$150,000			
Interior Upgrades	Remodel Library	\$1,062,500		\$1,062,500		
Interior Upgrades	Replace Casework	\$300,000		\$300,000		
Interior Upgrades	Remodel Space for Band Room	\$637,500		\$637,500		
Exterior Upgrades	Repair Plumbing/Sewer Line	\$300,000	\$300,000			
Exterior Upgrades	Repair Roofing *	\$100,000	\$100,000			
Exterior Upgrades	Repair Paint/Dry Rot *	\$250,000	\$250,000			
Exterior Upgrades	Tree Trimming/Landscape Improvements *	\$50,000	\$50,000			
Exterior Upgrades	Resolve Field Drainage Issues	\$666,968		\$666,968		
Exterior Upgrades	Improve Outdoor Learning/Eating Areas	\$305,720		\$305,720		
Other Improvements	Create Additional Gym Space	\$1,275,000			\$1,275,000	
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$11,133,363</b>	<b>\$6,885,675</b>	<b>\$2,972,688</b>	<b>\$1,275,000</b>	<b>-</b>
	Contingency (10%)	\$1,113,336	\$688,568	\$297,269	\$127,500	-
	Escalation (6%/year)	\$734,802	\$908,909	\$784,790	\$504,900	-
	Soft Costs (25%)	\$3,245,375	\$2,120,788	\$1,013,686	\$476,850	-
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$16,226,876</b>	<b>\$10,603,940</b>	<b>\$5,068,432</b>	<b>\$2,384,250</b>	<b>-</b>



LEGEND ● Safety/Security ● Interior Upgrades ● Exterior Upgrades ● Other Improvements \* DSA approval not required

# Cavitt Junior High School (cont.)

7200 Fuller Drive, Granite Bay, CA 95746



## Modernization Site Plan



### CLASSROOM BUILDINGS

#### MULTIPURPOSE (MP) & BAND ROOM BUILDING

- |                              |   |
|------------------------------|---|
| New Keyless Entry Door Locks | Replace Casework                          |
| HVAC Replacement             | Repair Roofing                            |
| Replace Ceiling Tiles        | Repair Paint/Dry Rot                      |
| Replace Furniture            | Remodel Enrichment Classrooms & Band Room |
| Replace Flooring             |   |

#### SPECIALTY BUILDINGS

- |                              |                              |
|------------------------------|------------------------------|
| New Keyless Entry Door Locks | Remodel Locker Rooms         |
| Remodel Library *            | Locker Room HVAC Replacement |

#### NEW

- Create Additional Gym Space

#### SITE

- |                            |                               |
|----------------------------|-------------------------------|
| Repair Plumbing/Sewer Line | Improvements                  |
| ADA Path of Travel         | Resolve Field Drainage Issues |

#### FENCING

- Fencing/Public Access

#### CAMERAS

- Install Cameras

\* The Library & Computer Lab Building also includes all renovations in the Classroom Building category.

# OLYMPUS JUNIOR HIGH SCHOOL

2625 La Croix Drive, Roseville, CA 95661 | olympus.eurekausd.org | 916.782.1667



**Grades** 7-8  
**Enrollment** 435  
**Pupil Capacity** 1,024

**Total Campus Area** 9.24 acres  
**Total Building Area** 72,560 SF  
**Number of Parking Stalls** 110

**Year Constructed** 1996  
**Last Modernized** N/A

**No. of Permanent Classrooms** 32  
**No. of Portable Classrooms** 0

**Deferred Maintenance—  
 Projects Completed Since 2019**

- » Wireless, Phone & Fiber Upgrades
- » Transformer & Lighting Replacements
  - » Asphalt Replacement
- » Boys Locker Room, F2 & Gym HVAC Replacement
- » Scoreboard & Wall Mat Replacements



SOCIALLY  
 ECONOMICALLY  
 DISADVANTAGED



ENGLISH  
 LEARNERS



RECEIVING  
 SPECIALIZED  
 SERVICES



MATH AT OR >  
 GRADE LEVEL



## Olympus Junior High School (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	Install Cameras *	\$200,000	\$200,000			
Safety/Security Needs	Install Fire Alarm Panel	\$750,000	\$750,000			
Safety/Security Needs	HVAC Replacement	\$500,000	\$500,000			
Safety/Security Needs	Fencing/Various Locations	\$25,000	\$25,000			
Safety/Security Needs	Repair Drainage Issues	\$150,000	\$150,000			
Interior Upgrades	Replace Flooring	\$150,000	\$150,000			
Interior Upgrades	Add Sinks	\$150,000	\$150,000			
Interior Upgrades	Replace Administration Furniture *	\$35,000	\$35,000			
Interior Upgrades	Remodel Restrooms	\$480,000		\$480,000		
Exterior Upgrades	Repair Paint/Dry Rot *	\$250,000			\$250,000	
Exterior Upgrades	Repair Irrigation	\$50,000			\$50,000	
Exterior Upgrades	Replace Various Paving Areas	\$50,000			\$50,000	
Other Improvements	Replace Cafeteria Tables	\$50,000			\$50,000	
Other Improvements	Digital Marquee	\$150,000			\$150,000	
Other Improvements	Additional Outdoor Seating	\$50,000			\$50,000	
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$3,040,000</b>	<b>\$1,960,000</b>	<b>\$480,000</b>	<b>\$600,000</b>	<b>-</b>
	Contingency (10%)	\$304,000	\$196,000	\$48,000	\$60,000	-
	Escalation (6%/year)	\$200,640	\$258,720	\$126,720	\$237,600	-
	Soft Costs (25%)	\$886,160	\$603,680	\$163,680	\$224,400	-
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$4,430,800</b>	<b>\$3,018,400</b>	<b>\$818,400</b>	<b>\$1,122,000</b>	<b>-</b>

# Olympus Junior High School (cont.)

2625 La Croix Drive, Roseville, CA 95661

## Modernization Site Plan



### CLASSROOM BUILDINGS

### MULTIPURPOSE (MP) & GYMNASIUM BUILDING

### SPECIALTY BUILDINGS

HVAC Replacement	Add Sinks to Gym, Locker, History, Enrichment & Library Buildings
Remodel Restrooms	
Replace Flooring	Replace Cafeteria Tables
Repair Paint/Dry Rot	Outside Locker Rooms

### ADMINISTRATION BUILDING

Install New Fire Alarm Panel	Repair Paint/Dry Rot
HVAC Replacement	Replace Administration Furniture
Remodel Restrooms	Add Digital Marquee
Replace Flooring	

### SITE

Repair Drainage Issues	Replace Various Paving Areas
Repair Irrigation	Add Outdoor Seating

### FENCING

Fencing at Various Locations

### CAMERAS

Install Cameras

# OLIVE RANCH SCHOOL (leased)

2625 La Croix Drive, Roseville, CA 95661



# Olive Ranch (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	Tree Removal	\$25,000				\$25,000
Safety/Security Needs	HVAC Replacement at Multipurpose Facility	\$50,000				\$50,000
Exterior Upgrades	Repair Multipurpose Facility Roof	\$75,000				\$75,000
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$150,000</b>	-	-	-	<b>\$150,000</b>
	Contingency (10%)	\$15,000	-	-	-	\$15,000
	Escalation (6%/year)	\$9,900	-	-	-	\$9,900
	Soft Costs (25%)	\$43,725	-	-	-	\$43,725
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$218,625</b>	-	-	-	<b>\$218,625</b>



