

# Happy Camp High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

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

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Happy Camp High School
<b>Street</b>	234 E Indian Creek Dr
<b>City, State, Zip</b>	Happy Camp, CA 96039
<b>Phone Number</b>	(530) 493-2697
<b>Principal</b>	Alfonso Garagarza
<b>Email Address</b>	agaragarza@sisuhsd.net
<b>School Website</b>	<a href="https://www.happycamp-highschool.com/">https://www.happycamp-highschool.com/</a>
<b>County-District-School (CDS) Code</b>	47-70466-4734356

## 2023-24 District Contact Information

<b>District Name</b>	Siskiyou Union High School District
<b>Phone Number</b>	(530) 926-3006
<b>Superintendent</b>	Michael Wharton
<b>Email Address</b>	mwharton@sisuhsd.net
<b>District Website</b>	www.sisuhsd.net

## 2023-24 School Description and Mission Statement

Happy Camp High School's purpose for students is that, upon graduation, students will be college and career ready. Graduates will also be able to do the following: effectively research and intelligently justify their position, be skilled individuals who utilize various forms of technology, have research several potential college and career choices, be able to work collaboratively, experience academic challenges to achieve personal growth and interpersonal growth, participate in an inspiring education, and be confident they are ready to face the challenges that lie ahead.

Happy Camp High School (HCHS) is a small, comprehensive high school serving grades 9-12 located in a remote area of northwestern California, 75 miles west of Yreka along the Klamath River. It is one of five high schools in the Siskiyou Union High School District and serves a large population of Native American students (67%). 63% of Happy Camp's students are identified as socio-economically disadvantaged. The school employs a mixture of site-based class instruction with on-line and distance learning opportunities.

HCHS offers a robust athletics program and has a Natural Resources Schoolwide focus, including pathways to Forestry, Fire, and other State and Federal job fields. A major focus is on the use of Traditional Ecological Knowledge (TEK) fire suppression and forest maintenance.

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	12
Grade 10	13
Grade 11	20
Grade 12	15
<b>Total Enrollment</b>	<b>60</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	35%
Hispanic or Latino	16.7%
Two or More Races	16.7%
White	26.7%
Foster Youth	3.3%
Homeless	43.3%
Socioeconomically Disadvantaged	65%
Students with Disabilities	21.7%

### A. Conditions of Learning **State Priority: Basic**

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

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

## 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>	2.10	55.91	23.20	72.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	3.94	0.30	1.09	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	40.16	6.80	21.25	12115.80	4.41
<b>Unknown</b>	0.00	0.00	1.70	5.34	18854.30	6.86
<b>Total Teaching Positions</b>	3.80	100.00	32.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 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>	1.80	34.21	24.50	69.36	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	21.80	1.70	5.06	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.20	24.06	4.80	13.71	11953.10	4.28
<b>Unknown</b>	1.00	19.55	4.20	11.87	15831.90	5.67
<b>Total Teaching Positions</b>	5.30	100.00	35.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	1.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.10	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.50	1.20
<b>Total Out-of-Field Teachers</b>	1.50	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Happy Camp High School uses only State adopted, board approved texts and materials. Primary focus is on the use of Chromebooks, distance learning and other technology to enhance the teaching/learning environment. Every student has a Chromebook they can take home.

**Year and month in which the data were collected** 12/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	English English I 9-12 Latin & Green Roots VIII 3rd Ed. Prestwick House 2017 English English I 9-12 English I Holt, Rhinehart & Winston 2003 English English II 9-12 Latin & Green Roots IX 3rd Ed. Prestwick House 2017 English English II 9-12 English II Holt, Rhinehart & Winston 2003 English English III 9-12 Latin & Green Roots X 3rd Ed. Prestwick House 2017 English English III 9-12 English III Holt, Rhinehart & Winston 2003 English English IV 9-12 Latin & Green Roots XI 3rd Ed. Prestwick House 2017 English English IV 9-12 English IV Holt, Rhinehart & Winston 2003 Cliff's AP English Literature and Composition, 2nd Edition CSU English Reading and Writing Curriculum (ERWC) 2013	Yes	0
<b>Mathematics</b>	Math Integrated Math I 9-12 Integrated Mathematics I Big Ideas 2016 Math Integrated Math II 9-12 Integrated Mathematics II Big Ideas 2016 Math Integrated Math III 9-12 Integrated Mathematics III Big Ideas 2016 Intro to Stats 2005 Trigonometry 3rd Ed 2006 Pre Calculus 5th Ed 2001	Yes	0
<b>Science</b>	Science Biology 9-12 Experience Biology Savvas 2020 Science Chemistry 11-12 Experience Chemistry Savvas 2021 Science Physics 11-12 Experience Physics Savvas 2022	Yes	0
<b>History-Social Science</b>	Pilot McGraw-Hill Social Science	Yes	0
<b>Foreign Language</b>	Foreign Language German I 9-12 Komm mit! Level 1 Holt, Rhinehart & Winston 2000 Foreign Language German II 9-12 Komm mit! Level 2 Holt, Rhinehart & Winston 2000	Yes	0
<b>Health</b>	Health Health 9-12 Health Holt 1994	Yes	0
<b>Visual and Performing Arts</b>	Art Art 9-12 Exploring Visual Design Davis 2000	Yes	0

## School Facility Conditions and Planned Improvements

Happy Camp High School has HVAC heating and air system, recent roofing, siding and paint, site wide drainage system, outdoor basketball and tennis courts, network and wifi updates, new bell and speaker system. During the 2017-18 year, the manufacturing lab received a complete update including ventilation and state of the art welding equipment. In 2020, the filtration system and filters of the HVAC system was upgraded. We are in the planning process of upgrading our kitchen facilities.

