SCHOOLS, DISTRICTS AND ENROLLMENT
Trinity County, made up of 3,208 square miles, is home to nine school districts made up of a total of 10 elementary schools and three high schools. There are also three Continuation Schools attached to districts in the county. In addition, one school is chartered through the Trinity County Office of Education (TCOE): California Heritage YouthBuild Academy or CHYBA.

Student enrollment has steadily declined by 945 students over a 20 year period, which represents a 61% decrease. However, during the 2016-17 school year, there was the first sign of a change as the student population increased to 1,652 students. This number includes 70 students attending CHYBA. The largest enrollments in the county during the 2016-17 school year were found at the Kindergarten, 6th, and 10th grade levels. The total number of students who participated in the Transitional Kindergarten program during the 2016-17 academic year was 27 students. The percentage of three and four year old children who attended preschool in 2016 was 48%.

TEACHER DATA AND TEACHER/STUDENT RATIOS
While the average class size in Trinity County has remained fairly steady the last five years, at an average of only 14.3 students per teacher, the State has averaged 24.48 students per teacher over the same time period. This is a significant distinction and one which may be used to attract more teachers to our county. Over the last five years (2012-13 to 2016-17), a total of 40 teachers began their first year of teaching in our county with only 16 completing their second year here, possibly indicating a need to work on retaining teachers. However, the average years of teaching experience for all teachers remained consistent over the same time period: 10.2 years. This is just under the state average of 12 years of teaching experience among all teachers. In 2016-17, there was a total of 96 teachers throughout the County down from 116 in 2012-13, consistent with decreasing enrollment. While numbers overall may be decreasing, retirements are on the rise, so we will continue to need to recruit new teachers to the county.

There were 65 full time equivalent paraprofessionals in our county during the 2014-15 school year (the most recent data available) and 33 office/clerical staff - both populations experiencing a slight reduction since the 2013-14 school year.

References:
1. visittrinity.com
4. Ibid.
THE STUDENT POPULATION

The make-up of the student population in the county has changed somewhat in the last five years with a slightly growing population of Hispanic/Latino students and a reduction of White and Native American students. There is also a growing Hmong population in the county. The number of English Learners has grown by 28 students over a 5 year time period, up to 45 students in 2016-17 from 17 students in 2012-13. The languages most often spoken in the homes among English learners or fluent English proficient students is the Hmong language (21 students) and Spanish (15 students) during the 2016-17 school year.5

The number of economically disadvantaged students has remained high as evident from the number of free and reduced priced meals provided to students. 63.9% of students throughout the county are considered economically disadvantaged which is more than the state at 58.1%.6 The high number of students in poverty is confirmed through two other sources. According to the US Census, in 2015, all ages in poverty in Trinity County were estimated to be 19.5%.7 According to the website Children Now, the percentage of all children in Trinity County living in poverty in 2016 was 25% with the average family income at $44,250.8 Interestingly, while unemployment rates have drastically declined since 1992 (from 16.9%9 to 6.1% in July 201710), the percentage of free/reduced lunches in 1992 was only 45.25% county-wide, indicating perhaps that more people have jobs, but those jobs pay lower wages.

The foster youth count in Trinity County has been increasing over the last four years to a total of 80 in June of 2017 (38 placed in-county and 42 placed out of county, all of which are served by TCOE). The number of homeless students identified in Trinity County for 2016-17 was 173, up from 165 in 2013-14 - only a 5% increase. In contrast, the state homeless student population grew by 20% since 201411.

Our special education student population county-wide has remained fairly steady at 12 to 13% each year for the last five years. Trinity is one of eleven counties (of the total 58) with special education percentages in this somewhat high range, although there are eleven other counties with higher rates.12

HEALTH ASSESSMENTS

The number of 5th-grade students who were classified as “Needs Improvement–Health Risk” as determined by the annual California Physical Fitness Report, has been steadily decreasing over the years. However, the 7th and 9th grade students scoring at “Needs Improvement–Health Risk” has recently - and sharply - increased.

