

Hoaglin-Zenia Elementary School

HC 62 Box 54 • Zenia, CA 95595 • 707-923-9670 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Southern Trinity Joint Unified School District

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District Governing Board

Chris Yarbrough

Board Member

Christine Felt

Clerk

Burgundy Thomson

Board Member

Seth Toerpe

President

Spencer Laufer

Vice President

District Administration

Peggy Canale

Superintendent

School Description

Principal's Message

The Hoaglin-Zenia Elementary School staff and community strive to work together to create programs that produce articulate, confident, and skilled students. Hoaglin-Zenia Elementary School is located in the Southern Trinity Joint Unified School District in the southwest corner of Trinity County. The school is one of four schools in the District and currently serves 6 students in grades K-8, in a two-classroom, one teacher setting. We have preschool playgroup facilities in our Family Center, a separate building on the campus, but currently, no preschool students are enrolled.

District Mission Statement

The mission of the STJUSD is to lead, assist, and motivate students by providing high quality, effective educational programs that prepare students for higher education, employment and responsible citizenship.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 4	1
Grade 5	1
Grade 7	1
Grade 8	2
Total Enrollment	9

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	11.1
White	66.7
Two or More Races	11.1
Socioeconomically Disadvantaged	66.7
Homeless	33.3

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 for Hoaglin-Zenia Elementary School	17-18	18-19	19-20
With Full Credential	1	1	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Southern Trinity Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Hoaglin-Zenia Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	00
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 Instructional Materials (School Year 2019-20)

The District's elementary schools are on the State text adoption cycle and select materials from the State-approved, Standards-based list. The District's secondary schools select materials from a Board-approved list that meets State Content and Performance Standards.

The District has affirmed that each pupil, including English Learners, has their own textbook to use in class and to take home. In spite of the state's current waiver of adopting textbooks during each cycle, the district has purchased ELA texts for the current cycle for the elementary schools. Each student has access to texts to use in class and to take home.

Textbooks and Instructional Materials

Year and month in which data were collected: 09/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Adopted 2011 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Mathematics	Singapore Math K-5 Adopted 2008 Math in Focus 2015 CPM 6-8, Pacemaker Math Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton Mifflin K-8 Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school was built in 1961 and extensively remodeled in 1997, with a permanent wall installed between the two classrooms plus the addition of a cafeteria. Each classroom is equipped with built-in computer counters. Our building is in good repair and the grounds are in good condition. The staff keeps things clean and in working order. A portable building, which serves as our Family Center, was installed in 1994 and includes an office, and a multipurpose area—used for playgroup and after-school activities. In 2002, a new floor was installed in the Family Center. Hoaglin-Zenia school is cleaned regularly. The janitorial staff is one person who cleans one to two hours each day after school hours. Students are continuously monitored inside the classroom as well as outside on the playground.

The roof of the school building was replaced in the summer of 2014. This project was funded through the school's Bond.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/14/19

System Inspected	Repair Status	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	Outside fountain working.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	--	--	33	47	50	50
Math	--	--	42	34	38	39

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 2019-20)

Parents are always welcome at the Hoaglin-Zenia Elementary School. The school has an active School Site Council (SSC), and parents and community members volunteer their time, both in the classroom and with extracurricular activities. The school is a center for students, their parents, and the community.

For more information on how to become involved, please contact Trudy Metcalf, Teacher in Charge, at (707) 923-9670 or tmetcalf@stjUSD.org.

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.

School Safety Plan

The School Safety Plan, adopted by the District, was modified to fit the needs of our school. The plan covers all types of emergency situations. The School Site Council (SSC) reviews the plan annually.

Our school has a first aid kit, including emergency information on each student, and bus schedules that are updated yearly. Emergency drills are held on a regular basis.

In February 2019 STJUSD's School Safety Plan was last reviewed and updated by our School Site Council (SSC) and approved by our school board.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	--	--
Expulsions Rate	0.0	--	--

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.7	9.0	6.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	1	1			1	2			2	1		
1					1	1			2	1		
2	1	1										
3	1	1			1	1						
4	1	1			1	1			1	1		
5	1	1			1	1			1	1		
6	3	1			1	1						
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

All District teachers are encouraged to participate in professional development each year. District teachers are encouraged to participate in professional development activities such as trainings and workshops via the internet or off campus sites such as in Redding or Eureka. The District routinely pays for registration and travel costs as well as providing substitutes for participating teachers.

Recent areas of staff development include Capturing Kids' Hearts, (December 2018) development of Multi-Tiered Systems of Support training for the district. Other areas of staff development include Behavioral health, students with trauma, as well as student/staff safety. Most years certificated staff have participated in the county-wide inservice hosted by Trinity County Office of Education.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,507	\$43,574
Mid-Range Teacher Salary	\$60,762	\$63,243
Highest Teacher Salary	\$72,954	\$86,896
Average Principal Salary (ES)	\$0	\$103,506
Average Principal Salary (MS)	\$0	\$108,961
Average Principal Salary (HS)	\$0	\$108,954
Superintendent Salary	\$102,790	\$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	24%	30%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13813	2489	11324	66887
District	N/A	N/A	11664	\$58,995.00
State	N/A	N/A	\$7,506.64	\$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.0	12.5
School Site/ State	40.5	3.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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:

- Schoolwide Title I
- Gifted and Talented Education (GATE)
- Special Education
- Class Size Reduction
- Counseling
- School nurse
- Interscholastic athletics
- After-school program/After school tutoring

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).

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.