

Hoop Valley High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Hoopa Valley High School
Street	PO Box 1308
City, State, Zip	Hoopa, CA, 95546-1308
Phone Number	(530) 625-5600
Principal	Craig Cornelson
Email Address	ccornelson@ktjUSD.k12.ca.us
School Website	hvhs.ktjUSD.k12.ca.us
County-District-School (CDS) Code	12-62901-1234004

2021-22 District Contact Information

District Name	Klamath-Trinity Joint Unified School District
Phone Number	(530) 625-5600
Superintendent	Jennifer Glueck
Email Address	jglueck@ktjUSD.k12.ca.us
District Website Address	www.ktjUSD.k12.ca.us

2021-22 School Overview

Hoopa Valley High School (HVHS) is a comprehensive four-year public high school located within the boundaries of the Hoopa Valley Indian Reservation in the mountains along the scenic Trinity River in northwestern California. The school is part of the Klamath-Trinity Joint Unified School District and is at the center of numerous schools in a district covering 950 square miles. The student body represents several communities, as students come from five feeder schools: Hoopa Valley Elementary School, Jack Norton Elementary, Orleans Elementary, Trinity Valley Elementary and Two Rivers Community Day School.

Hoopa Valley High School continues to strive to improve scholastically. We hope to achieve this by adding career pathways classes and a Basic 32 Fire/First Responder class. This renewed focus on trade classes and alternative pathways will allow all of our students to have the opportunity to graduate with the skills needed to be successful in the outside world. With the Standardized Testing and Reporting (STAR) test being replaced with the Smarter Balanced Assessment Consortium (SBAC) test and the three-year suspension of the California High School Exit Examination (CAHSEE) test, the district has implemented the NWEA, or Northwest Evaluation Association, Measures of Academic Progress (MAP) testing. The goal is to provide each teacher with the tools needed to find the strength and weaknesses in each student's academics and fill them with supplemental material. Each teacher and student is in possession of Apple devices and professional development for all is ongoing. Since October 14, 2016, each student has possession of an iPad device. This is the beginning of a process that will end with our students becoming more prepared for this new technological world we live in.

Hoopa Valley High is moving in a direction of openness and transparency with increased parental involvement, this will show through community participation in our site council and the continued completion of our site plans. Our goals are aligned with the school district's goals: 1. Students in Klamath-Trinity Joint Unified School District will have access to academic opportunities that prepare them for life beyond the school setting including college, vocational preparation, and career preparedness. Our district will provide high-quality education which includes inclusive school models and increased options for engagement and academic achievement. ; 2. Our schools are inclusive environments which are welcoming and safe for all students and families. Our students receive culturally responsive behavioral and social-emotional supports in a coordinated, multi-tiered system of care. ; 3. In order to allow staff to direct the majority of their efforts, energy, and time toward serving students, the district will develop a coordinated system of services that supports effective application of human and fiscal resources. Student services will be applied in a in a Multi-Tiered System of Support.

2021-22 School Overview

The updating and modernization of our school started with gymnasium improvements and upgrades, and other projects will be prioritized in an ongoing process. Our gym modernization has been completed and the new parking lot has been completed. The cafeteria/admin wing has also been completed.

Hoopas administration and staff have realized that our students need more support and help. We want every student to feel safe and loved while attending our school. We are continuing to implement steps to support a trauma-informed school. With this in mind, we have developed a mandatory freshman seminar course which includes social emotional curriculum. We also have a sophomore seminar course with similar curriculum, plus online drivers education and health curriculum. We have also begun a relationship with Humboldt State University that provides us social work interns. Our Life Skills staff position is one which focuses on intervention and counseling, and is also responsible for our intervention/in-house suspension program. This too is part of our plan for being a trauma informed school. Continuing to build on our relationship with our local tribal entities from all our communities is also a large focus for our school and me. The key component in being a trauma-informed school continues to be a partnership with our community.