LEGEND ● Safety/Security ● Interior Upgrades ● Exterior Upgrades ● Other Improvements \* DSA approval not required

# Olive Ranch School (cont.)

2625 La Croix Drive, Roseville, CA 95661

## Modernization Site Plan



### MULTIPURPOSE (MP) & GYMNASIUM BUILDING

HVAC Replacement at Multipurpose Facility

Repair Multipurpose Facility Roof

-----  
**SITE**  
 -----

Tree Removal



# EUREKA SCHOOL (leased)

5477 Eureka Road, Granite Bay, CA 95746



# Eureka School (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	HVAC Replacement	\$500,000	\$500,000			
Safety/Security Needs	Install Fire Alarm Panel	\$750,000	\$750,000			
Interior Upgrades	Replace Ceiling Tiles	\$150,000	\$150,000			
Interior Upgrades	Remodel Flooring	\$480,000		\$480,000		
Exterior Upgrades	Repair Paint/Dry Rot *	\$250,000			\$250,000	
Exterior Upgrades	Repair Irrigation	\$50,000			\$50,000	
Exterior Upgrades	Repair Multipurpose Facility Roof	\$75,000				\$75,000
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$2,145,000</b>	-	-	-	<b>\$2,145,000</b>
	Contingency (10%)	\$214,500	-	-	-	\$214,500
	Escalation (6%/year)	\$141,570	-	-	-	\$141,570
	Soft Costs (25%)	\$625,268	-	-	-	\$625,268
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$3,126,338</b>	-	-	-	<b>\$3,126,338</b>



LEGEND ● Safety/Security ● Interior Upgrades ● Exterior Upgrades ● Other Improvements \* DSA approval not required

Modernization Site Plan



**CLASSROOM BUILDINGS**

- Replace HVAC
- Repair Fire Alarm System
- Replace Ceiling Tiles
- Flooring Replacement
- Paint/Dry Rot Repair

**SITE**

- Repair Irrigation
- Replace Playground Equipment/Surface

# DISTRICT OFFICE

5455 Eureka Road, Granite Bay, CA 95746



# District Office (cont.)

Type	Description	Construction Cost (Est.)	Phase 1 2027	Phase 2 2029	Phase 3 2031	Unfunded 2033+
Safety/Security Needs	Upgrade Servers	\$50,000	\$50,000			
Interior Upgrades	Create More Workstation Areas	\$75,000	\$75,000			
Interior Upgrades	Upgrade Conferencing Technology	\$25,000	\$25,000			
Other Improvements	Create Larger Board Room Area	\$375,000			\$375,000	
<b>TOTAL CONSTRUCTION COST (EST.)</b>		<b>\$525,000</b>	<b>\$150,000</b>	-	<b>\$375,000</b>	-
	Contingency (10%)	\$52,500	\$15,000	-	\$37,500	-
	Escalation (6%/year)	\$34,650	\$19,800	-	\$148,500	-
	Soft Costs (25%)	\$153,038	\$46,200	-	\$140,250	-
<b>TOTAL ESTIMATED PROJECT COSTS</b>		<b>\$765,188</b>	<b>\$231,000</b>	-	<b>\$701,250</b>	-

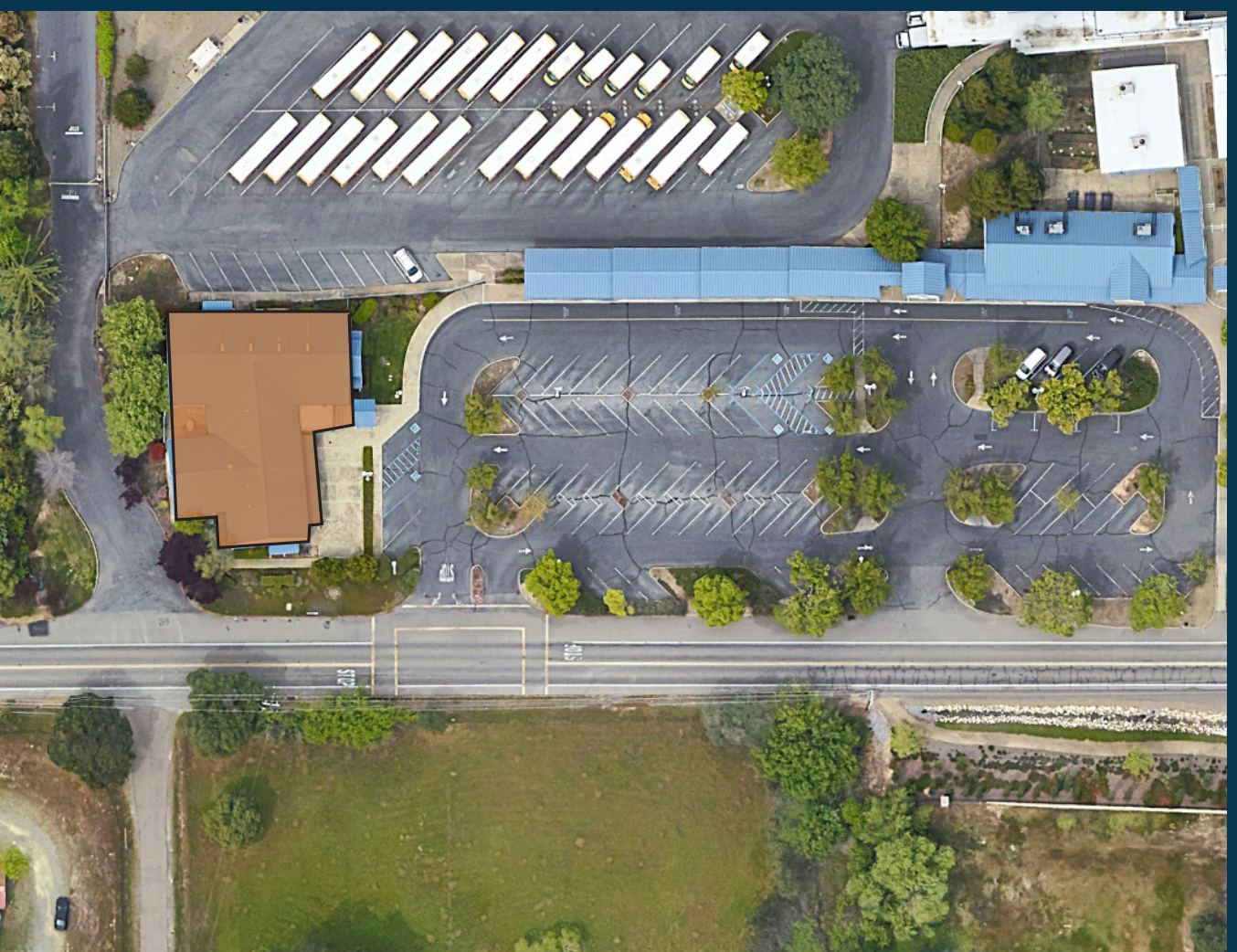


LEGEND ● Safety/Security ● Interior Upgrades ● Exterior Upgrades ● Other Improvements \* DSA approval not required

# District Office (cont.)

5455 Eureka Road, Granite Bay, CA 95746

## Modernization Site Plan



### ADMINISTRATION BUILDING

- Create More Workstations
- Create Larger Board Room Area
- Upgrade Conferencing Technology



# LCAP SUMMARY

## OVERVIEW

The LCAP (Local Control Accountability Plan), a multi-year document, includes three (3) goal areas that frame the priorities for our continual improvement. Our Board of Trustees approved the LCAP, along with our District Budget, at the June 11, 2025 Board Meeting.