**Year and month of the most recent FIT report**

December 6, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	32	50	69	47	46
<b>Mathematics</b> (grades 3-8 and 11)	8	0	16	21	33	34



## 2022-23 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	19	19	100.00	0.00	31.58
<b>Female</b>	--	--	--	--	--
<b>Male</b>	11	11	100.00	0.00	27.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	12	100.00	0.00	25.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	0.00	26.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	19	19	100.00	0.00	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	11	11	100.00	0.00	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	12	100.00	0.00	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	0.00	25.42	20.69	29.47	30.29

## 2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	30	100.00	0.00	0.00
Female	14	14	100.00	0.00	0.00
Male	16	16	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 Career Technical Education Programs

Our CTE program is an intensive program in computer science, multimedia, metal shop, and wood shop that peaks our students interests.

### Computer Literacy:

This course provides entry-level, upgrade and advanced training in the business technology field. Students become proficient with typical programs found in today's business environment – Word Processing, Spreadsheet, Database, Desktop Publishing, Graphics and Presentations. As students use these programs to prepare business documents, they operate personal computers and a variety of peripheral devices including a printer, scanner, digital camera, CD-ROM, and LCD projector.

### Digital Imaging:

This course is designed to introduce students to the world of graphic art design and computer-generated art. Basic skills in the use of high-end graphic software transition students through the creation of a variety of graphic art products and prepare them for the creation of their own unique computer-generated artwork. Students acquire the skills to animate, digitize, tessellate, transform, retouch, superimpose, and enhance a range of media; applying these skills to both computer and physical art mediums.

### Desktop Publishing:

This course is designed to introduce students to the world of graphic art design and desktop publishing. Basic skills in the use of high-end digital imaging and publishing software will enable students to apply skills acquired to the design and creation of a professional annual yearbook ready for commercial printing and assembly. Students will acquire the skills to transform, retouch, superimpose, and enhance digital media as well as design, layout, and prepare a document to a commercial printing industry standard.

### Graphic Art:

Graphic Design is a one-year course that provides an introduction to the visual arts as a vital communication tool in today's world. Students acquire a foundation in graphic design history from which they may use methods, concepts, theories or themes in new ways to solve problems in designing their own original art. . Emphasis will be placed on the mastery and application of the elements of art and the principles of design, as students apply them to both analog and digital mediums. Students develop an awareness of the universality of the "new" iconology as they study the semiotics of symbols and icons used to communicate to a global community.

### Natural Resources:

Natural resources 1, Entrepreneurship 1, and Cultural Anthropology 1 are concentrator courses for Natural Resources pathway. Included are Natural Resources 2 and Natural Resources 2 Lab. Capstone courses are in development that will bridge the transition gap and work experience into the local job market, including state and federal agencies.

### Work Experience Education:

Work Experience Education (WEE) is an elective class that combines supervised unpaid employment with classroom instruction. Students will develop positive work habits and attitudes, self-confidence, job skills, and a personal portfolio which can be used to further employment possibilities. Course grade and credit is earned by completion of the course requirements which include attending a class on campus once a week, keeping monthly time reports, completing class assignments, submitting required forms, and maintaining employment. Students may earn 5 or 10 credits per semester based on the number of verified hours they have worked (learned) at an approved training station and completion of required related instructional assignments.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	49
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	90
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	18.18

## 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

## 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.

## 2023-24 Opportunities for Parental Involvement

Happy Camp High School promotes a vibrant parent/community outreach program, headed and funded by our Community Planning Grant. Parents can be involved in many ways at Happy Camp High School. The beauty of a small school is that not only do we know every student well, we also know, and in many cases have taught, parents and siblings. No student falls through the cracks. The community is welcome to speak with the staff, teachers and administration at any time. We have groups that are not only made up, but are directed by, local community members. Our Site Council is one such group. Attendees shape school policy and provide input on school programs. It is instrumental in providing input and direction in our District's Local Control Accountability Plan. The Indian Parent Committee establishes policy for the use of grant funds that are aimed at helping our native students. This committee is the decision-making unit. This committee also provides funding and support for programs, field trips, and events that encourage and support our students in college and career readiness. All of the public is invited to attend these and other happenings. Meetings for the SITE council and the Indian Parent Committee meet on the 3rd Thursday of every month. The Happy Camp High School Booster Club meets on the first Monday of each month. Attendees actively pursue meaningful ways to support Happy Camp athletic programs.