The California Healthy Kids Survey (CHKS) is the largest statewide survey of resiliency, protective factors, risk behaviors, and school climate in the nation. Information available from the CHKS, completed in Trinity County in the spring of 2017, indicates that children’s cigarette use and smokeless tobacco use overall appear to be on a declining trend over the past four to five years if viewed by grade level each year. Marijuana and alcohol use have fluctuated over the years, but overall appear to be declining. The number of students that reported being drunk or high on school property has

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5 Dataquest, California Department of Education, http://dq.cde.ca.gov/dataquest/
6 Education Data Partnership, CDE/EdSource/FCMAT, ed-data.org
7 US Census Bureau, American Fact Finder, https://factfinder.census.gov
8 http://pub.childrennow.org/2016/county/trinity/
11 CSBA News, September 29-October 5, 2017, http://link.csba.org/m/1/85483239/02-b17282-6dc6c343230047e6b2728ae60502281a/6/779/3ee905c4-e1f-44ec-929e-e6dc6b9cd9f
decreased. Note that if viewed by cohort (for instance, tracking the percentage of 9th graders in 2013 who had one or more drinks of alcohol, and then the same group having had one or more drinks of alcohol as 11th graders in 2015), the numbers increase in some areas.

The number of students who report being harassed on school property sharply declined this past year, however those numbers, and the percentage of students who report that they do not feel safe at school, are still relatively high.

STUDENT SUCCESS
While dropout rates have steadily declined in the state from a high of 13.1% in 2011-12 to 9.7% in 2015-16, dropouts in Trinity County increased sharply during the last three school years in which data is available (2012 - 2015). Note that the smaller number of students in our county can sometimes skew the data; a change in the status of one or two students can appear more significant than it really is. We will have to watch these numbers in the future to see if there is truly a significant trend in the number of dropouts.

The number of high school graduates who have met the UC/CSU course requirements have fluctuated over the years, although female students have been trailing behind male students every year. While the number dropped significantly in 2014-15 for both populations, the 2015-16 information for males looks more encouraging. Further data will help determine a trend for these numbers as well. There is no data at this time for how many graduates actually go on to college, university or vocational school as districts have not been submitting information to the National Student Clearing House which tracks these numbers. We hope to see districts take advantage of this important data collection in the near future.

The number of high school students who took Advanced Placement (AP) exams in 2015-16 was 79 and has averaged 78.6% over a three year span. The “Suite of Assessments” (SAT) student scores, which test for college readiness, have increased in reading to 506 in 2015-16, up from 500 in 2014-15, and 477 in 2012-14; math scores have increased from 495 in 2013-14 to 504 in 2015-16. The American College Testing (ACT) results, which tests for college readiness as well, also appear to be trending upwards if viewed over a two year time period.

Over the last five years, high school graduation rates have steadily increased state-wide from 78.9% in 2011-12 to 83.8% in 2015-16. However, Trinity County graduation rates have decreased over the past few years from a high of 95.3% in 2012-13 to 89.4% in 2015-16 (the most recent data available). Conversely, Native students and Asian students graduation rates in 2015-16 were both at 100% while Hispanic students were at 87.5%. White students for the same year were at 89.5%. Also for 2015-16, only 88% of females graduated while 90.7% of males graduated. Females have seen a steady decline each year in graduation rate from a high of 95.8 in 2013-14 until now. Again, this data can be skewed due to the smaller numbers of students.

2017 Standardized test results for the California Assessment of Student Performance and Progress (CAASPP) show California state-wide student achievement largely stayed the same as last year, with 49% passing the English Language Arts (ELA) exam and 38% meeting the standard for math. Trinity County has exceeded the state scores for two years in a row for ELA and for three years in math. In addition, the 2017 county test scores for students who are Economically Disadvantaged were also significantly higher than the state.

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15 Ibid.
16 Ibid.
17 CSBA Weekly Update, September 27, 2017
18 https://caaspp.cde.ca.gov
Of the 886 students enrolled in the county, the number of students tested in English Language Arts (ELA) was 835 or 94%. During the math testing period there were 887 students enrolled and 833 students tested, also 94% (rounding up).

SUSPENSIONS & EXPULSIONS

Suspension rates surged in California and across the nation after a 1994 federal law mandated “Zero-tolerance” policies that required mandatory suspensions for certain serious offenses. Those offenses soon grew to include other, more ambiguous offenses such as being disrespectful or being defiant. To stop this trend, in 2014, California Assembly Bill 420 was signed into law forbidding suspension of students in grades K-3 on the grounds of willful defiance.