EUSD’s LCAP goals which frame the priorities for our continual improvement:

**Goal 1:** Eureka Union SD will provide access to high-quality Tier 1 curriculum and instruction, including Tier 2 and 3 targeted academic support, as needed.

**Goal 2:** Eureka Union SD will provide access to high-quality physical, mental and socioemotional wellbeing programs, with targeted Tier 2 and 3 SEL support as needed.

**Goal 3:** Eureka Union SD will ensure all school sites have safe, welcoming and inclusive climates for all students and their families, with targeted programs for the District’s subgroups.

## FMP DIRECTIVES

Goal 1 of the LCAP provides students with targeted academic support through high quality curriculum and instruction. In order to provide high quality curriculum and instruction, it is imperative to provide high quality basics – facilities, environments, technology and safety—for students, teachers and administrators to feel safe, confident and excited in their spaces. The foundation for curriculum and instruction to be administered aides students in focusing not only on learning, but on learning styles that work best for them, on enrichment classes so they may find avenues that provide them with a passion for learning and on staying safe and clean throughout their childhood.



To review Eureka Union SD’s 2025/26 LCAP, use the QR link below, or head to [eurekausd.org/About/District-Goals-LCAP--Federal-Addendum-2025-26](https://eurekausd.org/About/District-Goals-LCAP--Federal-Addendum-2025-26).



# APPENDIX

## DEMOGRAPHICS REPORT

DISTRICT PERFORMANCE OVERVIEW

### Eureka Union

Explore the performance of Eureka Union under California's Accountability System.

<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange	<b>English Learner Progress</b>  Orange	<b>English Language Arts</b>  Blue
<b>Mathematics</b>  Blue	<b>Basics: Teachers, Instructional Materials, Facilities</b> STANDARD MET	<b>Implementation of Academic Standards</b> STANDARD MET	<b>Parent and Family Engagement</b> STANDARD MET
<b>Local Climate Survey</b> STANDARD MET	<b>Access to a Broad Course of Study</b> STANDARD MET		

### Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

<b>Science</b>  Blue	<b>English Language Arts Growth</b>  Accelerated	<b>Mathematics Growth</b>  Accelerated	<b>LEARN MORE</b> Teacher Assignments 89.6% Clear Above the State Average
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### District Details

<b>NAME</b> Eureka Union	<b>ADDRESS</b> 5455 Eureka Road Granite Bay, CA 95746-8808	<b>WEBSITE</b> <a href="http://www.eureka-usd.k12.ca...">http://www.eureka-usd.k12.ca...</a>	<b>GRADES SERVED</b> P-8
<b>LCAP</b> <a href="#">Download the LCAP</a>			

EUREKA UNION

### Student Population

Explore information about this district's student population.

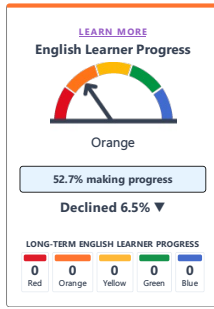
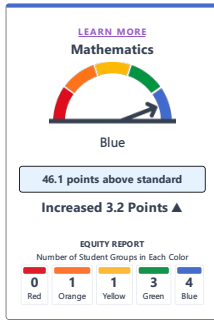
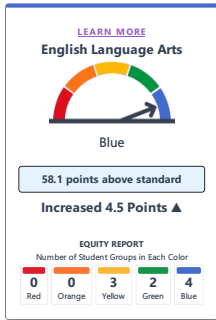
<b>Enrollment</b> <b>3,459</b>	<b>Socioeconomically Disadvantaged</b> <b>16.1%</b>	<b>English Learners</b> <b>8.4%</b>	<b>Foster Youth</b> <b>0.1%</b>
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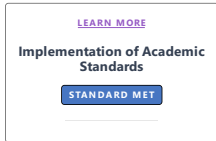
EUREKA UNION

## Academic Performance

View Student Assessment Results and other aspects of school performance.



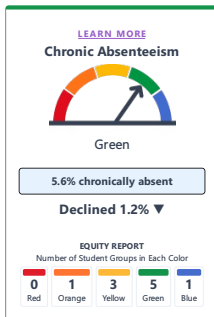
### Local Indicators



EUREKA UNION

## Academic Engagement

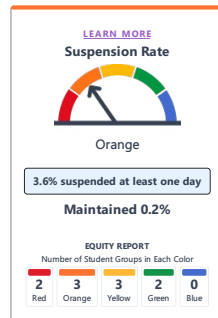
See information that shows how well schools are engaging students in their learning.



EUREKA UNION

## Conditions & Climate

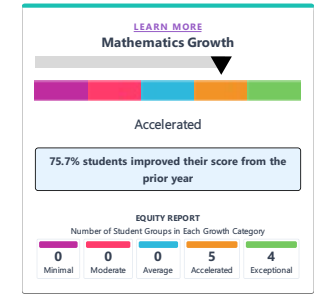
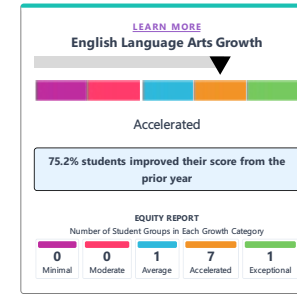
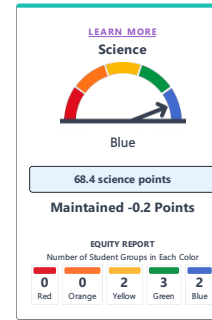
View data related to how well schools are providing a healthy, safe and welcoming environment.



