OUR
MESSAGE

OUR
SCHOOL

OUR
TEACHERS

Hoopa Valley High School

2014-15
School Accountability Report Card

Published in 2015-16

Dustin Rossman
Principal
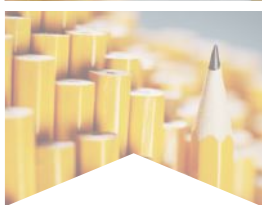drossman@ktjusd.k12.ca.us

11400 State Highway 96
Hoopa, CA 95546

Grades: 9-12
Phone: (530) 625-5600
http://hvhs.ktjusd.k12.ca.us

CDS Code: 12-62901-1234004

Klamath-Trinity JUSD

SARC

Principal's Message

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, Jack Norton Elementary, Orleans Elementary, Trinity Valley Elementary and Two Rivers Community Day.

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. We have been awarded the ConnectED grant which will provide an iPad to each student and teacher, as well as other technology and infrastructure to support the technology in the classroom, plus professional development for staff. The process of rewiring the school has begun, and we hope to have iPads in the students' hands by fall of 2016.

Hoopa High is moving in a direction of openness and transparency with increased parental involvement. This will hopefully show through community participation in our site council and the completion of our site plan. Our goals are aligned with the districts goals: 1. At least a 95 percent attendance rate; 2. students having 45 percent to 50 percent proficiency on English and math NWEA and SBAC tests; 3. reduce suspension, expulsion, and dropout rates by at least 5 percent; and 4. develop a program where all students in grades 7-12 are involved in a positive after-school program.

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 repair is on schedule, and we hope to hold basketball games there this winter. Athletics is a vital part of our school environment and our students' success. We will continue to strive to make all our athletic programs, all our academic endeavors and our school a positive and safe place for all our students.

School Mission Statement

Our mission is to:

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

School Vision Statement

Healthy rivers connect healthy communities, and bridges bring diverse communities together. We grow with an understanding of the past and educate for the future. Our communities are a unique part of the ever-changing world. We motivate and teach our students to prepare for the world, yet cherish our home.

Parental Involvement

Hoopa Valley High School 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; sponsoring family language nights, back-to-school nights, sports banquets, and 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, ext. 1033 or bhopper@ktjusd.k12.ca.us.

School Safety

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. Two fire drills are conducted throughout the school year. The school safety plan was last reviewed and discussed with the school faculty in June 2015.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.
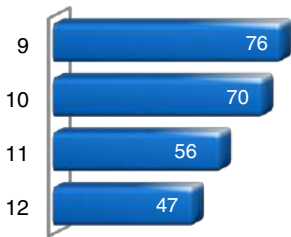

Board of Trustees

District Mission Statement

The Klamath-Trinity Joint Unified School District values quality education that nurtures student self-knowledge, fosters intellectual and emotional growth, promotes physical well-being, and cultivates lifelong learning.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

Grade	Students
9	76
10	70
11	56
12	47

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Hoopa Valley HS

	12-13	13-14	14-15
Suspension rates	11.4%	13.8%	0.4%
Expulsion rates	0.0%	0.0%	0.0%

KTJUSD

	12-13	13-14	14-15
Suspension rates	7.1%	10.4%	3.1%
Expulsion rates	0.0%	0.0%	0.0%

California

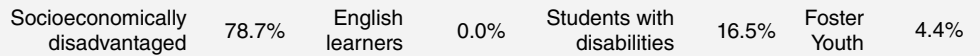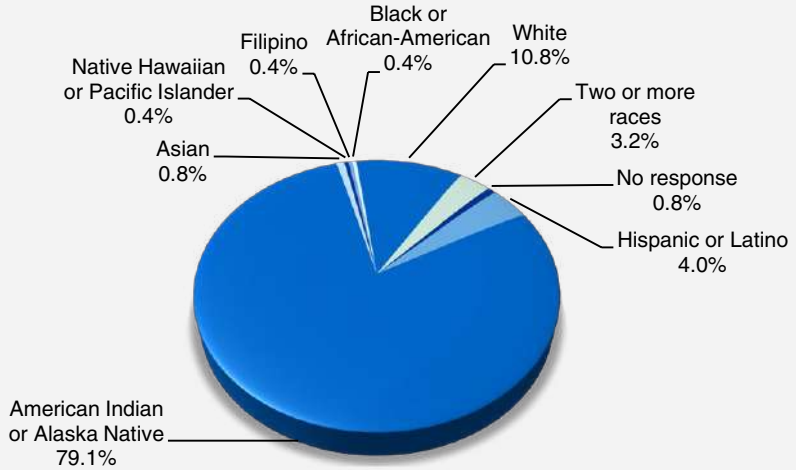|	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 249 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2014-15 School Year

