

SOUTHERN TRINITY HIGH SCHOOL



GRADES 9-12

600 Van Duzen Road Bridgeville, CA 95526
Phone: (707) 574-6239 Fax: (707) 574-1067
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Peggy Canale
Superintendent/Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message

Southern Trinity High School is a comprehensive public high school serving grades 9-12. It is located in beautiful, rural, southwestern Trinity County. Southern Trinity High School has an enrollment of approximately 50 students, and is the only comprehensive high school in the Southern Trinity Joint Unified School District. We are very proud of our well-balanced program. Southern Trinity High School emphasizes a rigorous academic program that prepares students for college or university admission. Southern Trinity High School also provides interested students with a vocational program that helps them develop useful job skills. Numerous extracurricular activities, including clubs and interscholastic athletics, are also provided for students.

Parental Involvement

Southern Trinity High School has an active Boosters Club that supports many student activities. All parents are encouraged to take part. Southern Trinity High School also sponsors an annual Back-to-School Night to familiarize parents with their student's program.

For more information on how to become involved, contact Gina Parrott at (707) 574-6239.

School Safety

The Southern Trinity Joint Unified School District maintains a Safety and Emergency Procedures Plan for each school in the District. The plan covers all types of emergency situations. Administrative and maintenance personnel conduct regular inspections of school grounds and facilities, to identify and correct potentially unsafe conditions. The School Safety Plan is reviewed and updated annually, during the third quarter of each school year, by the administration and staff, and then submitted to the Board of Trustees for approval. Drills are held to assure preparedness to respond to emergency situations.

On February 13, 2008, STJUSD's School Safety Plan was reviewed and updated by our School Site Council (SSC) and approved by our school board.

Professional Development

All District teachers are required to participate in five professional development days in addition to the required 180 instructional days. District teachers are also encouraged to participate in other professional development activities such as trainings and workshops. The District routinely pays for registration and travel costs as well as providing substitutes for participating teachers.

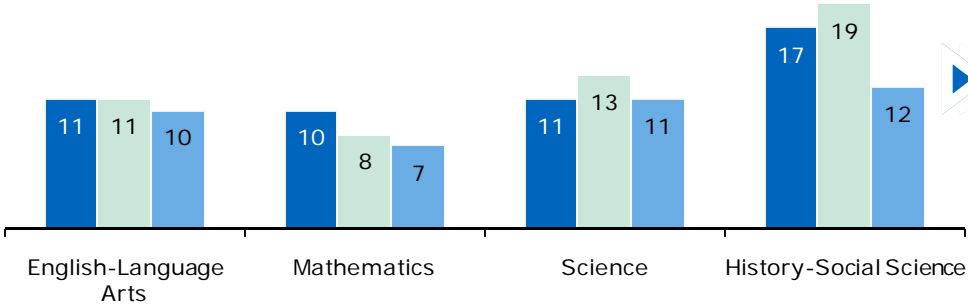
Recent areas of staff development include training and support for junior high and high school teachers to implement the Advancement Via Individual Determination (AVID) program, training and support for elementary teachers to improve mathematics instruction, and training for elementary teachers to implement the Step Up to Writing program.



Southern Trinity Joint Unified School District

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*"Southern Trinity
High School emphasizes
a rigorous academic
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Class Size
 The bar graph displays the three-year data for average class size.

■ 05-06 ■ 06-07 ■ 07-08

Class Size Distribution — Number of Classrooms By Size									
Subject	05-06			06-07			07-08		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	5			4			5		
Mathematics	5			5			5		
Science	4			3			3		
History-Social Science	1	1		1	1		2		