EUREKA UNION

## Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



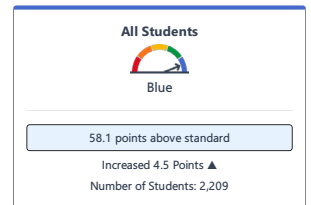
## Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

### English Language Arts

#### All Students

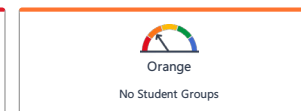
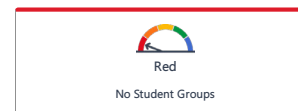
Explore how well students are meeting proficiency standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



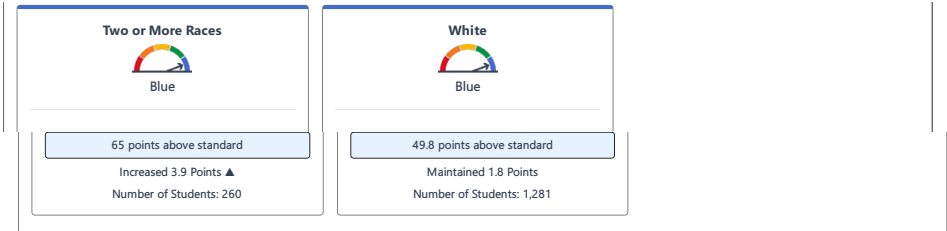
#### Student Group Details

##### All Student Groups by Performance Level

14 Total Student Groups



## Demographics Report (cont.)



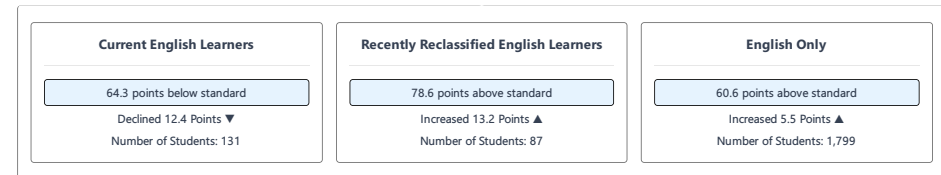
### Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	61.1 points above standard	58.5 points above standard	60.2 points above standard	53.6 points above standard	58.1 points above standard

### English Language Arts Data Comparisons: English Learners

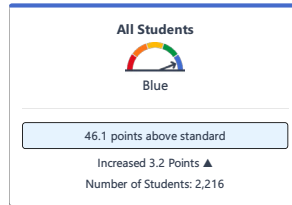
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English-only students in English Language Arts.



Mathematics

All Students

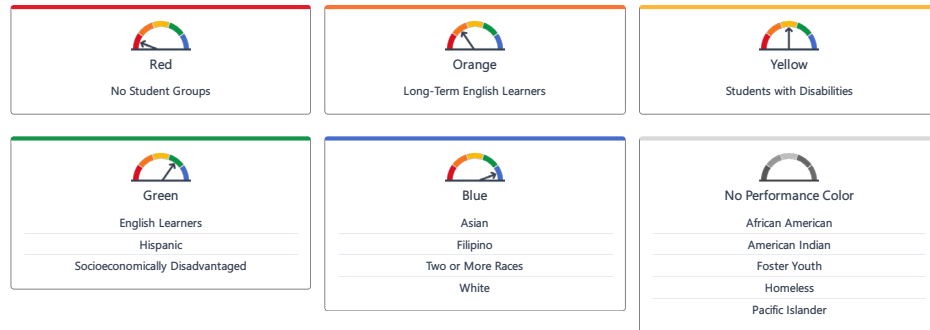
Explore how well students are meeting proficiency standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



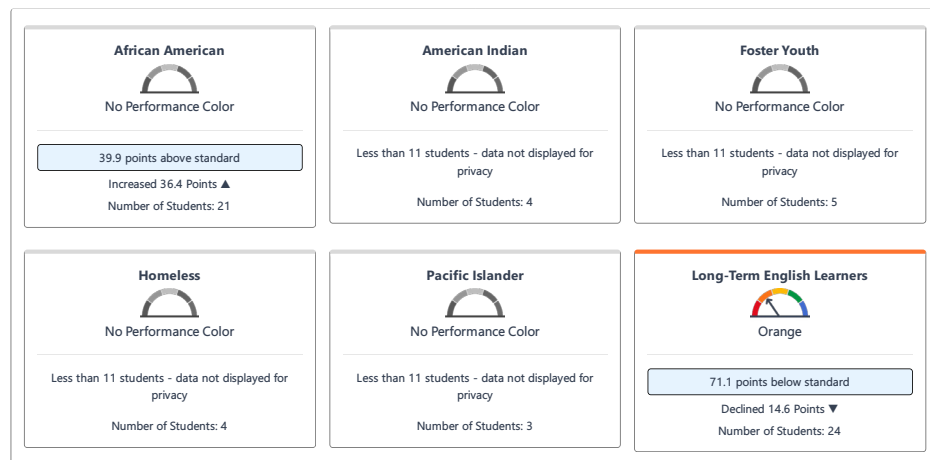
Student Group Details

All Student Groups by Performance Level

14 Total Student Groups



○ ● ○ ○ ○ ○

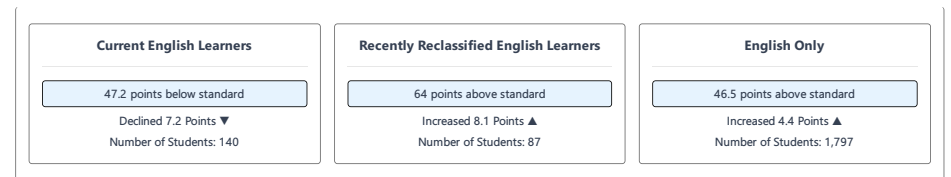


Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	40 points above standard	29.7 points above standard	38.5 points above standard	42.9 points above standard	46.1 points above standard

Mathematics Data Comparisons: English Learners

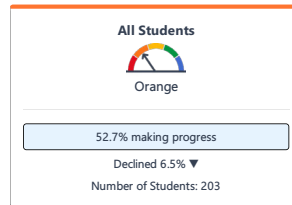
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English-only students in mathematics.



## English Learner Progress Indicator

### All Students

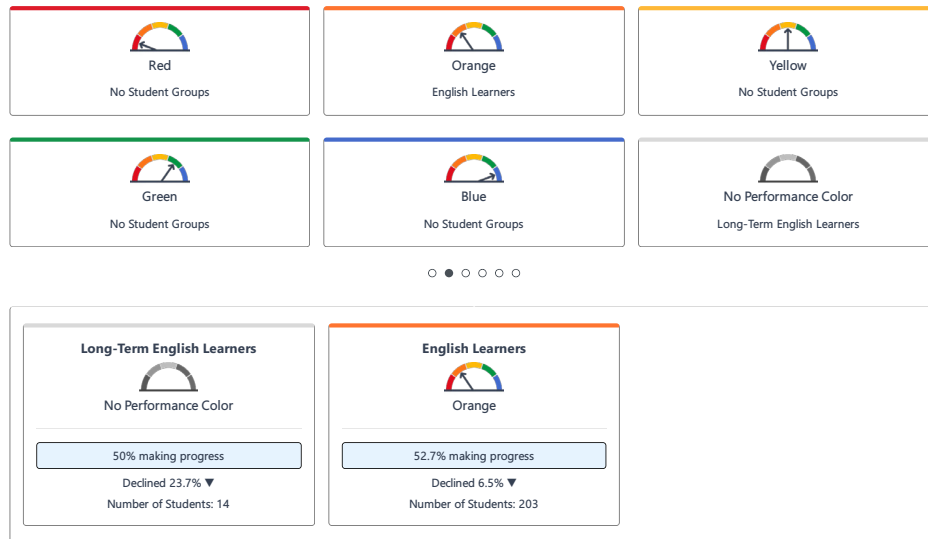
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



