

## Trona Elementary School

Grades K-6  
CDS Code 36-67892-6037188

Joseph Wolfe  
Principal  
[jwolfe@tjUSD.net](mailto:jwolfe@tjUSD.net)

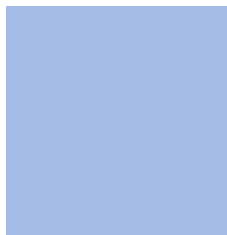
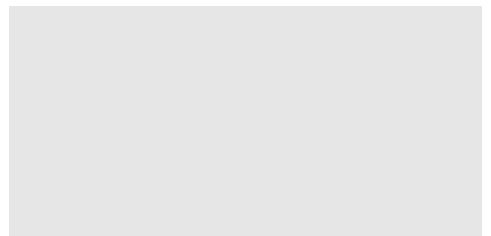
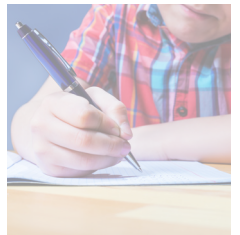
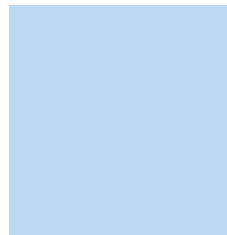
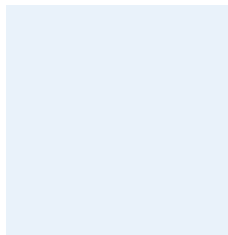
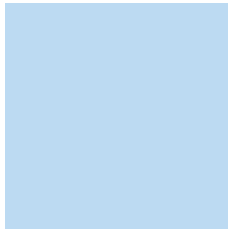
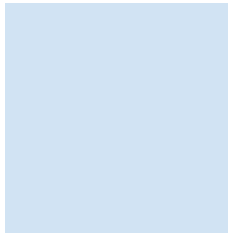
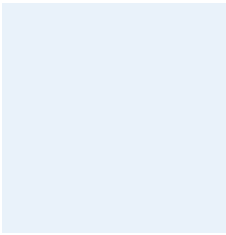
83600 Trona Road  
Trona, CA 93562  
(760) 372-2868

<https://trona.tjUSD.net/o/trona-elementary-school>



## Trona Joint Unified School District

83600 Trona Road Trona, CA 93562 ▪ [www.trona.k12.ca.us](http://www.trona.k12.ca.us)  
Suzette Davis, Superintendent ▪ [sdavis@tjUSD.net](mailto:sdavis@tjUSD.net) ▪ (760) 372-2861





## Principal's Message

Thank you for taking the time to review our School Accountability Report Card (SARC). Within this report, you will find a variety of information about Trona Elementary School and the programs that we offer to ensure that all students are successful. You will also find information about our academic achievements, instructional materials, first-rate technology and newly remodeled sections of the school facility.

The most common question I get from parents is, "How can I help support my child in school?" Here are a few suggestions. As a parent, it is critical that your child comes to school each day, on time and ready to learn. Provide a well-lit area of your home for doing homework and studying for tests. Each night, read to your child or have them read to you. There is no more important skill than reading. And finally, you can support your child by asking what they learn each day. The more interest you show in your child's academics, the stronger the message is that school is important. Every employee is dedicated to the children of this school, regardless of what grade they are in—everyone is part of this small community. Thank you for the time and dedication that you show to your child and to Trona Elementary School.



## Parental Involvement

Trona Elementary School is aware of the positive correlation between parental and community involvement to the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs and organizations that support students.

The staff of Trona Elementary School recognizes the key role parents play in the educational life of their children and seek to work closely with families to provide a climate which enhances learning, personal responsibility and academic achievement. The district also offers Parent Project and Loving Solutions workshops for parents in order to provide information and support. Parents can call Ruth Soto at (760) 372-2871 for additional information.

The sixth graders and their families work together to enable the class to participate in a weeklong Outdoor Science School Program held either in the San Bernardino Mountains or near the Pacific Ocean.

Parent conferences, back-to-school night and open house are designed to welcome parents, solicit input and answer questions. Parents are encouraged to make an appointment with their child's teacher or the principal at any time. The school also has an active School Site Council (SSC) and School Attendance Review Board (SARB). This year, the district is also offering parents and community members to become involved through community forums held on various dates through the year. For upcoming dates and time, please call the school.

School Site Council is another way parents and community members can become involved in order to promote academic achievement and meeting proficiency on high-stakes assessments for all students.

For more information on how to become involved at the school, please contact Principal Joseph Wolfe at (760) 372-2868.