School Mission Statement

Our mission is to:

- Graduate prepared, productive and responsible young adults
- Develop respect and appreciation for diverse cultural heritages
- Provide career direction for all graduates
- Prepare students for postsecondary endeavors
- Remember every student is somebody's child

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	86
Grade 10	88
Grade 11	50
Grade 12	39
Total Enrollment	263

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	78.3
Black or African American	0.8
Hispanic or Latino	7.6
Two or More Races	1.9
White	11
Foster Youth	3.4
Homeless	13.3
Socioeconomically Disadvantaged	68.8
Students with Disabilities	24.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.7	77.7	45.8	73.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.0	4.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	7.0	4.3	7.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	13.1	6.4	10.3	12115.8	4.4
Unknown	0.4	2.1	2.3	3.9	18854.3	6.9
Total Teaching Positions	18.9	100.0	61.9	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	0.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.3

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.4
Total Out-of-Field Teachers	2.4

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell / 2002	Yes	0
Mathematics	Onramp to Algebra/Prentice Hall 2013; Envision (Geometry, Algebra, Algebra II) Pierson 2010	Yes	0
Science	Biology/Prentice Hall 2020; World of Chemistry/ McDougal 2007; Earth Science/ Prentice Hall 2006	Yes	0
History-Social Science	U.S. History, World History/Glenco 2006; Principals and Practices/Glenco 2003	Yes	0

School Facility Conditions and Planned Improvements

Hoopa Valley High School was built in 1954. The Mattz Gymnasium was built in 1958, and the rubber track was added in 2004. Hoopa Valley High School has 16 classrooms, a counseling office, cafeteria, one physical and two mobile computer labs, one gymnasium and weight room, a music room, and three Humboldt Regional Occupational Program (HROP) classes: wood, auto and welding. Our track/football field has recently been remodeled to meet Americans with Disabilities Act (ADA) requirements with new bleachers, restrooms, announcing booth and concession stand. The modernization and upgrading of Mattz Gymnasium has been completed. The construction of our new cafeteria/kitchen and administration wing has also been completed.

Hoopa Valley High School provides a clean and safe environment for students and staff. Our facilities are cleaned daily, and we have three janitors on our site. A new safety department has been added to the district and employs a full-time school resource officer (SRO). The SRO has citation abilities and helps keep our campus safe and secure. We also have security cameras in various locations throughout the school that can be viewed by office personnel. Our students are trained in conflict mediation and participate in Teen Court.

We have established and implemented a regular schedule of maintenance and safety procedures. Through the use of a district work-request form, identified needs are immediately reported to the maintenance department. It responds promptly.

Hoopa Valley High School is part of the districtwide remodel and mold removal project. It will be an ongoing process with the gymnasium being the first step.

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rusted water heater, HVAC not working in room, work orders needed for repairs
Interior: Interior Surfaces		X		In classrooms- ceiling tile is loose, damaged carpet, cabinet damaged, stained tiles, damaged tile, damaged floor, missing tile, hole in wall,

School Facility Conditions and Planned Improvements

			peeling paint, open access to roof panel, work orders need for repairs
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		storage cluttered, items stored too high, blocked paneling, extra carpet creating trip hazard, work requests needed
Electrical	X		electrical cord trip hazard, electrical panel blocked, lights work intermittently, loose electrical cover, missing electrical cover, wires exposed, work order needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	floor damaged, drinking fountain not working
Safety: Fire Safety, Hazardous Materials	X		fire penetration barrier not applied to ceiling holes, fire alarm panel blocked, evacuation map in one room missing, work order submissions needed
Structural: Structural Damage, Roofs	X		dry rot at rain gutter damaged, walkway has trip hazard, work requests need to be submitted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		playground is uneven with trip hazards, work requests need to be submitted

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

11th grade Student Groups	11th grade Total Enrollment	11th grade Number Tested	11th grade Percent Tested	11th grade Percent Not Tested	11th grade Percent At or Above Grade Level
All Students	56	28	50%	50%	75%
Female	25	10	40%	60%	80%
Male	31	18	56%	44%	61%
American Indian or Alaska Native	52	26	50%	50%	65%
Asian	*	*	*	*	*

Black or African American	1	1	100%	0%	100%
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	1	1	100%	0%	100%
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	23	13	57%	43%	54%
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

11th grade Student Groups	11th grade Total Enrollment	11th grade Number Tested	11th grade Percent Tested	11th grade Percent Not Tested	11th grade Percent At or Above Grade Level
All Students	56	25	45%	55%	48%
Female	25	9	36%	64%	22%
Male	31	16	52%	48%	63%
American Indian or Alaska Native	56	23	41%	59%	48%
Asian	*	*	*	*	*
Black or African American	1	1	100%	0%	100%
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	1	1	100%	0%	100%
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	23	11	48%	52%	36%
Students Receiving Migrant Education Services	*	*	*	*	*

Students with Disabilities

*

*

*

*

*

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Hoop Valley High School offers Auto I, II, III and IV Welding I, II, III and IV. Craig Cornelson, HVHS Principal, is the lead representative of the District's CTE Advisory Committee. Industries represented include: auto repair and welding fabrication.