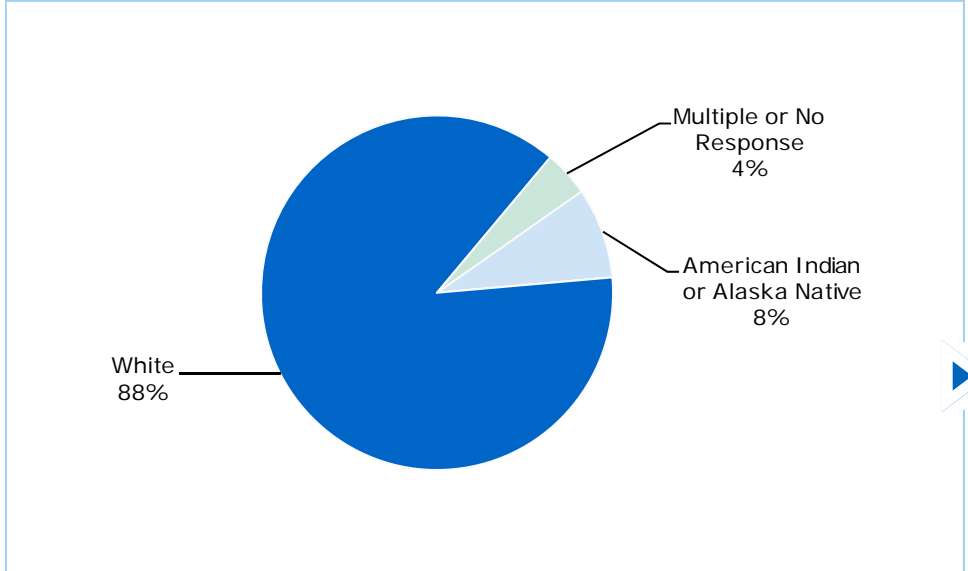


Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

	Suspension and Expulsion Rates					
	Southern Trinity HS			Southern Trinity JUSD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.000	0.074	0.068	0.016	0.054	0.057
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

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 a 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 on a workstation, and the ability to print documents.



Enrollment and Demographics
 The total enrollment was 48 students for the 2007-08 school year.





School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on December 10, 2008, and the inspection form was most recently completed on December 10, 2008.

Graduates and Dropouts

The table displays the one-year dropout rates and graduation rates for the school, district, and state for the most recent three-year period for which data is available.

Graduates and Dropouts									
	Southern Trinity HS			Southern Trinity JUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Graduation Rate	100%	100%	91.7%	80.0%	92.3%	92.3%	85.0%	83.0%	79.5%
Dropout Rate	0.0%	0.0%	3.7%	0.0%	0.0%	6.9%	3.1%	3.5%	4.4%

School Facilities

Southern Trinity High School's instructional facilities include a combination of permanent structures and portable classrooms located on a clean, well-maintained campus. The permanent structures house a gymnasium, office space, a science lab, an English classroom, and a vocational arts facility. The portable structures house four classrooms and a library/computer lab. Regular inspections of school grounds and facilities are conducted to identify and correct potentially unsafe conditions. The school was built in 1973.

Our school provides a safe, clean and functional environment for learning through proper facilities maintenance and campus supervision. We have a custodial staff of one person who works 8 hours daily after school cleaning our high school and elementary school. Our two maintenance workers are very efficient to perform any needed repairs as well as keeping the grounds in beautiful condition.

Southern Trinity Joint Unified School District is in the process of acquiring State approval for modernization of our portable structures. Plans have been approved for replacement of the portable structures with a goal of beginning construction in June 2009. The District is seeking modernization money from the State to cover 60% and also has a building fund to cover the other 40% of the costs.





Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Understanding Literature</i>	2001
English-Language Arts	<i>The American Tradition</i>	2001
English-Language Arts	<i>World Literature</i>	2001
Mathematics	Glencoe 9-12	2008
Mathematics	<i>Pacemaker Math</i>	2007
Science	Holt <i>Earth Science</i>	2007
Science	Prentice Hall <i>Biology</i>	2006
History	McDougal Littell <i>U.S. History - The Americans</i>	1999
History	Glencoe <i>World Civilization - The Human Experience</i>	1999
Literature & Composition	<i>Literature and Composition</i>	2003
Reading	Houghton Mifflin <i>Reading</i>	2003
Reading	Prentice Hall <i>Reading</i>	2003
Social Studies	Houghton Mifflin	2006
Social Studies	Prentice Hall	2006
Geography	Glencoe <i>World Geography</i>	2003
Economics	Glencoe <i>Economics Principles and Practices</i>	1999
First Aid/CPR	<i>First Aid/CPR/AED for school and communities</i>	2007

Textbooks and Instructional Materials

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.

All students in visual and performing arts classes have access to the appropriate textbooks and instructional materials.

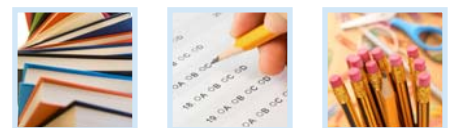
The district has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.



Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Note: This data was most recently collected and verified in August 2008.