### Student Group Details

#### All Student Groups by Performance Level

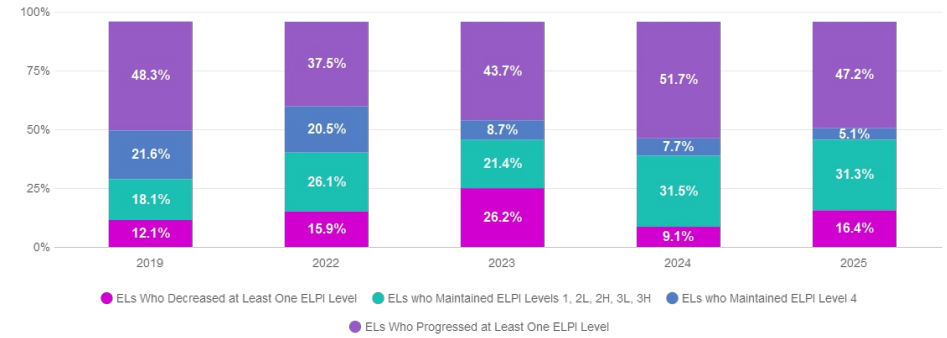
2 Total Student Groups



## Student English Language Acquisition Results

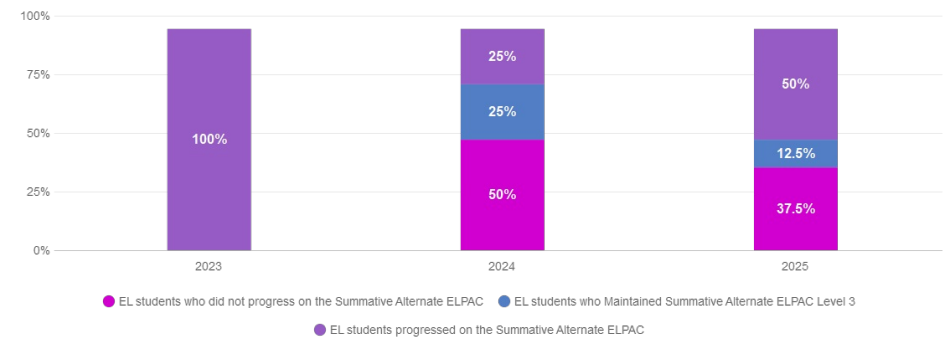
### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.



Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability
N/A	Not Applicable

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

5 Full Implementation And Sustainability

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

5 Full Implementation And Sustainability

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

5 Full Implementation And Sustainability

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

N/A Not Applicable

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

4 Full Implementation

Visual and Performing Arts

3 Initial Implementation

World Language

5 Full Implementation And Sustainability

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation

Identifying the professional learning needs of individual teachers

4 Full Implementation

Providing support for teachers on the standards they have not yet mastered

4 Full Implementation

Additional Comments

With the adoption of newer, high-quality curricula that are closely aligned to both the Common Core State Standards (CCSS), Next Generation Science Standards, and English Language Development (ELD) standards, EUSD anticipates a more robust and coherent implementation of content standards across classrooms. In support of this effort, the district has launched an initiative to redesign Professional Learning Communities (PLCs) to deepen alignment with the CCSS in 2023. This work will focus on collaborative discussions and calibration around depth of knowledge and the level of rigor required to teach each standard effectively. High-quality instructional materials—vetted through EdReports—have been adopted for English Language Arts (K–8), Science (grades 4–5), and Mathematics (K–8). Notably, the new ELA curriculum is grounded in the Science of Reading, further strengthening foundational literacy instruction.





Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

EUSD primarily utilizes enrollment data to evaluate course access of all students to enrichments and electives, and also to special programs like GATE (Gifted and Talented Education). As a small school district, targeted attention and progress monitoring of access of typically underrepresented students is comparatively easy to perform. To further increase student access to electives, JHS have implemented zero period, allowing those students who need to attend an intervention class and/or access learning centers, the opportunity to access electives. This year, Cavitt JHS also offered zero period PLTW courses, further increasing access to electives during the day. A total of 143 students are enrolled in zero period, including students with disabilities, English Learners and SED (socioeconomically disadvantaged students).

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The following have been noted: GATE (Gifted and Talented Education) program has manifested increased enrollment for SpEd, ELs and traditionally underrepresented students. For 2024-25 of the 280 students in GATE, 12% of EUSD's 3rd-8th population, 1 are ELs, 22 RFEs (Reclassified English Proficient), 11 SED and 12 SpEd students. EUSD provided free Spanish Enrichment at Excelsior and Maidu before school for all students, i.e. anyone interested, with priority enrollment for SED and EL students. ELOP (extended learning after school) was implemented at all TK-3 and 4-6 sites with ELs and SEDs prioritized. All TK-6 sites provide before and after school opportunities for music, choir and band. Our JHS Elective enrollments have improved by approximately 5-10% ever since Zero Period PE and PLTW classes were offered. Funding is always a barrier, as increasing access and options ultimately mean additional personnel and materials. A Spanish Program continues to be offered at Maidu for all TK-3 students at the site. Parent and staff feedback indicate continued support for the program. All TK-3 students were provided access to a STEAM enrichment class for 24-25. Feedback from staff and community indicate over whelming support for the program. EUSD launched its Prop28/arts and music programs in 2024-25 which Eureka Schools Foundation partly supports in terms of supplies.

3. Identification of any barriers preventing access to a broad course of study for all students.

Budget remains a barrier for EUSD as the district remains as the lowest funded elementary public school district in the county. Eureka Schools Foundation helps fund some enrichment opportunities but sustaining such programs remains a challenge for EUSD as one-time funds expire. Our JHS are smaller in size compared to other JHS which makes master scheduling more challenging.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

EUSD commits to continuous program monitoring to ensure that underrepresented students have access to all enrichments and electives that the district is offering. Student interests will continue to be a factor in determining the quantity and nature of electives and enrichments offered. For increasing accessibility, translated flyers and emails are utilized to communicate with families regarding these opportunities. ELOP has fortunately allowed EUSD to leverage additional resources to support enrichment programs for its subgroups. EUSD improved access to GATE testing via site-based testing so families do not have to come to a separate location during a weekend. EUSD also utilizes a language-agnostic tool (NNAT-3) to identify eligibility in GATE.

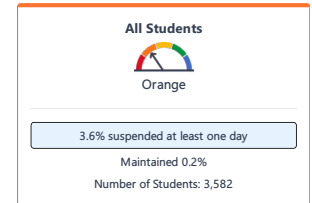
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

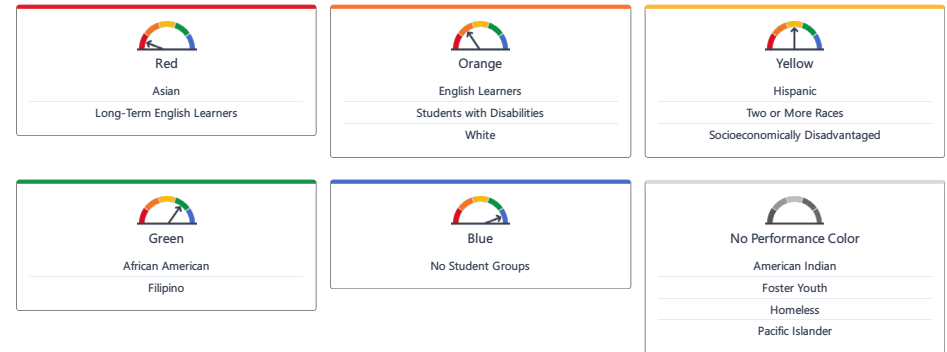
Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

14 Total Student Groups





### Suspension Rate By Year

Percentage of students who were suspended.

