

# Hoopa Valley Elementary 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	Hoopa Valley Elementary School
<b>Street</b>	11500 State Highway 96
<b>City, State, Zip</b>	Hoopa, CA, 95546-1308
<b>Phone Number</b>	(530) 625-5600
<b>Principal</b>	Scotty Appleford
<b>Email Address</b>	sappleford@ktjUSD.k12.ca.us
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	12629016007967

## 2021-22 District Contact Information

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

## 2021-22 School Overview

### Principal's Message

Hoopa Elementary School is a K-8 school located in the heart of the Hoopa Valley Indian Reservation. The largest Indian reservation in California, Hoopa encompasses approximately 550 square miles of rugged mountains and valleys linked by dirt roads, navigable river routes and a two-lane highway. The student population is 428, with more than 93 percent of the students being identified as American Indian, and 98 percent of the students receive free or reduced-price lunches. Students generally belong to one of three local tribal groups: Hupa, Karuk or Yurok. Hoopa Elementary School serves children in the communities of Hoopa, Weitchpec, Pecwan and WillowCreek. Hoopa Elementary has a staff of 21 regular classroom teachers, two resource teachers, one counselor, one life-skills coordinator, one part-time district nurse, one secretary, one attendance clerk, one outreach consultant, an intervention coach and two administrators. We also have a cultural connections teacher, two special day class teachers, a Hupa language teacher and an art teacher. Our students also participate in a music program with a part-time music instructor. We are proud of our K-3 class-size reduction program, which enables our students in kindergarten through third grade to have more opportunity for educational growth in a class of 20 students or fewer per teacher.

Through the construction efforts of the district, 18 21st century classrooms open by February 2017. We have a new gymnasium and a 1:1 student-to-Chromebook ratio implementation.

Hoopa Elementary School is dedicated to the recognition of the unique value of each person providing active learning in a safe, supportive environment. To that end, teachers and staff are being trained in and implementing Restorative Practices and Responsive Classroom strategies. We are also implementing "Settle Up," which is a historically and culturally focused process for handling conflict.

We are also very proud of our commitment to the arts and our partnerships with Turnaround Arts and Arts Integration.

We have made a commitment to make education on the Hoopa Indian Reservation a positive experience and provide a means to prepare all children for postsecondary education and career technical skills on and off of the reservation.

### School Mission Statement

## 2021-22 School Overview

Hoopa Elementary joins Klamath-Trinity Joint Unified School district in valuing quality education that nurtures student self-knowledge, fosters intellectual and emotional growth, promotes physical well-being, and cultivates lifelong learning.

### Core Values

- Our children, the students, are our greatest natural resource.
- Every person is unique and has equal worth.
- Education is a shared responsibility of students, families, teachers, staff and community.
- Our behavior should model a shared consciousness for social, economic and environmental responsibility.
- Diversity is a valuable asset that enriches our worldview and strengthens our community.
- People learn in different ways and at varied paces.
- School staff, families and community must provide nurturing relationships and healthy environments that support student success.
- Personal development and community well-being depend on individual responsibility, mutual respect and a strong sense of self-worth.
- Every person can and will learn.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	52
Grade 2	33
Grade 3	40
Grade 4	49
Grade 5	53
Grade 6	45
Grade 7	59
Grade 8	42
<b>Total Enrollment</b>	<b>421</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	89.8
Black or African American	0.2
Hispanic or Latino	5.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1
White	2.4
English Learners	0.5
Foster Youth	2.4
Homeless	9.3
Socioeconomically Disadvantaged	81.7
Students with Disabilities	15.9

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.0	77.3	45.8	73.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	4.5	3.0	4.8	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.0	4.5	4.3	7.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.0	9.1	6.4	10.3	12115.8	4.4
<b>Unknown</b>	1.0	4.5	2.3	3.9	18854.3	6.9
<b>Total Teaching Positions</b>	22.0	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
<b>Permits and Waivers</b>	1.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.0

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

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	2.0
<b>Total Out-of-Field Teachers</b>	2.0

## 2020-21 Class Assignments

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

9/15/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELA/Reading: Medallions edition, Houghton Mifflin (K-5), adopted 2003 The Language of Literature, McDougal Littell (6-8), adopted 2003	Yes	0
<b>Mathematics</b>	Mathematics, Macmillan/McGraw-Hill (K-3), adopted 2009 EnVisionMath, Scott Foresman (4-5), adopted 2009 Carnegie Learning, Course 1, Course 2 and Course 3 (6-8), adopted 2015	Yes	0
<b>Science</b>	California Science, Houghton Mifflin (K-5), adopted 2007 Focus on Science series, Glencoe (6-8), adopted 2007	Yes	0
<b>History-Social Science</b>	McGraw Hill: Impact Social Studies (K-8) adopted 2019	Yes	0

## School Facility Conditions and Planned Improvements

Overall rating: Determined the average percentage of the 8 categories below to be 93.66% With a total school rating of "GOOD"

Year and month of the most recent FIT report

10/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Relocating items stored overhead, Check on warranty for cabinets that are delaminating, removing extension cords.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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.