## School Safety

The key elements of the school safety plan are the following:

1. Assessment of current status of school crime committed on school campus and at school-related activities.
2. Strategies and programs that provide or maintain a high level of school safety:
  - Child abuse
  - Disaster/emergency
  - Discipline/Positive Behavioral Interventions and Supports (PBIS)
  - Antbullying
  - Sexual harassment
  - Dress code
  - Safe and orderly environment
  - Safety drills (including an intruder on campus)
  - Crisis intervention plans
  - Synergy for students and staff (professional development)
  - Restorative Practices (professional development)
  - Forming of a district PBIS team

This plan has been incorporated into one document known as the Single Plan for Student Achievement. The plan addresses preparedness for an earthquake, fire and intruders. Lockdown practices are conducted at least once a year. Every measure is taken to ensure the campus facility is clean, safe and that everything (lights, drinking fountains, paper towel dispensers, etc.) is in working condition.

In addition, all teachers are CPR and first-aid certified. They have also received training in the use of the school's automated external defibrillator (AED). The school safety plan was last reviewed, updated and discussed with the school faculty in February 2020.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



## Mission Statement

Educate and empower all students to be successful in college, career and community in the 21st century.

## Board of Trustees

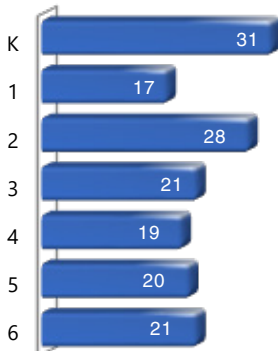
Priscilla Benedom, Board president  
Sandra Sprouse, Board clerk  
Cathy Heseman, Board trustee  
Skylar McCullar, Board trustee  
Skylar McCullar, Board trustee



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

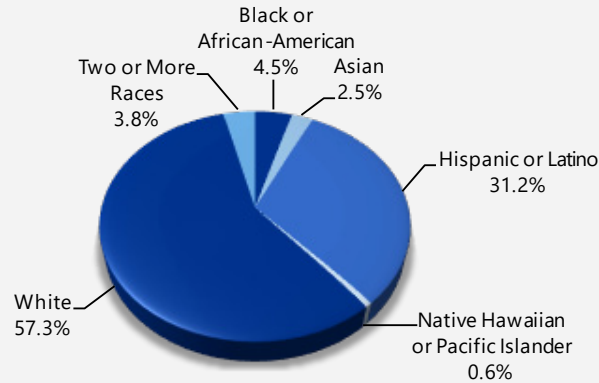
Trona ES			
	16-17	17-18	18-19
Suspension rates	11.5%	5.5%	7.7%
Expulsion rates	0.0%	0.0%	0.0%
Trona JUSD			
	16-17	17-18	18-19
Suspension rates	13.5%	30.8%	17.7%
Expulsion rates	0.0%	0.4%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## Enrollment by Student Group

The total enrollment at the school was 157 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



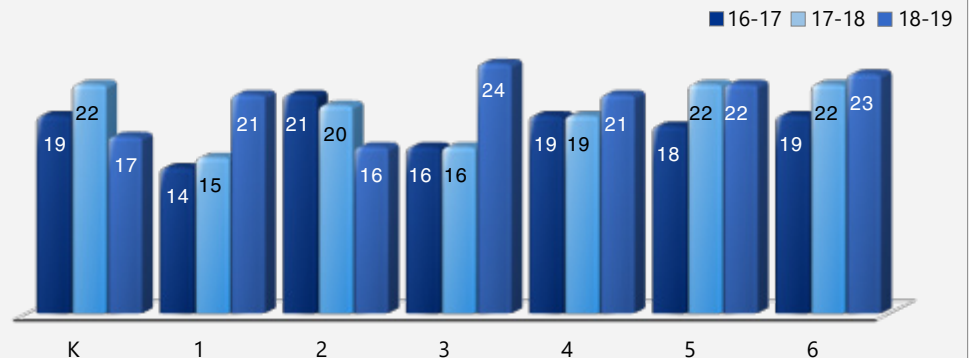
Socioeconomically disadvantaged	72.00%
English learners	3.20%
Students with disabilities	19.10%
Foster youth	0.00%
Homeless	5.70%

## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms 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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1				1		1	1	
1	2			2				1	
2		1		1			2		
3	1			1				1	
4	1			1			1		
5	1				1			1	
6	1				1			1	





## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Trona ES		Trona JUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Trona ES		Trona JUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	36%	37%	28%	30%	50%	51%
Mathematics	31%	32%	13%	13%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Trona ES
		Grade 5
Four of six standards		25.0%
Five of six standards		30.0%
Six of six standards		15.0%

