

Captain John Continuation 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	Captain John Continuation High School
Street	101 Loop Rd.
City, State, Zip	Hoopa, CA, 95546-1308
Phone Number	(530) 625-5600
Principal	Erin Moya
Email Address	emoya@ktjUSD.k12.ca.us
School Website	cjhs.ktjUSD.k12.ca.us
County-District-School (CDS) Code	12629011230028

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

Captain John High School is a continuation high school that serves credit deficient students in grades 9-12. Our students enroll after being referred from Hoopa Valley High School and are usually students for whom the traditional educational setting has not worked. We are a Tier 2 intervention school. Our staff consists of two full-time teachers, a principal/education specialist, a paraprofessional, a secretary/registrar, and an outreach coordinator Mckinney Vento / Foster Youth Liason. We have up to 56 students enrolled per semester. Students attain their diploma at varying times throughout the academic year and may choose to walk in the graduation ceremony at the end of the year. Captain John Serves a high-risk student population that requires an alternative program with more support to meet student needs than the traditional school setting offers. We currently use the Dashboard Alternative School Status (DASS) for alternative schools, which replaces the older ASAM Model. Our school is named after a Hupa Village Leader, Captain John Medilding. Captain John came from a leader of Medildin (The Boat(canoes) place) village. Identified as "Hostler/Matilton Field" in the Hoopa Tribal Government. Our school is across the river from this village. The political name of the field where the school sits is identified as "Agency Field, this is where Fort Gaston was established in 1860. Thereafter the site of the Hoopa Indian Boarding School in 1893, and as recently as the 20th century the site of the Bureau of Indian Affairs Offices, and since 1932 the Klamath-Trinity Joint Unified School District. KTJUSD is a Trauma-Informed School District. We are the five-time basketball champions of the Coast League. We are continually seeking new ways to improve our program to ensure student success.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	15
Grade 12	28
Total Enrollment	43

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25.6
Male	74.4
American Indian or Alaska Native	83.7
Hispanic or Latino	4.7
Native Hawaiian or Pacific Islander	2.3
Two or More Races	4.7
White	4.7
Foster Youth	7
Homeless	7
Socioeconomically Disadvantaged	83.7
Students with Disabilities	32.6

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)	0.0	4.0	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)	0.0	0.0	4.3	7.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	95.5	6.4	10.3	12115.8	4.4
Unknown	0.0	0.0	2.3	3.9	18854.3	6.9
Total Teaching Positions	2.0	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	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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	1.9
Total Out-of-Field Teachers	1.9

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

September 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 & Starline Press /2009	Yes	0
Mathematics	EnVision A/G/A Common Core Pearson /2018	Yes	0
Science	Prentice Hall, Pearson Education & Starline Press / 2007	Yes	0
History-Social Science	Glencoe, Prentice Hall /2006	Yes	0

School Facility Conditions and Planned Improvements

All our four portables are at least twenty-five years old and are Americans with Disabilities Act (ADA) accessible. We have two classrooms and two offices with restroom facilities. We have more than adequate space to conduct all our educational activities, apart from physical education. We currently utilize the tribal basketball court for our P.E. time. We have sidewalks from the bus ramp to our school, which keeps children off the road. We have outdoor tables and sun umbrellas. Our school is clean and modern. We have one janitor that cleans nightly. Our district maintenance crew handles all repairs in a timely manner.

Year and month of the most recent FIT report

2021, October

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

MAP spring 2021 Student Groups	MAP spring 2021 Total Enrollment	MAP spring 2021 Number Tested	MAP spring 2021 Percent Tested	MAP spring 2021 Percent Not Tested	MAP spring 2021 Percent At or Above Grade Level
All Students	45	5	11%	89%	--
Female	9	--	--	--	--
Male	36	2	5%	94%	--
American Indian or Alaska Native	32	5	15%	84%	--

Asian	NA	NA	NA	NA	NA
Black or African American	1	--	--	--	--
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	2	--	--	--	--
Native Hawaiian or Pacific Islander	1	--	--	--	--
Two or More Races	2	--	--	--	--
White	7	--	--	--	--
English Learners	NA	NA	NA	NA	NA
Foster Youth	3	--	--	--	--
Homeless	5	--	--	--	--
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	40	5	12%	87%	--
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	10	--	--	--	--

*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.