	2019	2022	2023	2024	2025
Suspension Rate	1%	1.1%	1.4%	3.4%	3.6%



## Local Indicators

STANDARD MET

### Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

#### Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent <sup>1</sup> (FTE)	Clear <sup>2</sup> (% of teaching FTE)	Comparison to Statewide Average
LEA	154.1	89.6%	Above
County	3,592.04	87.9%	Above
Statewide	278,927.09	82.5%	n/a

<sup>1</sup>The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

<sup>2</sup>"Clear" refers to the percentage of full-time equivalent teachers who are Fully Credentialed (Preliminary or Clear) for Subject and Student Placement (properly assigned). An assignment describes a position based on its setting, subject, and grade level.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglvl=District&cde=31668290000000&year=2023-24>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
19

STANDARD MET

### Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

#### 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

#### 2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

#### 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation and Sustainability

#### 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

#### Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on recent LCAP survey results, 89% of parents and 96% of staff agree that EUSD schools foster a welcoming and inclusive environment. In support of this, the district remains committed to consistent, timely, and accessible communication with families through a variety of channels, including PowerSchool Messenger, school newsletters, social media, and updated website platforms. Efforts have also been made to ensure information is accessible in multiple languages.

To strengthen partnerships with families, EUSD has hosted four in-person parent education workshops focused on technology use in the classroom, conducted focus groups, and facilitated informal 'Coffee Chats' that are open to all parents across school sites. These opportunities provide meaningful spaces for two-way communication and family voice.

Additionally, the district is launching its first-ever STEAM Fair—an interactive family event that includes science project displays, student essays, a Mad Science show, robotics exhibitions, and a Destination Imagination showcase. This event is designed to deepen community connections while celebrating student creativity and academic engagement.

Site-based events such as Back-to-School Nights, open houses, and multicultural celebrations have also continued to draw strong attendance, reflecting a high level of family engagement across campuses. Moving forward, EUSD is exploring new strategies for increasing participation in educational workshops and redesigning staff wellness events to foster stronger relationships within and beyond the classroom.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

EUSD's focus areas would be to ensure that events and communication are completely accessible to families, in terms of time and location and that no barriers exist to meaningful participation. It strives to offer a balance of in-person and virtual events so working families are able to participate. On various occasions, EUSD even accommodated working families by utilizing the weekends.

To ensure better access, EUSD will implement one or more of the following strategies:

Increase presence of administrators at school and community events, including those held outside traditional hours, to strengthen visibility and connection with families.

Create a 'Meet the Admin' video series or digital profiles that introduce district and school leaders, explain their roles, and invite communication—particularly helpful for families who are new or less comfortable approaching administrators.

Offer multilingual communication pathways, including access to interpreters for meetings, translated materials, and dual-language virtual town halls.

Launch "Family Voice" forums or roundtables co-hosted by administrators and parent leaders, focusing on listening and responding to community questions and concerns. Example: Coffee Chats, Focus Groups

Provide flexible scheduling for events, ensuring that key meetings (e.g., curriculum nights, GATE info sessions, ELAC) are offered at varied times and recorded for later viewing.

Develop and publicize a clear communication flow chart or guide, so families know exactly how to reach the appropriate administrator or support team when needed.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

Based on the analysis of educational partner input and local data, EUSD recognizes the importance of strengthening its engagement efforts with underrepresented families, particularly those who may face language, cultural, or scheduling barriers. While the district currently provides translations of important communications, additional efforts will be implemented to build deeper, more personal relationships between school staff and families.

Expand access to multilingual staff or interpreters during family-facing events, meetings, and one-on-one interactions, not just for formal communications. This ensures language is not a barrier to relationship-building.

Hire one additional EL Support/Family Liaison person who is bilingual and trained to serve as cultural connectors and relationship builders, especially with newcomer families or those who may feel disconnected from the school community.

Initiate culturally responsive outreach efforts such as home visits (when appropriate), community-based gatherings (e.g., partnering with local community centers or churches), and family ambassador programs where trusted parent leaders engage and support new or isolated families.

Create intentional opportunities where families can share their experiences, concerns, and suggestions in a welcoming, judgment-free environment. These may include small focus groups, town hall formats, or even facilitated storytelling circles.

Provide professional development for school staff focused on cultural strengths and strategies for engaging families whose experiences with schools may be shaped by mistrust or prior exclusion.

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

Full Implementation

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

Full Implementation

**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

Full Implementation

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

Initial Implementation

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

EUSD excels at cultivating strong relationships with community partners to advance the district's mission and vision. This year, new partnerships—including one with Superior Sports—have expanded opportunities for student enrichment. EUSD continues its collaboration with STAR Sacramento to implement a robust Expanded Learning Opportunities Program (ELOP), offering high-quality before- and after-school programming across sites.

Volunteerism remains a hallmark of community engagement in EUSD. Parents and local partners regularly support classrooms, contributing to consistently high volunteer rates districtwide. In addition, alumni and parents serve as guest speakers, mentors, and STEAM Fair judges, enriching the student experience with real-world perspectives. Former EUSD students also give back by volunteering in PE classes and supporting summer learning initiatives through academic tutoring. These ongoing collaborations reflect EUSD's commitment to building meaningful, multi-generational relationships with families, alumni, and local organizations—creating a vibrant, supportive ecosystem around every student.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

An area of growth for EUSD concerns supporting families to understand and exercise their legal rights and advocate for their own students and all students. Several practices EUSD plans to implement include:

Launch a "Know Your Rights/Resources" Workshop Series for English Learners and Socioeconomically Disadvantaged, Foster Youth and Homeless families. These will be short and accessible sessions.

Create a Family Advocacy Resource Hub - This will provide families with a go-to, digestible resource (Website) they can access anytime, reducing confusion and building empowerment.

Establish monthly Family Liaisons Office Hours at sites where there are high numbers of underrepresented groups.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

EUSD is committed to ensuring that families from underrepresented groups have meaningful, accessible, and varied opportunities to participate in school and district-level engagement. The district will continue offering flexible office hours and regularly administering surveys to gather input and identify needs.

To support broader access, EUSD will provide both virtual and in-person formats for key events, including weekend options to accommodate working families. Recordings of virtual events will be made available when appropriate, allowing families to engage on their own time. Additionally, EUSD will continue to offer on-site child care through the Expanded Learning Opportunities Program (ELOP) and provide meals during evening events to further reduce participation barriers.

These ongoing efforts reflect EUSD's dedication to building inclusive and welcoming spaces where all families can participate fully in their child's educational journey.