NWEA Map Student Groups	NWEA Map Total Enrollment	NWEA Map Number Tested	NWEA Map Percent Tested	NWEA Map Percent Not Tested	NWEA Map Percent At or Above Grade Level
All Students	284	208	73.00%	27.00%	10
Female	177	102	57.00%	43.00%	7.84%
Male	168	98	58.00%	42.00%	15.31%
American Indian or Alaska Native	307	192	62.00%	38.00%	9.90%
Asian	0				

<b>Black or African American</b>	1	0			
<b>Filipino</b>	0				
<b>Hispanic or Latino</b>	18				
<b>Native Hawaiian or Pacific Islander</b>	0				
<b>Two or More Races</b>	0				
<b>White</b>	10	7	70.00%	30.00%	28.57%
<b>English Learners</b>	1				
<b>Foster Youth</b>	10				
<b>Homeless</b>	39				
<b>Military</b>	0				
<b>Socioeconomically Disadvantaged</b>	336	208	73.00%	27.00%	23.15%
<b>Students Receiving Migrant Education Services</b>	0				
<b>Students with Disabilities</b>	0				

\*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.

<b>NWEA Map Student Groups</b>	<b>NWEA Map Total Enrollment</b>	<b>NWEA Map Number Tested</b>	<b>NWEA Map Percent Tested</b>	<b>NWEA Map Percent Not Tested</b>	<b>NWEA Map Percent At or Above Grade Level</b>
<b>All Students</b>		205	#DIV/0!	#DIV/0!	6.34%
<b>Female</b>		103	#DIV/0!	#DIV/0!	6.80%
<b>Male</b>		102	#DIV/0!	#DIV/0!	4.90%
<b>American Indian or Alaska Native</b>		197	#DIV/0!	#DIV/0!	6.09%
<b>White</b>		6	#DIV/0!	#DIV/0!	33.33%

\*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.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (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

### 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 Elementary's school safety plan reflects efforts to improve school climate and to reduce behavioral incidents on campus. The plan addresses social climate issues and programs, as well as physical environmental needs and solutions. A comprehensive copy of the school's safety plan can be accessed at the district office. Currently, we are involved with training on the new International Crisis System. Fire drills are conducted monthly. We participated in The Great California ShakeOut on October 19, 2016. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2017.

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	436	142	32.6
Female	224	220	71	32.3
Male	218	216	71	32.9
American Indian or Alaska Native	405	401	134	33.4
Asian	0	0	0	0.0
Black or African American	2	2	2	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	18	18	3	16.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	2	50.0
White	12	10	1	10.0
English Learners	2	2	2	100.0
Foster Youth	19	18	6	33.3
Homeless	57	57	23	40.4
Socioeconomically Disadvantaged	381	376	132	35.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	76	25	32.9

## 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
<b>Suspensions</b>	19.26	0.00	17.34	0.19	3.47	0.20
<b>Expulsions</b>	0.44	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
<b>Suspensions</b>	7.66	10.46	2.45
<b>Expulsions</b>	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

Hoopa Elementary School Safety Plan reflects efforts to improve school climate and to reduce behavioral incidents on campus. The plan addresses social climate issues and programs, as well as physical environmental needs and solutions. A comprehensive copy of the school's safety plan can be accessed at the District Office. Currently, we are involved with training on the new International Crisis System. Fire drills are conducted monthly. We plan to participate in the "Great American Shake-Out" on October 17, 2013. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2012.

### D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.



## 2018-19 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	18	2		
2	22		2	
3	17	3		
4	21	1	1	
5	26		2	
6	21		2	
Other	9	1		

## 2019-20 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	18	2		
2	17	2		
3	22		2	
4	22		2	
5	11	4		
6	13	4		
Other	11	2		

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2		
1	17	3		
2	16	2		
3	19	2		
4	22		2	
5	23		2	
6	43			1
Other	13	3		

## 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	421

## 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	1
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 teacher 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
<b>School Site</b>	9988	7444	2544	55048
<b>District</b>	N/A	N/A	16726	\$64,068
<b>Percent Difference - School Site and District</b>	N/A	N/A	-147.2	-15.1
<b>State</b>			\$8,444	\$71,544
<b>Percent Difference - School Site and State</b>	N/A	N/A	-107.4	-26.1

## 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
- California High School Exit Examination (CAHSEE) intervention
- Youth Services (A-Step Program)

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

## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			