Auto 1: Auto history, basic engine theory, tools, engine rebuilding cooling systems, lubrication system.

Auto 2-4: Advanced techniques in repair of engines, transmissions, electrical, brakes.

Welding 1: Sheet metal, bench metal and other oxy/acetylene welding.

Welding 2-4: Skill development and quality workmanship, mig and tig welding

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	48
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	93.89
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	15.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Hoopa Valley High School's site council drives expenditures under the Local Control Funding Formula (LCFF) and services under its schoolwide project. The schoolwide project plan provides staff, students, parents and community members the opportunity to work together to improve the academic program at Hoopa Valley High School. Parent involvement generates strong community support for the school and its programs. It also strengthens the relationship among student achievement and attitudes toward school. Comprehensive efforts to involve parents in the education of their children include providing three-week progress reports and sponsoring family language nights, back-to-school nights, California Scholarship Federation dinners, in addition to previous efforts, such as newsletters, program advisory positions and School Site Council (SSC) participation. '

For more information on how to become involved, contact Brian Hopper, SSC chairman, at (530) 625-5600, extension 1033; or bhopper@ktjusd.k12.ca.us.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	11.3	0.0	8.6	12.5	1.3	5.5	9.0	8.9	9.4
Graduation Rate	86.8	97.9	88.6	86.3	97.3	87.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	35	31	88.6
Female	22	19	86.4
Male	13	12	92.3
American Indian or Alaska Native	28	26	92.9

Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	35	31	88.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	11	78.6

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	282	276	52	18.8
Female	143	140	28	20.0
Male	139	136	24	17.6
American Indian or Alaska Native	224	220	48	21.8
Asian	0	0	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	23	22	2	9.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	28	27	2	7.4
English Learners	0	0	0	0.0
Foster Youth	14	14	5	35.7
Homeless	36	36	6	16.7
Socioeconomically Disadvantaged	240	234	44	18.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	67	7	10.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	25.00	0.35	17.34	0.19	3.47	0.20
Expulsions	0.74	0.00	0.37	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	16.29	10.46	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.00
Female	0.00	0.00
Male	0.72	0.00
American Indian or Alaska Native	0.45	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.49	0.00

2021-22 School Safety Plan

The emergency plan is designed to ensure all staff members are aware of their responsibilities when an emergency occurs. Each staff member has been trained to respond in his or her designated area. The emergency flowchart is available in every classroom. Twice a year, a disaster drill is conducted: one in the fall and one in the spring. Fire drills are scheduled and conducted throughout the school year. The school safety plan was last reviewed and discussed with the school faculty in September 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	11	3	
Mathematics	17	11	2	
Science	18	7	2	
Social Science	22	5	3	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	14	1	
Mathematics	19	7	5	
Science	17	9	2	
Social Science	16	8	3	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	7	2	
Mathematics	18	8	1	
Science	17	6		
Social Science	16	6		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,519	\$12,305	\$3,214	\$54,076
District	N/A	N/A	\$16726	\$64,068
Percent Difference - School Site and District	N/A	N/A	-135.5	-16.9
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-89.7	-27.8

2020-21 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- Special Education
- Improving Teacher Quality
- Rural and Low-Income School Program
- Indian Education, American Indian Early Childhood Education
- Enhancing Education Through Technology
- Lottery funds
- Art and Music Block Grant
- Economic Impact Aid (EIA)
- School and Library Improvement Block Grant
- Peer Assistance and Review (PAR)
- Professional Development Block Grant
- Pupil Retention Block Grant

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,295	\$45,813
Mid-Range Teacher Salary	\$64,920	\$70,720
Highest Teacher Salary	\$81,214	\$93,973
Average Principal Salary (Elementary)	\$89,048	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$102,764	\$120,270
Superintendent Salary	\$130,050	\$150,704
Percent of Budget for Teacher Salaries	24%	29%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

The focus for staff development includes the workshops and conferences that will improve student achievement. The district participates in professional learning communities (PLCs) designed to support teachers with in-class coaching, collaboration and analysis of student-performance data. Professional-development opportunities are provided with organized trainings ranging from one to five days, plus individual in-services. A district professional development committee assists in planning and organizing the opportunities.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	2	2

Klamath-Trinity Joint Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Klamath-Trinity Joint Unified School District
Phone Number	(530) 625-5600
Superintendent	Jennifer Glueck
Email Address	jglueck@ktjUSD.k12.ca.us
District Website Address	www.ktjUSD.k12.ca.us