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Full Implementation

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Full Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Full Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Full Implementation

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

EUSD provides multiple ways by which families and other educational partners, including students, can provide input and participate in key decisions. EUSD conducts annual surveys that solicit input concerning its LCAP goals. Additionally, EUSD conducts informal Coffee Chats where parents and families can voice concerns, and provide input about district initiatives and programs. Focus groups are also conducted annually, via the LCAP student advisory group and the LCAP parent advisory committee.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

EUSD's areas of challenge remain the same: (1) Ensuring opportunities are accessible to our underrepresented subgroups, (2) Providing timely and specific communication, and (3) Offering various methods for stakeholders to provide input. In addition, EUSD recognizes the need to better frame and explain the programs or initiatives for which we are seeking input. By providing clearer context and background, we aim to increase the quality and relevance of the feedback we receive, ensuring that our educational partners are well-informed and able to contribute meaningfully to the decision-making process.



**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

Based on the analysis of educational partner input and local data, EUSD is committed to improving engagement of underrepresented families by continuing to prioritize accessibility, responsiveness, and convenience. We provide translations in our top six languages (Russian, Ukrainian, Farsi, Spanish, etc.) and offer multiple opportunities for engagement, including surveys, focus groups, coffee chats, and other events. To support our English Learner Newcomer families, we have a dedicated EL Support/Family Liaison who conducts outreach through phone calls and in-person conversations, specifically in Russian and Ukrainian. We also remove common barriers to participation by offering childcare and food during meetings when appropriate. Recognizing the needs of working families, we schedule meetings in the afternoon and, whenever feasible, provide weekend engagement opportunities. These intentional strategies help ensure that all families, especially those historically underrepresented, have meaningful opportunities to contribute to decision-making.

**STANDARD MET**

**Local Climate Survey**

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

**Local Climate Survey Summary**

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

A separate, and dedicated survey, for school safety, climate and culture was launched for the academic year 2024-25. 1120 students, 231 parents and guardians, and 138 staff members completed the survey. 84% of students, 91% of parents, and 91% of staff indicated that they feel EUSD campuses are safe with effective safety/emergency drills in place. 71% of students, 86% of parents, and 98% of students affirmed that the school promotes respect and belonging at all sites. 86% of students indicated that adults at school believe that all students can learn and achieve, and 81% indicated that they believe their schools respect differences among students.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

From the survey, it can be noted that staff ranked all items concerning school culture, climate and safety higher than both parents and students. It can be concluded that our staff know all the practices and programs our schools engage to realize its safety, climate and culture goals.

From student and parent feedback, the level of agreement (highly agree and agree) for the following items were lowest and hence, the district consider these as areas of growth:

- Presence of a trusted adult at school (65% students, 73% parents)
  - Availability and approachability of site and district administrators (52-67% of parents)
  - Effectiveness of online safety tools (71 % students and 70% parents)
- Areas of strength are mentioned in the prompt above.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

School staff will ensure students know they have adults at school whom they can connect with and trust via intentional check-ins from staff, mentorship initiatives, and open door policies and increased visibility. Staff training on relationship building will continue to be provided. Ways EUSD will address the perceived lack of availability and accessibility of site and district administrators have been addressed in an earlier section of this report. Additionally, the ways by which the online safety of students at school are being addressed will be communicated comprehensively by the Technology Department, in addition to the parent workshops that it has offered.

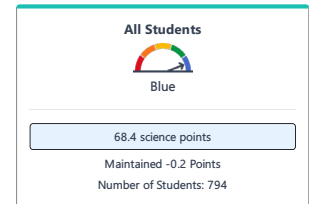
**Informational Purposes**

Explore additional information.

**Science**

**All Students**

Explore how well students are meeting proficiency standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school.



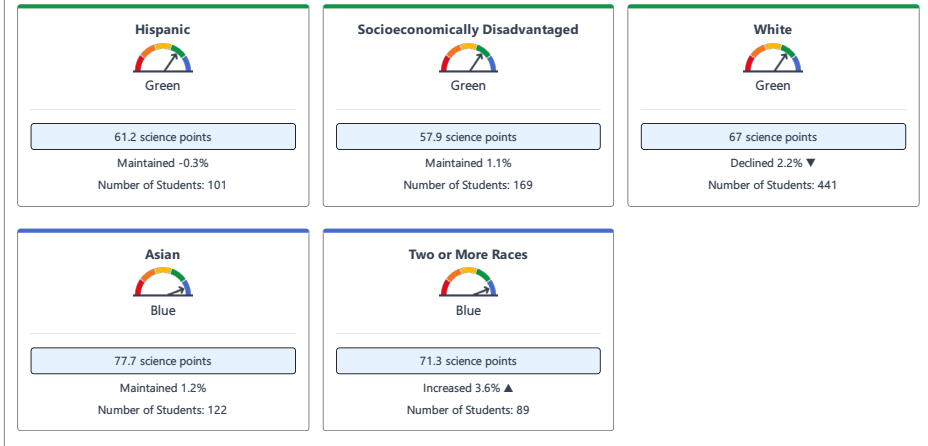
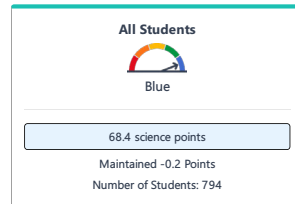
## Informational Purposes

Explore additional information.

## Science

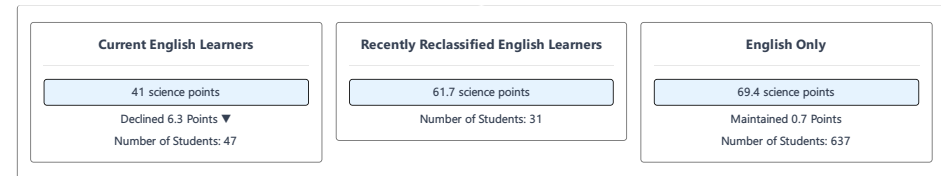
### All Students

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### Science Data Comparisons: English Learners

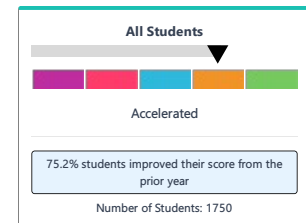
Additional information on science points for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.



## English Language Arts Growth

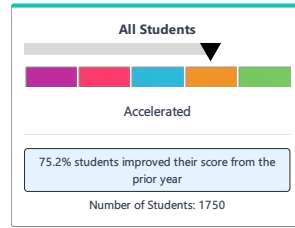
### All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the [Growth Model website](#).



