

Happy Camp Union Elementary School District

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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) <https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Happy Camp Union Elementary School District
Street	114 Park Way
City, State, Zip	Happy Camp, CA 96039
Phone Number	(530) 493-2267
Principal	Derek Cooper
Email Address	dcooper@happycamp.k12.ca.us
Website	https://www.happycamp.k12.ca.us/
County-District-School (CDS) Code	47-70334-6050785

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Happy Camp Union Elementary School District
Phone Number	530-493-2267
Superintendent	Derek Cooper
Email Address	dcooper@happycamp.k12.ca.us
Website	https://www.happycamp.k12.ca.us/

School Description and Mission Statement (School Year 2020-2021)

Happy Camp Elementary School is a close-knit community that promotes academic and social development for all our students in a safe, structured and friendly environment. Our goal is to prepare our students for high school and beyond academically and socially. We are becoming a "trauma-informed school" with continual professional development toward that end. We currently have approximately 107 students in grades K-8 served by five full-time teachers, and 1 (full-time) Resource and (full-time) Special Day Class teacher. Our 6th-grade class participates in outdoor learning experiences. Students at every grade level are involved in outdoor cultural education.

Our School District mission statement "Working together to ensure learning for all" is based on the premise that a school can only be as good as the personnel it employs and the shared philosophy of education they implement. We are actively engaged with community members and organizations in official and unofficial partnerships in mutual support of the community and our students. The Karuk Tribe actively supports and underwrites many of our programs, including a woodworking class at the high school for 7th and 8th graders and extra paraprofessionals at school. 62% of our students are Native American and the remainder of 38% are non-Native American. All of our students qualify for a free lunch program. Chromebooks are 2:1 for grades K through eighth, and we also have a class set of iPads for kindergarten. All general education teachers have access to Dell touch active boards in their classrooms.

Our after-school program (ASES), called Rockets, provides free supervised after school homework support, and culture enrichment classes for all students until 5:00 p.m. Students in grades fifth through eighth can participate in co-ed volleyball, and we field both boys and girls basketball teams. We have an active drama club as well. Along with fifth to eighth graders, fourth graders may participate in Cross Country and Track and Field. We have regular scheduled local and out-of-area field trips to support our education program.

Our School Board Core Goals are focused on five things: Academic Success; Citizenship; Staffing; Governance, and Finances.

- Creating the conditions to ensure academic success for all students.
- Instilling a strong sense of citizenship, which includes imbuing in our students a sense of respect, community involvement and teamwork.
- Ensuring the best staffing possible through recruiting and retaining empowered teachers and staff.
- Through effective governance, support of the school vision and goals, and making decisions on behalf of all students.
- Aligning fiscal decisions to create a safe learning environment and maintain the District's financial integrity.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	19
Grade 1	17
Grade 2	15
Grade 3	19
Grade 4	10
Grade 5	7
Grade 6	11
Grade 7	11
Grade 8	19
Total Enrollment	128

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	35.9
Hispanic or Latino	10.2
Native Hawaiian or Pacific Islander	0.8
White	29.7
Two or More Races	23.4
Socioeconomically Disadvantaged	75
Students with Disabilities	13.3
Homeless	5.5

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	5	4	6	6
Without Full Credential	1	3	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Grades K-6 Wonders Grades 7 & 8 Study Sinc	Yes	0%
Mathematics	Saxton Math Grades K-8	Yes	0%
Science	Delta Foss Science Grades K-5 Glencoe/ McGraw Hill Science Grades 6-8	Yes	0%
History-Social Science	MacMillan/McGraw Hill California Vistas 2007 Grades K-5 Glencoe/McGraw Hill Discovering Our Past 2006 Grades 6-8	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A		N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Happy Camp Elementary School provides a safe, clean environment for students, staff and volunteers. We have one full-time lead custodian/maintenance/ grounds keeper and one part-time custodian. Our facility is inspected at the beginning of every school year by our lead custodian and school administration to ensure the campus, classrooms, offices, restrooms and drinking fountains are in proper working order.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 11, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	School has been awarded a grant to update three drinking fountain locations to water hydration stations.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Field water sprinkler system has been transferred to city water lines, and continues to be updated.
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	18	N/A	18	N/A	50	N/A
Mathematics (grades 3-8 and 11)	9	N/A	9	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	21	N/A	21	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are an integral part of our school and are essential in the support of the education at Happy Camp Elementary. Parents may volunteer in several ways from assisting in classrooms, in supervised small groups, and with their child's teacher on school field trips. They can help at Open House, Back To School, fundraising, and at school performances and athletic events. We encourage all parents to attend school board meetings, and especially to participate on the Indian Parent Committee and School Site Council as well as participate in the Parent Booster Club.

Happy Camp Elementary School provides information via our school website, which is regularly updated and can provide “push” notifications to parent’s phones who have downloaded our school app. Parents can monitor their child's academic progress online through the Parent Porthole in our ARIES Student Information System.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	7.9	1.6	7.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.0		2.5
Expulsions	0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan (SSP) is reviewed and modified each school year. We have two staff members trained in ALICE (Active Shooter Response Training) and have incorporated these procedures into the SSP this school year. The plan included an outline command and control, emergency procedures, actions taken, school board policies, emergency contact information and other information pertaining for dealing with campus emergencies. In addition, the school maintains compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Fire drills are conducted each month, earthquake drills once a year and lockdown drills three times a year.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21		1		16	1						
1	18	1							14	1		
3	16	1			20	1						
6	26		1		26		1					
Other**									21	2	2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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	.20
Social Worker	.20
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,539.45	\$2,933.77	\$9,605.68	\$53,578.00
District	N/A	N/A	\$9,605.68	53,578.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	21.4	-28.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Types of Programs and Services funded:

*TUPE (Tobacco Use Prevention and Education)

*Title IV, Part A, Drug-Free Schools

*Title II, Part A, Teacher Quality

* Title V, Part A, Innovative Education

*Title VI, Part B, Small Rural Grant

*Title VII, Indian Education Funding

*PL 874 Federal Impact Aid

*Class Size Reduction K-3

*American Indian Early Childhood Education Funding, Grade TK/K-3

*SAFE After School Program

*SAFE Frontier Transportation (Last bus home at 4:30 to allow students to stay at school for homework help, tutoring and enrichment activities.)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	44,193	\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary	72,454	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	115,000	\$128,853
Percent of Budget for Teacher Salaries	18.0	30.0
Percent of Budget for Administrative Salaries	11.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	2

The school district offers three staff development days in which teachers receive professional development in curriculum and instruction. Additionally, one afternoon a month is dedicated to ongoing professional development. The focus this year is on helping challenging children in the classroom with an alternative perspective approach to helping students learn to improve their own behaviors. Teachers and paraprofessionals receive training in dealing with social and emotional disregulation issues, and classroom management.