- Filipino 0.4%
- Black or African-American 0.4%
- White 10.8%
- Native Hawaiian or Pacific Islander 0.4%
- Two or more races 3.2%
- Asian 0.8%
- No response 0.8%
- Hispanic or Latino 4.0%
- American Indian or Alaska Native 79.1%

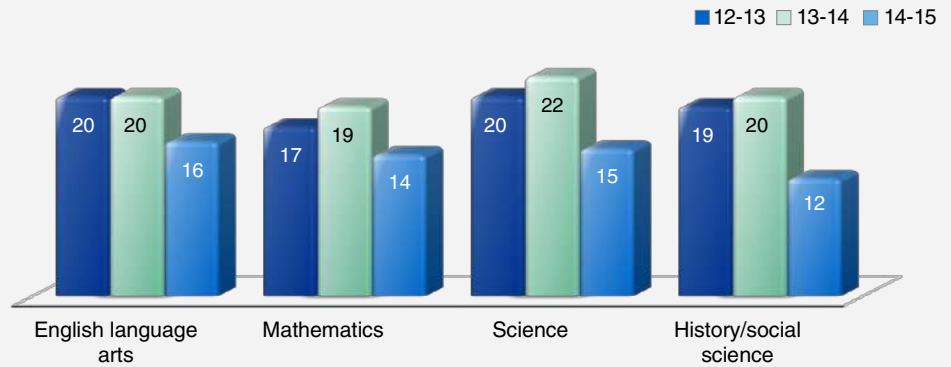|					
Socioeconomically disadvantaged	78.7%	English learners	0.0%	Students with disabilities	16.5%
Foster Youth	4.4%				

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size — Three-Year Data

Legend: ■ 12-13 ☐ 13-14 ■ 14-15

Subject	12-13	13-14	14-15
English language arts	20	20	16
Mathematics	17	19	14
Science	20	22	15
History/social science	19	20	12

Number of Classrooms by Size — Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	11	5		9	6		14	2	
Mathematics	12	4		9	5		12		
Science	5	5		4	5		10		
History/social science	5	4		5	3		9		

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria			2014-15 School Year
	Hoopa Valley HS	**KTJUSD**	**California**
Met overall AYP	Yes	No	Yes
Met participation rate:			
English language arts	Yes	No	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	✶	Yes	Yes
Met graduation rate	▲	Yes	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year
	Hoopa Valley HS	**KTJUSD**
Program Improvement status	In PI	In PI
First year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Title I schools currently in Program Improvement		8
Percentage of Title I schools currently in Program Improvement		88.90%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

✶ Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 9	
Four of six standards	16.1%
Five of six standards	19.4%
Six of six standards	12.9%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Hoopa Valley HS			KTJUSD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	54%	47%	29%	32%	31%	17%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	17%
All students at the school	29%
Male	36%
Female	11%
Black or African-American	❖
American Indian or Alaska Native	23%
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	22%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Hoopa Valley HS	KTJUSD	California
English language arts/literacy	21%	9%	44%
Mathematics	20%	8%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level							2014-15 School Year

| English Language Arts: Grade 11 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
Group				Level 1	Level 2	Level 3	Level 4
All students	45	42	93.3%	48%	29%	17%	5%
Male		24	53.3%	58%	21%	13%	8%
Female		18	40.0%	33%	39%	22%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		34	75.6%	50%	26%	18%	3%
Asian		1	2.2%	❖	❖	❖	❖
Filipino		1	2.2%	❖	❖	❖	❖
Hispanic or Latino		1	2.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		3	6.7%	❖	❖	❖	❖
Two or more races		1	2.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		29	64.4%	55%	24%	10%	7%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		11	24.4%	91%	9%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