Communication is very important in our community. We are employing new technologies alongside the old, to keep our community involved, aware, and up to date. We broadcast phone messages for upcoming events and emergencies. A texting option is available as well. A Weekly Memo goes out each week to parents and community members to provide a weekly calendar of school events as well as an update of important school news. We send out letters to parents to inform them of upcoming events, such as afternoon school ACT practices and SAT prep. We have an electronic board above one of the exits to remind students of events. Parents are able to have their own account on Aeries where they can check their child's grades, attendance, and assignments. They can contact us quickly using e-mail and our website. Parents are invited to our Back to School Night, Open House, sporting events, awards ceremonies, and Senior Project Night. They also help a lot with fundraising for our Athletic program, student trips, and more.

If you would like to help the school please call the principal's office at 493-2697.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	--	0	21.4	10.3	7.4	8.5	9.4	7.8	8.2
<b>Graduation Rate</b>	--	84.6	71.4	84.6	91.2	89.9	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	14	10	71.4
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	12	9	75.0
<b>Socioeconomically Disadvantaged</b>	13	9	69.2
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	62	60	29	48.3
Female	30	29	17	58.6
Male	31	31	12	38.7
Non-Binary	1	0	0	0.0
American Indian or Alaska Native	22	21	13	61.9
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	10	10	2	20.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	5	50.0
White	17	16	8	50.0
English Learners	0	0	0	0.0
Foster Youth	2	2	2	100.0
Homeless	30	29	14	48.3
Socioeconomically Disadvantaged	52	51	24	47.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	14	14	7	50.0

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.81	6.45	0.00	3.36	6.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.45	0
Female	6.67	0
Male	6.45	0
Non-Binary		
American Indian or Alaska Native	9.09	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	3.33	0
Socioeconomically Disadvantaged	5.77	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.14	0

## 2023-24 School Safety Plan

Happy Camp High School have weekly facility and monthly safety inspections by our custodian and principal. All visitors are required to sign in at the office before further entry to the school. The safety plan is revised yearly. School evacuation, intruder (ALICE) drills, and fire drills have been executed at various times during the year.

HCHS is 64 miles away from Yreka, therefore safety measures must be clear to all that are involved from such a far distance. Previous town safety meeting have been attended by the Police, Fire, Ambulance, Forest Service, Karuk Tribe, Family Resource Center, HCES, and HCHS. Local deputies frequently stop by campus to check in with staff and maintain open communication. Deputies also attend or patrol after school games and events. The school has alarms and video surveillance systems. New staff are being trained in ALICE techniques in emergency response.

## 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	11	5		
Mathematics	12	4		
Science	13	4		
Social Science	17	3		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	11	5		
Mathematics	8	5		
Science	10	4		
Social Science	11	5		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0	0	0
Mathematics	9	5	0	0
Science	0	0	0	0
Social Science	9	6	0	0

## 2022-23 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	150

## 2022-23 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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site	\$25,576.44	\$5,966.91	\$19,609.53	\$63,672.53
District	N/A	N/A	\$12,352.63	\$66,859
Percent Difference - School Site and District	N/A	N/A	45.4	0.5
State	N/A	N/A	\$7,607	\$78,566
Percent Difference - School Site and State	N/A	N/A	99.3	-21.9

## Fiscal Year 2022-23 Types of Services Funded

HCCHS offers students the option of concurrent enrollment to increase their ability to add units. We also offer Pathways in Natural Resources as a option for independent study to provide an an alternative to Charter school. Types of programs funded are: Title I, Career Technical Education, Language, Carl Perkins, Workability Program, Upward Bound, Gear Up, Capturing Kids' Hearts, College Options, Work Experience Program, Title VI Program, Domestic Violence Program, weekly mental health counseling services, Behavioral Health and tribal Behavioral Health counseling, Wellness Together Counseling, Upward Bound, Karuk Language, and Distance Learning Program. All staff are being trained in MTSS pedagogy, Trauma Informed Practices and meet weekly to review/implement said strategies.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$52,865	\$49,934
Mid-Range Teacher Salary	\$67,582	\$66,543
Highest Teacher Salary	\$91,361	\$98,389
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$107,515	\$125,276
Superintendent Salary	\$130,544	\$150,478
Percent of Budget for Teacher Salaries	29.51%	25.54%
Percent of Budget for Administrative Salaries	7%	5.68%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The Siskiyou Union High School district provides professional development for everyone at the beginning of the school year that is focused, precise and often employee-led. Our primary PD initiative for 2023-2024 school year is MTSS. We will continue to provide training in Trauma Informed Practices. Our staff has trained in many areas. Capturing Kids' Hearts has been one key piece of training that all HCHS staff members will train. This year we have also included teacher, parent, and students trainings in Social/Emotional Intelligence and Wellness.

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

**Professional Development**

<b>Subject</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6