The new California Accountability System focuses on, among other things, a reduction in suspensions for all districts. Suspensions have been associated with negative student outcomes such as lower academic performance, higher rates of dropout, failures to graduate on time, and decreased academic engagement.

According to the 2015-16 school year data, Trinity County has greatly reduced all suspensions, reducing in-school suspension for defiance by 29 suspensions and out-of-school suspensions for defiance by 66 in four years. However the numbers still remain high. A careful review of suspension data from the California School Accountability Dashboard reveals some significant differences in which subgroups are being suspended at a greater rate than others. For instance, students with disabilities and socio-economically disadvantaged students have the highest rate of suspensions, with American Indian and Hispanic students having the lowest rate of suspensions. Note that some schools and subgroups are not statistically significant and, therefore, do not contribute data to these numbers. Trinity County is not alone in this concern. In 2011-12, 3.45 million students in the nation were suspended out-of-school. Six percent of districts reported expelling at least one student of preschool age. Students with disabilities and students of color are generally suspended and expelled at higher rates than their peers.

Expulsions in our county are still a rare occurrence with only three shown on state data in 2012-13, and one known expulsion in 2016-17.

TECHNOLOGY DEVELOPMENT

TCOE has made vast improvements in our districts’ Internet access, although the speeds provided, at 20 mb (megabits), does not meet the minimum requirements for what is considered “Broadband” which is 25 megabits (download). As it is, the FCC Commissioner wants to increase the minimum broadband standards to 100 megabits (download). We continue to look for avenues to improve services.

__________________________

19 Ibid.
20 EdSource, “Nearly half of California school districts earn top ratings for lowering suspensions”, by Jane Meredith Adams, April 11, 2017
22 Civil Rights Data Collection, 2011-12
23 Ed-data.org
School Enrollment in Trinity County over time

<table>
<thead>
<tr>
<th>Name</th>
<th>Total</th>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity County</td>
<td>1,662</td>
<td>8.7%</td>
<td>6.4%</td>
<td>5.9%</td>
<td>6.8%</td>
<td>7.0%</td>
<td>7.4%</td>
<td>9.5%</td>
<td>6.6%</td>
<td>7.8%</td>
<td>0.0%</td>
<td>7.6%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Above is the percentage of homeless students as reported by California’s more than 10,000 schools. Green = zero homeless, yellow is “average” and red is two or more times the average. In 2016-17, 202,329 students or 3% of all students (more than twice the national rate), reported living conditions defined as homeless: motel, shelter, trailer park, park, emergency housing or - due to economic hardship - with friends or family.

From edsource.org/2017/homeless-students

Note: the data above is from the “Fall 1” also known as “Information Day” on the first Wednesday in October as submitted by each district through the California Longitudinal Pupil Achievement Data System (CALPADS).

From http://www.ed-data.org/county/Trinity
Income and poverty data from https://www.census.gov/did/www/saipe/data/interactive/saipe.html?queryName=saipe&map_yearSelector=2015&map_geoSelector=aa_c

General Student Data
Average Class Sizes  (from DataQuest (CDE))
High School Student Performance Data

The graph above displays the number of AP exams that had a score of 1, 2, 3, 4, or 5. Advanced Placement courses and the related exams enable students to complete college-level work in more than 30 courses while still in high school. AP examinations are scored on a scale from 1 to 5, with 5 the highest score. A minimum score of 3 is required for college credit.

Number of Graduates meeting UC/CSU Entrance Requirements
This graph (above) displays the 12th-grade students who took the ACT Test. The ACT is designed to assess high school students' general educational development and their ability to complete college-level work. It is one factor considered by many colleges and universities in making admissions decisions.

This graph (to the right) displays the number of students in the graduating class who took the SAT at some point in grades 9, 10, 11, or 12. The SAT is a standardized test that assesses the critical reading, mathematics, and writing skills that students need to be successful in college. It is one factor considered by many colleges and universities in making admissions decisions.

This graph (above) displays the average ACT English, mathematics, reading, and science scores. The total possible score in each subject is 36. The average score is calculated based on the sum of students' ACT scores divided by the number of students tested. The ACT is designed to assess high school students' general educational development and their ability to complete college-level work.