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	84	80	95.24%	4.76%	36.71%
Male	53	50	94.34%	5.66%	32.65%
Female	31	30	96.77%	3.23%	43.33%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	26	25	96.15%	3.85%	45.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	52	49	94.23%	5.77%	34.69%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	62	58	93.55%	6.45%	37.93%
English learners	❖	❖	❖	❖	❖
Students with disabilities	23	20	86.96%	13.04%	15.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

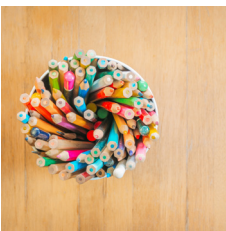




## CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	84	80	95.24%	4.76%	31.94%
Male	53	50	94.34%	5.66%	34.88%
Female	31	30	96.77%	3.23%	27.59%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	26	25	96.15%	3.85%	38.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	52	49	94.23%	5.77%	28.89%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	62	58	93.55%	6.45%	31.37%
English learners	❖	❖	❖	❖	❖
Students with disabilities	23	20	86.96%	13.04%	25.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	10/29/2019

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Textbooks and Instructional Materials

Textbook-adoption procedures begin by February prior to the adoption year. If a textbook is being considered for adoption, the department chair will present it to the staff for evaluation.

- A recommendation is sent to the principal/superintendent for consideration. He either recommends the textbook to the school board or rejects the recommendation, returning it to the committee. He then notifies the public that a textbook is being considered for adoption, and the textbook is displayed for public inspection for 30 days. A notice is sent to parents.
- The school board considers adoption at the next school board meeting. If it adopts the textbook, the department chair is notified of the adoption date.
- The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Trona Joint Unified School District has been reviewing state-aligned textbooks in the attempt to realign with the state-adoptions cycle and the California state standards. All students have access to textbooks that are California state standards-aligned.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	Pearson ReadyGen	2017
Language arts	Houghton Mifflin	2012
Mathematics	California Go Math!, Houghton Mifflin Harcourt	2015
Science	California Edition, Macmillan/McGraw-Hill	2010
Science	California Science, Macmillan/McGraw-Hill	2011, 2012
Social science	Scott Foresman History-Social Science for California, Scott Foresman	2012
History/social science	California Edition, Scott Foresman	2010
History/social science	California Edition, McDougal Littell	2010

## Professional Development

The district's K-12 School Site Council has played a role in the area of professional development. Currently, all teachers at Trona Elementary School are designated as being "highly qualified," and 90 percent of the staff has more than 15 years of experience. Professional Development goals for 2019-20 will focus on full implementation of PBIS at both school sites, Mathematics K-8, Restorative Practices and in school intervention. In addition, the Elementary School is implementing the Second Step program for grades K-6.

Each Wednesday is dedicated to staff and professional development. Staff development activities planned for 2019-20 include the following:

- Technology learning (interactive projector, Mimeo Studio, etc.)
- School Plan for Student Achievement (SPSA) planning
- Achieve 3000, Smarty Ants, i-Ready, Waterford, Fountas & Pinnell, Next Gen Math, (Title I interventions)
- 1:1 devices and use (staff development)
- Next Generation Science Standards
- Next Gen Math (to address strategies to address CAASPP)
- CPR and first-aid certification training and Crisis Prevention Institute (CPI training) (special education staff)
- Whole Brain Teaching strategies
- Accelerated Reader
- Maker's Space goals, units, STEAM activities
- PBIS
- Strategies from SELPA MTSS symposium (District PBIS team)

Professional Development Days		Three-Year Data	
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	3	3	3





## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Fair
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Fair
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Fair
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		10/30/2019
<b>Date of the most recent completion of the inspection form</b>		10/30/2019

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Windows, doors, gates and fences. Gates have been installed and in working order. Windows need to be updated.	Continuous
<b>Restrooms/fountains</b>	Fountains/sinks. Will be evaluating to see what can be brought in or done to meet compliance.	Summer 2020
<b>Structural</b>	Roofs. Will be evaluating to see what can be done to either restructure or re-roof.	Summer 2020
<b>External</b>	Playground/school grounds. Modernization needed.	In process of completing compliance



## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## School Facilities

Trona Elementary School was constructed in 1968 and remains the most modern facility within the district. The school has nine regular classrooms, a library, computer lab, multipurpose room and a special education room. There were no portables used during any school year to meet the needs of our student enrollment. The student playground is updated and modern. The school has an extensive library that is equivalent in size to about three classrooms. All of the upper-grade classrooms (grades 3-6) open into the school library.