| Mathematics: Grade 11 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
Group				Level 1	Level 2	Level 3	Level 4
All students	45	41	91.1%	61%	20%	20%	0%
Male		24	53.3%	63%	25%	13%	0%
Female		17	37.8%	59%	12%	29%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		33	73.3%	64%	15%	21%	0%
Asian		1	2.2%	❖	❖	❖	❖
Filipino		1	2.2%	❖	❖	❖	❖
Hispanic or Latino		1	2.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		3	6.7%	❖	❖	❖	❖
Two or more races		1	2.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		28	62.2%	68%	11%	21%	0%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		11	24.4%	91%	0%	9%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   **Level 2** = Standard nearly met   **Level 3** = Standard met   **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. ★

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels	English Language Arts			Mathematics			Three-Year Data
	12-13	13-14	14-15	12-13	13-14	14-15	
Hoopa Valley HS	55%	31%	47%	52%	32%	36%	
KTJUSD	46%	29%	43%	43%	28%	32%	
California	57%	56%	58%	60%	62%	59%	

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level	English Language Arts			Mathematics			2014-15 School Year
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	
All students in the district	57%	24%	19%	68%	20%	12%	
All students at the school	53%	25%	22%	64%	22%	14%	
Male	51%	26%	23%	59%	23%	18%	
Female	55%	25%	20%	75%	20%	5%	
Black or African-American	❖	❖	❖	❖	❖	❖	
American Indian or Alaska Native	57%	30%	13%	72%	20%	9%	
Asian	❖	❖	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	❖	❖	
Hispanic or Latino	❖	❖	❖	❖	❖	❖	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖	
White	❖	❖	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	❖	❖	
Socioeconomically disadvantaged	52%	26%	22%	64%	22%	14%	
English learners	❖	❖	❖	❖	❖	❖	
Students with disabilities	❖	❖	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖	
Foster youth	◇	◇	◇	◇	◇	◇	

★ Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

"We grow with an understanding of the past and educate for the future."

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest.

UC/CSU Admission	2013-14 and 2014-15 School Years
	Hoopa Valley HS
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	97.59%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	73.33%

Career Technical Education Programs

Hoopa Valley High School offers Auto I, II, III and IV; Welding I, II, III and IV; Woodshop; and Building Trades. We also offer a Fire Science class.

- Auto I: Auto history, basic engine theory, tools, engine rebuilding, cooling systems, lubrication system.
- Auto II-IV: Advanced techniques in repair of engines, transmissions, electrical, brakes.
- Welding I: Sheet metal, bench metal and other oxy/acetylene welding.
- Welding II-IV: Skill development and quality workmanship, metal inert gas (MIG) and tungsten inert gas (TIG) welding.
- Woodshop
- Fire Science

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.

Professional Development Days		Three-Year Data	
	2013-14	2014-15	2015-16
Hoopa Valley HS	5 days	5 days	3 days

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Hoopa Valley HS	
2014-15 Participation	
Number of pupils participating in CTE	77
Percentage of pupils who completed a CTE program and earned a high school diploma	100%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

"Our communities are a unique part of the ever-changing world."

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2014-15 School Year	
Percentage of total enrollment enrolled in AP courses	1.10%
Number of AP courses offered at the school	3
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	1
Science	0
Social science	2

Completion of High School Graduation Requirements			Graduating Class of 2014
Group	**Hoopa Valley HS**	**KTJUSD**	**California**
All students	91.84%	72.06%	84.60%
Black or African-American	❖	❖	76.00%
American Indian or Alaska Native	92.50%	71.43%	78.07%
Asian	❖	❖	92.62%
Filipino	❖	❖	96.49%
Hispanic or Latino	300.00%	150.00%	81.28%
Native Hawaiian or Pacific Islander	❖	❖	83.58%
White	50.00%	57.14%	89.93%
Two or more races	100.00%	66.67%	82.80%
Socioeconomically disadvantaged	100.00%	70.83%	81.36%
English learners	❖	❖	50.76%
Students with disabilities	66.67%	50.00%	61.28%
Foster youth	◈	◈	◈