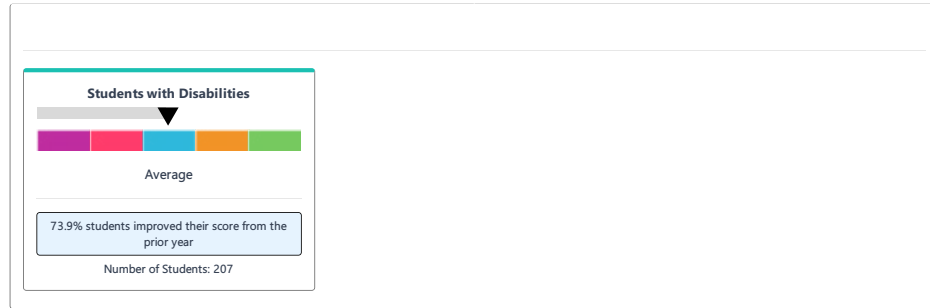
### All Students

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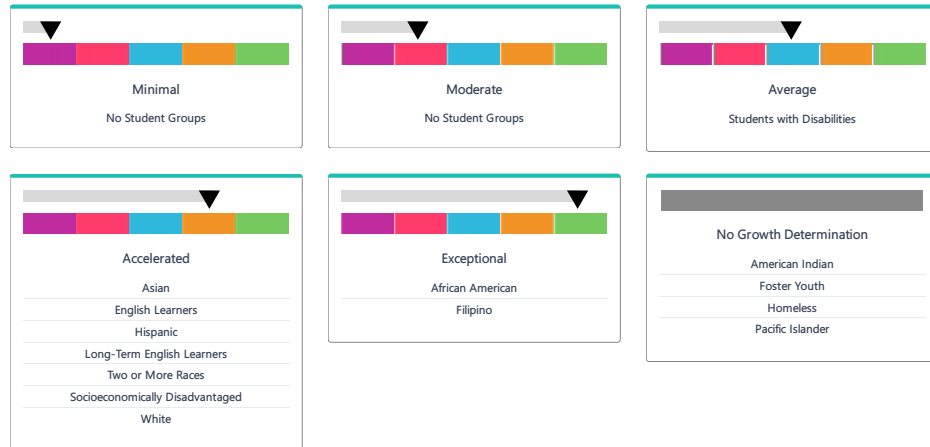
### Explore Groups By Growth



### Student Group Details (English Language Arts)

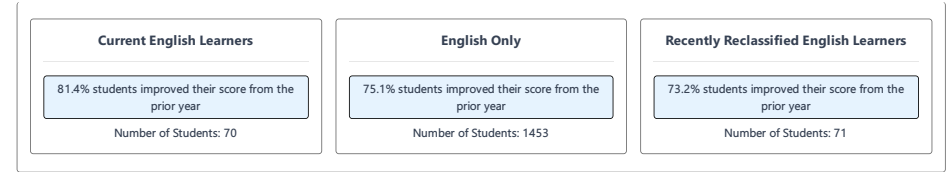
#### All Student Groups by Growth

14 Total Student Groups



### Growth Data Comparison: English Learners

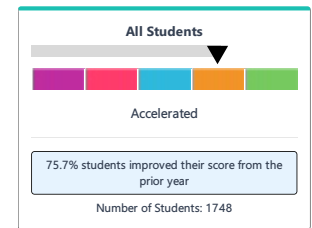
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



### Mathematics Growth

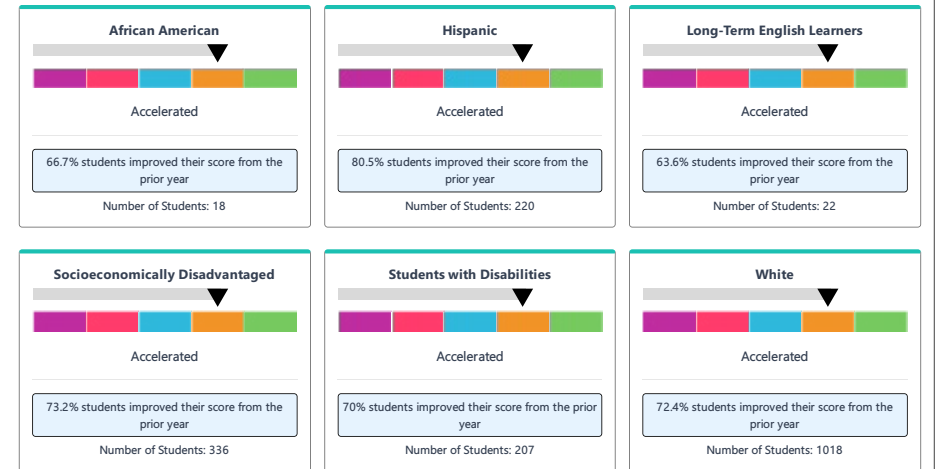
### All Students

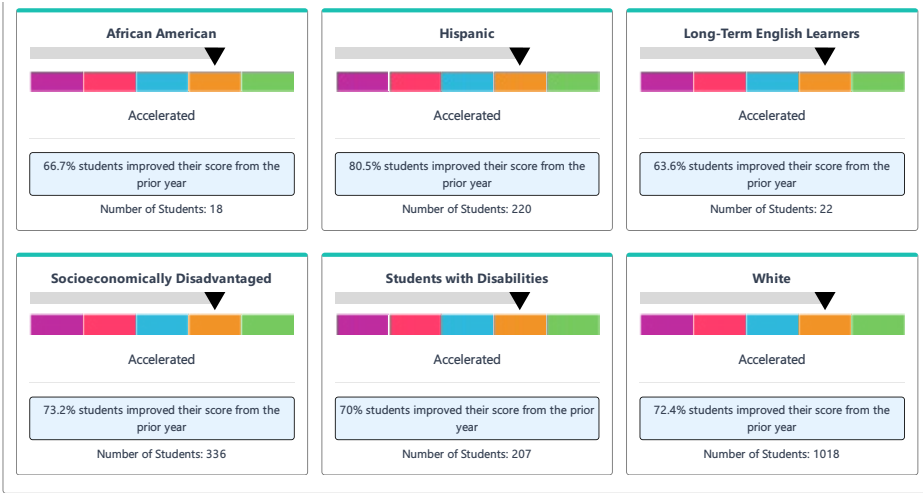
Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the [Growth Model website](#).



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### Explore Groups By Growth

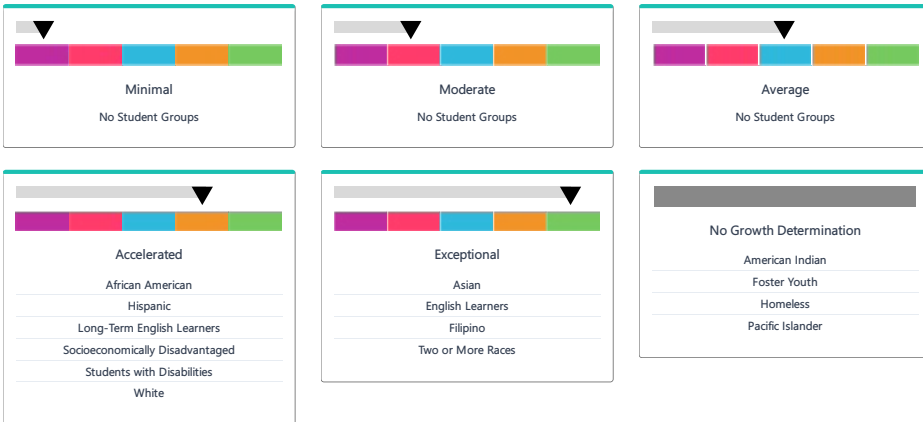




**Student Group Details (Mathematics)**

**All Student Groups by Growth**

14 Total Student Groups



**Student Group Details (Mathematics)**

**All Student Groups by Growth**

14 Total Student Groups





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