The basketball court areas is scheduled to be resurfaced in the summer of 2018. The grounds are neat and easy to maintain, since there is no grass and limited vegetation in our desert environment. The buildings are the most modern in the district and a focal point of the community. The facility is in very good working order. The maintenance/custodial staff are responsible for keeping the food-serving area, cafeteria, classrooms, and restrooms clean and maintained.

Improvements for 2016-17 included additional security lighting, surveillance cameras and equipment upgrades, plus better monitoring of who enters the campus. Replacement doors were also an added upgrade. Improvements for 2017-18 included remodeling of the library and remodeling one classroom in order to plan for a Maker's Space setting to open for 2018-19.

In 2017 and 2018, we replaced carpet and flooring in many classrooms and school entryways. In August 2014, we upgraded all of the school's tech lab computers with new iMacs. In 2012-13, the district completed its Technology Plan, as improving technology is a districtwide goal. Wireless internet access was added to the school in July 2013. As of the beginning of the 2017-18 year, the school is now at the point where it has a handheld device (iPad) for every student at the Elementary School and there is a schedule plan to keep the most current version of technology available to students.

### Projects:

- Network overhaul including single-mode fiber, new core routers and switches, increased speed and bandwidth was completed in 2015. In 2017, the internet speed increased to a full gig.
- Roofing repairs were completed during the 2017-18 school year.
- We repaved the parking lot in the summer of 2016 and added student drop-off locations paved in the summer of 2017.
- An additional maintenance staff member was added in 2016.

*Continued on page 10*

## School Vision Statement

Trona Elementary School believes that all children can be successful learners. To prepare students to be confident, contributing members of society who are able to share and demonstrate their knowledge and ideas with others, we integrate science, technology, reading, engineering, arts and math while guiding 21st-century skills by providing an environment where they can learn to be organized, critical thinkers who have a strong work ethic.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1:140
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.50
Psychologist	0.25
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.80
Resource specialist (nonteaching)	0.00

## School Facilities, *Continued from page 9*

- Two classrooms had a complete makeover in the summer of 2017, and two more are scheduled for 2018-19.

For the 2016-17 year, the modernization plan was to improve the interactive projector and teacher workstations to make all of the parts work together. On Point Technology was brought into the district to provide staff development training and technical assistance since the school does not have tech staff to address repairs/maintenance. In 2017-18, plans were drawn to create a "Maker's Space" room. This room is expected to be completed by January 1, 2019.

In September 2018, the bell, classroom intercom and fire system were upgraded.

The Library area was totally remodeled for 2018 with new wallboards, flooring, office area, furniture and interactive board capability.

In August 2017, new refrigerated drinking fountains were installed both inside the school building and outside for students use. They also contain a filter system and ability to fill drink bottles and other reusable drink containers.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Trona JUSD	Trona ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	18	7	9	10
Without a full credential	0	2	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Trona ES			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	



## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Trona JUSD	Similar Sized District
<b>Beginning teacher salary</b>	◇	\$43,574
<b>Midrange teacher salary</b>	◇	\$63,243
<b>Highest teacher salary</b>	◇	\$86,896
<b>Average elementary school principal salary</b>	◇	\$103,506
<b>Average high school principal salary</b>	◇	\$108,954
<b>Superintendent salary</b>	◇	\$136,125
<b>Teacher salaries: percentage of budget</b>	18%	30%
<b>Administrative salaries: percentage of budget</b>	4%	6%

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Trona ES</b>	\$7,618	\$80,167
<b>Trona JUSD</b>	\$27,606	\$76,780
<b>California</b>	\$7,507	\$64,732
<b>School and district: percentage difference</b>	-72.4%	+4.4%
<b>School and California: percentage difference</b>	+1.5%	+23.8%

◇ Information is not available at this time.

## Types of Services Funded

- Technology learning (computer/tech assistive curriculum)
- Smarty Ants, i-Ready, Waterford, Fountas & Pinnell, Next Gen Math, Achieve 3000 (Title I interventions)
- Program Improvement Solutions/ Core Ed (Erin Walker/Pam Aurangzeb)
- Written Language, English language arts (ELA) textbook adoption, science standards
- CPR/first-aid certification training and CPI (special education staff)
- Accelerated Reader
- Strategic planning with On Point Technology
- 1:1 devices and use (staff development)
- Common Core State Standards and California Assessment of Student Performance and Progress (CAASPP)
- Accelerated Reader, STAR Reading
- After-school tutoring
- Whole Brain Teaching strategies



## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$9,027
<b>Expenditures per pupil from restricted sources</b>	\$1,409
<b>Expenditures per pupil from unrestricted sources</b>	\$7,618
<b>Annual average teacher salary</b>	\$80,167

# Trona Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

## School Accountability Report Card

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