Trinity Center Elementary School

1 Trinity Vista Dr. / P.O. Box 127 • Trinity Center, CA 96091 • (530) 266-3342 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Trinity Center Elementary School District

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District Governing Board

Lisa Nylund
President

Debbie Councilman
Member

Martie Mullen
Member

District Administration

Carole Havens
Superintendent

Carole Havens
Principal

School Description

Trinity Center Elementary School is a single-school district located in the rural mountain community of Trinity Center in Trinity County. The three-classroom school serves approximately 16 students in K-8th grades. The school offers an intensive instruction program for those students who need additional assistance with skills to meet state standards. Physical fitness, drama, art, and music are high-priority subjects.

Our school strives to provide a positive a and supportive environment in which each child can realize his or her social, academic, and physical potential. The multi-graded classrooms provide flexibility in grouping; there is a place to put a student to optimize his or her success. High expectations are set for all students. If a student has difficulty meeting this standard, staff members follow-up with student conferences, parent communication, individualized instruction, and/or extra tutoring. Students who are not meeting grade-level standards are given intensive individual instruction before, during, and after school. Teachers and aides work closely to monitor the progress of our students.

Our goal is to create a well-rounded learning experience for all students. Toward this goal, we have implemented various programs of instruction including cross-country skiing, ceramics, fine arts, drama, music, instrumental music, and cross-age tutoring. Trinity Center Elementary School staff and community strive to work together to create programs that produce articulate, confident, and skilled students.

Our vision is that through the united efforts of students, parents, staff, and the community, we will develop students who:
- value themselves
- pursue high academic achievement
- come to school eager to learn
- speak and write effectively
- are engaged in nature and science
- compute and problem solve both individually and in a group setting
- value personal health and fitness
- develop a close and respectful relationship with the school and community
- use resources of information and technology
- value visual and performing arts

We will accomplish this vision within a safe, enriched environment, utilizing a wide variety of resources and strategies.

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	0
Grade 1	1
Grade 2	2
Grade 3	2
Grade 4	4
Grade 5	1
Grade 6	0
Grade 7	2
Grade 8	2
Total Enrollment	14

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
White	92.9
Socioeconomically Disadvantaged	57.1
Students with Disabilities	7.1

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 Trinity Center	17-18	18-19	19-20
With Full Credential	1.0	1.0	1.0
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Trinity Center	17-18	18-19	19-20
With Full Credential	♦	♦	1.0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Trinity Center Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials
Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K - 5: National Geographic, Reach for Reading Adopted: 2017 Grades 6 - 8: McDougall-Littell, Language of Literature Adopted: 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Grades K - 5: TPS Publishing, Creative Core Curriculum for Mathematics with Literacy and STEM Adopted: 2016 Grades 6 - 8: CPM Educational Program Adopted: 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	**Percent of students lacking their own assigned textbook:** 0
History-Social Science	Grades 6 - 8: TCI, History Alive Adopted: 2006 **The textbooks listed are from most recent adoption:** No **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)

Trinity Center School strives to maintain a high standard of safety, cleanliness, and adequacy of the school facilities. Upcoming scheduled maintenance projects include gopher abatement, irrigation system repairs, and running track revitalization.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2019

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	Gopher infestation in baseball field and mice infiltrating the kiln shed. Pest abatement and monitoring will continue until the problem is resolved.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The irrigation system needs repair and the running track needs revitalization.
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	--	45	--	45	50	50
Math	--	36	--	36	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.

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	--	--	--
7	--	--	--
9	--	--	--

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 - 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	11	11	100.00	45.45
Male	--	--	--	--
Female	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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.

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	11	11	100.00	36.36
Male	--	--	--	--
Female	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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)
Trinity Center Elementary School provides many opportunities for parental involvement. We offer parenting classes that parents, staff, and community attend together, we have advisory groups such as a School Site Council, and we host a variety of school events throughout the year, ranging from performance programs to parents involved in science projects, where parental participation is asked for and encouraged, .

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

Trinity Center School takes student and staff safety very seriously. The Comprehensive Safety Plan is reviewed and updated annually by the safety coordinator and staff. The revised plan is presented to the School Site Council, who serves as the school's safety committee. Upon approval, the plan is then presented to the School Board. This process is completed no later than March 1st every school year. Safety topics are discussed at monthly staff meetings, inspections happen regularly throughout the year by various staff members, and additional specific trainings relative to an employee's position are provided by professionals. Regular emergency drills are practiced to ensure students and staff know what to do when a crisis strikes. Along with physical safety, school-connectedness and emotional safety are top priorities.

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

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

*   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)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

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+
Other**	14	1	0	0	16	1	0	0	14	1	0	0

*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	1.0	1.0	1.0

Teachers have many opportunities to attend various staff development workshops offered by the Trinity County Office of Education, neighboring counties, and other professionals. Trinity Center Elementary School also provides onsite staff development throughout the year on a variety of topics from supporting the implementation of the new standards to classroom management.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,404	$45,252
Mid-Range Teacher Salary	$51,032	$65,210
Highest Teacher Salary	$64,659	$84,472
Average Principal Salary (ES)	$2,000	$107,614
Average Principal Salary (MS)	$	$112,242
Average Principal Salary (HS)	$	$
Superintendent Salary	$5,000	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	17%	31%
Administrative Salaries	3%	7%

*   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	$16,573	$1,974	$14,599	$44,747
District	N/A	N/A	$14,599	$44,747
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	64.2	-36.8

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

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.