This graph (above) displays the average SAT Reasoning Test results by subject. The SAT assesses the reading, mathematics, and writing skills of college-bound students. The total possible score in each segment is 800.
Graduation Rates by Percent and Race Over time

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian</td>
<td>92.3</td>
<td>100</td>
<td>77.8</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Asian</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Hispanic</td>
<td>100</td>
<td>93.8</td>
<td>87</td>
<td>90</td>
<td>87.5</td>
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<tr>
<td>White</td>
<td>92.6</td>
<td>94.7</td>
<td>92.7</td>
<td>91</td>
<td>90.5</td>
</tr>
<tr>
<td>2 or more races</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>91.7</td>
<td>88.7</td>
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Graduation Rates for All Students and Special Populations by Percent

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>English Learners</th>
<th>Socioeconomically Disadvantaged</th>
<th>Foster Youth</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>94</td>
<td>95.3</td>
<td>91.6</td>
<td>83.5</td>
<td>68.4</td>
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<tr>
<td>2012-13</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2013-14</td>
<td>92.6</td>
<td>91.6</td>
<td>88.5</td>
<td>65.2</td>
<td>68.9</td>
</tr>
<tr>
<td>2014-15</td>
<td>91</td>
<td>100</td>
<td>88.5</td>
<td>50</td>
<td>60.7</td>
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<tr>
<td>2015-16</td>
<td>94.3</td>
<td>100</td>
<td>66.7</td>
<td>66.7</td>
<td></td>
</tr>
</tbody>
</table>

Trinity County Education Report, Fall 2017

10
“High dropout rates beget social and economic woes for communities...Dropouts are far more likely to become unemployed, receive public assistance, commit crimes, and become incarcerated. At the same time, they are less likely to receive job-based health insurance and pension plans, to stay healthy and live full lives, and to vote and make other kinds of civic contributions. In fact, the average dropout pays about $60,000 less in taxes over his or her lifetime (Rouse 2005, Waldfogel et al. 2005, Muennig, 2005, Moretti 2005, and Jnn 2005). Raising graduation rates would save taxpayers money, greatly expand tax revenues, boost employment, reduce crime, and improve citizenship.”

For a list of myths vs. realities about students who dropout, visit:

“The [state] scores tell us that there is much more work to do, but school districts should keep in mind that, while important, a single test score is not the sole measure of student success,” said Julie Maxwell-Jolly, CSBA senior director policy and programs…”

From CSBA Weekly Update, September 27, 2017

English Language Arts Scores in Trinity County, 2017

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>11th Grade</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Enrolled</td>
<td>113</td>
<td>111</td>
<td>120</td>
<td>151</td>
<td>114</td>
<td>132</td>
<td>145</td>
<td>886</td>
</tr>
<tr>
<td># of Students Tested</td>
<td>108</td>
<td>110</td>
<td>114</td>
<td>147</td>
<td>110</td>
<td>121</td>
<td>127</td>
<td>835</td>
</tr>
<tr>
<td># of Students With Scores</td>
<td>105</td>
<td>110</td>
<td>114</td>
<td>147</td>
<td>110</td>
<td>121</td>
<td>127</td>
<td>834</td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>2424.9</td>
<td>2460.9</td>
<td>2485.5</td>
<td>2538.2</td>
<td>2558.8</td>
<td>2572.5</td>
<td>2552.3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Standard Exceeded: Level 4 | 21.90% | 22.73% | 21.05% | 19.06% | 13.64% | 14.05% | 18.90% | 18.71% |
- Standard Met: Level 3 | 20.00% | 18.18% | 25.44% | 37.41% | 43.64% | 43.80% | 25.20% | 30.84% |
- Standard Nearly Met: Level 2 | 38.19% | 29.09% | 21.93% | 24.49% | 24.55% | 22.31% | 18.90% | 25.06% |
- Standard Not Met: Level 1 | 21.90% | 30.00% | 31.58% | 19.06% | 16.18% | 19.83% | 37.01% | 25.30% |