MAP spring 2021 Student Groups	MAP spring 2021 Total Enrollment	MAP spring 2021 Number Tested	MAP spring 2021 Percent Tested	MAP spring 2021 Percent Not Tested	MAP spring 2021 Percent At or Above Grade Level
All Students	45	5	11%	89%	--
Female	9	--	--	--	--
Male	36	2	5%	95%	--
American Indian or Alaska Native	32	5	15%	85%	--
Asian	NA	NA	NA	NA	NA
Black or African American	1	--	--	--	--
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	2	--	--	--	--
Native Hawaiian or Pacific Islander	1	--	--	--	--
Two or More Races	2	--	--	--	--
White	7	--	--	--	--
English Learners	NA	NA	NA	NA	NA
Foster Youth	3	--	--	--	--
Homeless	5	--	--	--	--
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	40	5	12%	88%	NA

Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	10	--	--	--	--

*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

Captain John High School does not offer a formal Career Technical Education (CTE) program. Therefore, there is no data regarding CTE participation.

2020-21 Career Technical Education (CTE) Participation

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

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	97.67
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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

Captain John High School coordinates Economic Impact Aid (EIA) and Title I program services under its targeted project. Parent volunteers are encouraged to volunteer in the school and to be active participants in school activities. Two parents sit on the School Site Council (SSC) and one parent sits on the Title I committee for the District. Parents are invited to special occasions that are scheduled in the school.

For more information on how to become involved, contact principal Erin Moya at (530) 625-5600 extension 4819.

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	14.8	3.7	2.6	12.5	1.3	5.5	9.0	8.9	9.4
Graduation Rate	85.2	96.3	86.8	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	38	33	86.8
Female	12	10	83.3
Male	26	23	88.5
American Indian or Alaska Native	26	23	88.5
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	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	11	10	90.9
Socioeconomically Disadvantaged	36	32	88.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	10	76.9

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	71	69	65	94.2
Female	23	22	22	100.0
Male	48	47	43	91.5
American Indian or Alaska Native	58	56	54	96.4
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	4	4	3	75.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	1	1	1	100.0
White	5	5	5	100.0
English Learners	0	0	0	0.0
Foster Youth	8	8	8	100.0
Homeless	12	12	11	91.7
Socioeconomically Disadvantaged	63	62	59	95.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	17	15	88.2

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	5.06	0.00	17.34	0.19	3.47	0.20
Expulsions	0.00	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	11.39	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	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	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	0.00	0.00

2021-22 School Safety Plan

We have a comprehensive plan designed to address the safety of every student in possible emergency circumstances that may occur. Our School Safety Plan is based on four components: Personal Characteristics of Students and Staff, Physical Environment, Social Environment, and Culture. Our mission is to ensure each student and staff member a safe and productive environment to teach and learn. 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, updated, and discussed with the school faculty on October 15th, 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	6	4		
Mathematics	9	2		
Science	8	3		
Social Science	4	10		

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	4	10		
Mathematics	3	11		
Science	8	4		
Social Science	4	14	1	

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	4	9		
Mathematics	3	8		
Science	3	6		
Social Science	5	15		

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)	0
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	\$11,699	\$11,054	\$645	\$77,989
District	N/A	N/A	\$16,726	\$64,068
Percent Difference - School Site and District	N/A	N/A	-185.1	19.6
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-171.6	8.6

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
- Rural & Low Income School Program
- Improving Teacher Quality
- Indian Education/American Indian Early Childhood Education
- Enhancing Education Through Technology
- Lottery Funds
- Art & Music Block Grant
- Economic Impact Aid (EIA)
- Schools & Libraries Improvement Block Grant
- Peer Assistance and Review (PAR)
- Professional Development Block Grant
- Pupil Retention Block Grant
- Youth Services

Pivot Rural school student engagement grant
California MTSS Seed 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 participation in professional learning communities and workshops/conferences. All schools within the District dismiss one hour earlier on Mondays to allow teachers to collaborate two times monthly. Teachers use the collaboration time to receive Professional Development, review student data from common formative assessments, review pacing guides, discuss teaching delivery strategies review interventions and engage in many other forms of support for student success. The PBIS tier one and tier two site teams meet once monthly. The PBIS teams receive professional development in MTSS/ PBIS tiered interventions. Professional -development opportunities are provided with organized pieces of training 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