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			**Dropout Rate**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Hoopa Valley HS	88.33%	97.67%	100.00%	8.30%	2.30%	0.00%
KTJUSD	78.21%	74.32%	88.33%	12.80%	16.20%	10.00%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Textbooks and Instructional Materials

All textbooks are adopted from the previously state-approved or local governing-board-approved list. Every student, including English learners, has access to their own textbooks and instructional materials to use in class and to take home.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	**Textbook**	**Adopted**
Reading language arts	McDougal Littell	2002
Mathematics	Carnegie Learning, Integrated Math I, II and III	2015
Science	Glencoe (Physical Science and Chemistry), Pearson, Prentice Hall (Environmental Science)	2009
History/social science	Glencoe, Prentice Hall	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2015-16 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	No ★
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

★ Our current math curriculum in grades TK-5, are not part of the most recent State Approved List. We are currently piloting several programs with a pending adoption in 2016-17,

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

| Percentage of Students Lacking Materials by Subject	2015-16 School Year
Hoopa Valley HS	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015
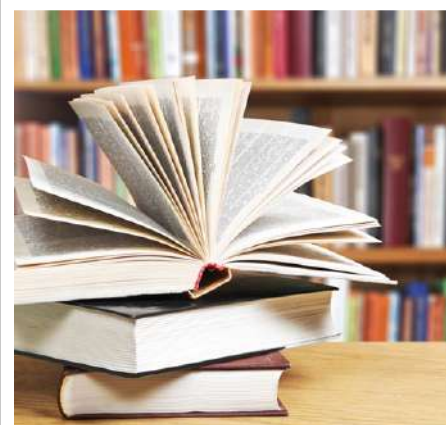
Types of Services Funded

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 Libraries Improvement Block Grant
- Peer Assistance and Review (PAR)
- Professional Development Block Grant
- Pupil Retention Block Grant
- California High School Exit Examination (CAHSEE) Intervention
- Youth Services (A-Step Program)

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status			2015-16 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/17/2015
Date of the most recent completion of the inspection form			7/17/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	2015-16 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Restrooms/fountains	Faucets need to be tightened. Repairs completed July 2015.
External	Mold abatement and remodel of gymnasium planned for Summer 2016.

School Facilities

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. Mattz Gymnasium is currently undergoing an intensive remodel that is scheduled for full completion in the summer of 2016.

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 district wide remodel and mold removal project. It will be an ongoing process with the gymnasium being the first step.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

"We motivate and teach our students to prepare for the world, yet cherish our home."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	KTJUSD	Hoopa Valley HS		
Teachers	15-16	13-14	14-15	15-16
With full credential	68	16	18	18
Without full credential	1	1	1	0
Teaching outside subject area of competence (with full credential)	2	1	1	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Hoopa Valley HS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	1	1	1
Vacant teacher positions	0	0	2

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Hoopa Valley HS	100.00%	0.00%
All schools in district	97.96%	2.04%
High-poverty schools in district	97.96%	2.04%
Low-poverty schools in district	✧	✧

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	252
Support Staff	FTE
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.2
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.2
Resource specialist (nonteaching)	0.0
Other	FTE
Outreach consultant	1.0

✧ Not applicable.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	$11,739
Expenditures per pupil from restricted sources	$2,537
Expenditures per pupil from unrestricted sources	$9,202
Annual average teacher salary	$57,547

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	KTJUSD	**Similar Sized District**
Beginning teacher salary	$39,332	$38,953
Midrange teacher salary	$58,224	$57,103
Highest teacher salary	$70,702	$74,127
Average elementary school principal salary	$74,062	$90,225
Average high school principal salary	$80,167	$97,758
Superintendent salary	$120,000	$117,803
Teacher salaries: percentage of budget	30%	34%
Administrative salaries: percentage of budget	9%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Hoopa Valley HS	$9,202	$57,547
KTJUSD	$3,295	$56,662
California	$5,348	$59,460
School and district: percentage difference	+179.3%	+1.6%
School and California: percentage difference	+72.1%	-3.2%

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.