Math Scores in Trinity County, 2017

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>11th Grade</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Enrolled</td>
<td>113</td>
<td>111</td>
<td>120</td>
<td>151</td>
<td>114</td>
<td>132</td>
<td>146</td>
<td>887</td>
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<tr>
<td># of Students Tested</td>
<td>107</td>
<td>110</td>
<td>114</td>
<td>146</td>
<td>108</td>
<td>121</td>
<td>127</td>
<td>693</td>
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<tr>
<td># of Students With Scores</td>
<td>107</td>
<td>110</td>
<td>114</td>
<td>146</td>
<td>108</td>
<td>121</td>
<td>127</td>
<td>633</td>
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<tr>
<td>Mean Scale Score</td>
<td>2438.8</td>
<td>2479.7</td>
<td>2498.2</td>
<td>2520.8</td>
<td>2564.4</td>
<td>2581.5</td>
<td>2522.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Standard Exceeded: Level 4 | 22.43% | 20.00% | 23.68% | 17.81% | 22.22% | 39.58% | 8.66% | 20.53% |
- Standard Met: Level 3 | 29.91% | 22.73% | 15.79% | 21.23% | 23.15% | 21.49% | 16.54% | 21.37% |
- Standard Nearly Met: Level 2 | 25.23% | 40.81% | 27.19% | 34.26% | 30.60% | 22.31% | 10.11% | 20.33% |
- Standard Not Met: Level 1 | 22.43% | 18.38% | 33.33% | 26.71% | 24.07% | 25.62% | 58.89% | 29.77% |
Suspensions and Expulsions

From the California Department of Education Accountability Dashboard, Data for 2015-16

- **ALL STUDENTS SUSPENDED IN THE COUNTY = 5.5% OF ALL STUDENTS**
- **STUDENTS WITH DISABILITIES SUSPENDED IN THE COUNTY = 11.25% OF ALL STUDENTS**
- **TWO OR MORE RACES SUSPENDED = 9.36% OF ALL STUDENTS**
- **SOCIOECONOMICALLY DISADVANTAGED STUDENTS SUSPENDED = 7.02% OF ALL STUDENTS**
- **WHITE STUDENTS SUSPENDED = 5.41% OF ALL STUDENTS**
- **AMERICAN INDIAN STUDENTS SUSPENDED = 3.42% OF ALL STUDENTS**
- **HISPANIC STUDENTS SUSPENDED = 2.16% OF ALL STUDENTS**

From the California Department of Education and EdData [http://www.ed-data.org/county/Trinity](http://www.ed-data.org/county/Trinity)
48900(k) Defiance Suspensions (Out of School)
Trinity
CDS Code 83 00000 000000

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>In School</td>
<td>152</td>
<td>108</td>
<td>44</td>
<td>32</td>
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<tr>
<td>Out of School</td>
<td>204</td>
<td>318</td>
<td>98</td>
<td>115</td>
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<td>Total</td>
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<td>426</td>
<td>142</td>
<td>147</td>
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<td></td>
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48900(k) Defiance Suspensions (In School)
Trinity
CDS Code 83 00000 000000

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>20</td>
<td>92</td>
<td>17</td>
<td>9</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
“Research has shown that failure to address chronic truancy can result in a host of problems for youth. Truancy has been linked to school dropout and poor academic performance and increases the likelihood that youth will engage in drug and alcohol use, fighting, theft, and more serious forms of delinquency. Over the long term, adults who were chronically truant as adolescents are more likely to have poorer health outcomes, lower paying jobs, and a greater chance of being incarcerated during their lifetime.”

Truancy a Research Brief, 2013, Status Offense Reform Center, www.statusoffensereform.org

While the chart to the right indicates truancy (per Education Code 48260), Chronic absenteeism—missing more than 10 percent of school a year—“occurs at rates three to four times higher in high-poverty areas, according to a study of six states conducted by Johns Hopkins University in May of 2012. In these low-income communities, it is normal to find a quarter of the class missing every day, with some students missing 30 to 40 days a year…”

This chart, using information from DataQuest, shows the percentage of students who were reported as being truant at least one time during the academic years shown. Per Education Code Section 48260, a truant is defined as "a pupil … who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof...”

“An overwhelming majority of chronically absent kids are impoverished, dealing with such daily stresses as caring for siblings, high rates of disease, violence in the community, and frequent familial moves to find employment.”

From “Poverty's Prominent Role in Absenteeism” by By Marc Cutillo, February 27, 2013, Education Week. edweek.org
Why is Physical Activity Important?

Research indicates that students who participate in daily physical activity display a more positive attitude towards school, better attendance and increased academic performance. The average test scores of the 40 most active schools in the 2008 Governor’s Challenge averaged 93 points higher on test scores than schools state wide.

Schools with numerous physical activity opportunities and quality physical education programs are seeing an increase in student concentration, a reduction in disruptive behaviors and improved academic performance. Further, quality physical activity and P.E. programs are helping to prevent obesity and chronic disease. With the prevalence of obesity doubling among school-age children aged 6–11 years, and more than tripling for children aged 12–19 years in the past 30 years, physical activity is an easy and important defense against this serious disease.

Info from California School Boards Association and the California Department of Education

Fitness Testing

These graphs display the percent of 5th, 7th and 9th grade students who were classified as “Needs Improvement–Health Risk” on the California Physical Fitness Test. This classification indicates increased health risks due to the student’s level of fitness.
TECHNOLOGY

Results of the Spring 2017 Parent Survey on Technology

Six districts participated in the survey (BR, CC, DC, JC, LES and ST).

- The survey represents 108 people/households; about half have TK-4th grade children and the other half have 5th-8th grade.

- Smart phones are the most used device for adults (78%); Tablets for children (77%).

- The vast majority of respondents have Internet at home (93%) yet only 26% have high speed Internet.

- The majority like receiving teacher communications through email (67%) while 53% like texts and 49% like paper flyers (although note that they could circle more than one choice).

- As for school notices, announcements, calendars etc., respondents like emails (62%) and paper flyers (59%) with fewer enjoying text (42%) or even a school website (17%). No respondents prefer twitter.

- 50% of respondents never visit their school’s website while 31% visit monthly and 16% weekly or daily. One respondent did mention that their school's website doesn't seem to be updated, which could be a factor for others as well; even fewer people (49%) visit their school’s Facebook page even though the vast majority (75%) use Facebook.

- NOTE: ST added the question “Would you like your school to have a Facebook page? The response was an overwhelming 86%.

Internet Speeds available to Trinity County Schools:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2012</th>
<th>2015</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnt Ranch</td>
<td>T1 1.5 mb</td>
<td>T1 + Sat ~16M</td>
<td>20 mb microwave as of July 2017</td>
</tr>
<tr>
<td>Coffee Creek</td>
<td>DSL 0.5 mb</td>
<td>DSL</td>
<td>20 mb microwave</td>
</tr>
<tr>
<td>Douglas City</td>
<td>T1 1.5 mb</td>
<td>10 mb microwave</td>
<td>20 mb microwave</td>
</tr>
<tr>
<td>Junction City</td>
<td>T1 1.5 mb</td>
<td>10 mb microwave</td>
<td>20 mb microwave</td>
</tr>
<tr>
<td>Lewiston</td>
<td>T1 1.5 mb</td>
<td>T1 + 20 mb microwave</td>
<td>20 mb microwave+20 mb micro</td>
</tr>
<tr>
<td>MVUSD</td>
<td>T1 1.5 mb</td>
<td>20 mb microwave</td>
<td>20 mb microwave</td>
</tr>
<tr>
<td>STJUSD</td>
<td>T1 10 mb microwave</td>
<td>3 mb microwave</td>
<td>20 mb microwave (101Netlink, not TCOE)</td>
</tr>
<tr>
<td>Zenia</td>
<td>0.056M DSO</td>
<td>3 mb</td>
<td>3 mb (101Netlink, not TCOE)</td>
</tr>
<tr>
<td>Trinity Alps</td>
<td>100 mb fiber</td>
<td>100 mb fiber</td>
<td>100 mb fiber</td>
</tr>
<tr>
<td>THS</td>
<td>2.0 mb DSL</td>
<td>15 mb microwave</td>
<td>20 mb microwave (soon 10M fiber)</td>
</tr>
<tr>
<td>WES</td>
<td>D1 1.5 mb</td>
<td>10 mb microwave</td>
<td>20 mb microwave</td>
</tr>
</tbody>
</table>

NOTE: The measure used is mb or Mbps, short for megabits per second, a measure of data transfer speed (a megabit is equal to one million bits). 100 mbps is currently the fastest modern-day connection. A download speed of 2.5 Mbps is recommended for streaming basic video to one computer. For multiple users on the Internet a speed of 6-10 Mbps is recommended. To test students on the new State test a connection speed of at least 10–20 Kbps per student is required (1,000 Kbps = 1 Mbps) [http://www.smarterbalanced.org/information_whitefence.com/netforbeginners.about.com](http://www.smarterbalanced.org/information_whitefence.com/netforbeginners.about.com)