California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Southern Trinity HS			Southern Trinity JUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	45%	37%	52%	41%	32%	46%	42%	43%	46%
Mathematics	20%	23%	14%	30%	29%	32%	40%	40%	43%
Science	58%	31%	❖	53%	35%	32%	35%	38%	46%
History-Social Science	30%	20%	19%	32%	16%	24%	33%	33%	36%

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

CST Student Group Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	43%	18%	❖	❖
Female	58%	12%	❖	18%
Economically Disadvantaged	42%	6%	❖	15%
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	55%	17%	❖	22%

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

California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Southern Trinity HS		Southern Trinity JUSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	7	5	4
Similar Schools API Rank	◆	◆	◆

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap.

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	-32	-16	44	724
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

◆ Information not available.

■ Data are reported only for numerically significant groups.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Career Technical Education Programs

The Armed Services Vocational Aptitude Battery (ASVAB), as well as individual counseling, provides students with information regarding possible interests and aptitudes for various vocational fields.

Southern Trinity High offers Career Technical Education (CTE) exploratory classes in Welding and Carpentry. The school also offers a full sequence of courses in our Woodworking program. Due to school size and available resources, this is the school's primary CTE program.

The Woodworking program includes a three class sequence of Basic Wood, Intermediate Wood, and Advanced Wood. We are currently working to rework our course descriptions and outlines to meet the newly adopted curriculum standards for this course of study. There are currently no ROP courses offered in our District.

Carpenters, mechanics, and maintenance people represent our advisory committee from the local area. We are currently working to expand this list by adding a licensed building contractor.

The success of our classes is measured in two main ways. First, we assess the quality of the academic knowledge portion and how well the students perform in classroom assessments. Second, we assess the quality of student work from the hands-on work from the shop portion of the class. Due to our small size, the number of completers in the course sequence cannot accurately reflect the quality of the program.

Over the past five years we have worked very hard to modernize our equipment and textbooks. These two elements combine to allow us to offer programs and classes that combine Standards-based academic content and hands-on experience that help students develop the skills necessary for successful employment in today's workforce.

Due to our small size, the classes and career prep classes offered are limited. However, all students, including special needs and special populations, have equal access to the classes offered. In many instances, the special population students are the more talented group. All students are encouraged to pursue their interests.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
	07-08
# of Pupils Participating in CTE	30
% of Pupils Who Complete a CTE Program and Earn a High School Diploma	✧
% of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	✧

✧ Not applicable.

Course Enrollment for UC/CSU Admission

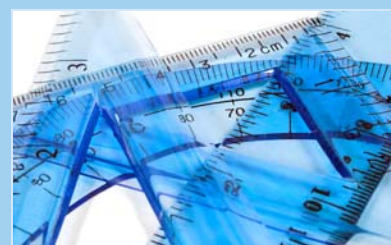
The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

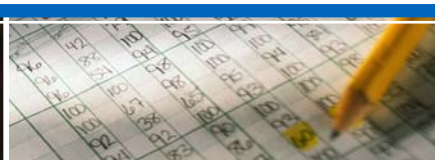
University of California and California State University Admission	
UC/CSU Course Measure	07-08
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	54.1%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	36.4%

Courses Required for UC/CSU Admission

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at www.calstate.edu/admission.





California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools, as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Please note scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Southern Trinity High School. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	05-06	06-07	07-08	05-06	06-07	07-08
Southern Trinity HS	72.7%	50.0%	❖	63.6%	41.7%	❖
Southern Trinity JUSD	72.7%	46.2%	45.5%	63.6%	38.5%	54.5%
California	51.1%	48.6%	52.9%	46.8%	49.9%	51.3%

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

Completion of High School Graduation Requirements

The table shows the percentage of students (that began the 2007-08 school year in the 12th grade) who met all state and local graduation requirements for grade 12 completion, including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more detailed information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		
Group	Graduating Class of 2008	
	Southern Trinity HS	Southern Trinity JUSD
All Students	91%	91%
Economically Disadvantaged	73%	73%
English Learners	❖	❖
Students with Disabilities	11%	11%
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	91%	91%

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

Advanced Placement Courses

No information is available for Southern Trinity High School regarding advanced placement (AP) courses offered.



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 test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, no information is available for Southern Trinity High School regarding the California PFT. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Teacher Qualifications

Teacher Credential Information				
	Southern Trinity JUSD	Southern Trinity HS		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	13	6	6	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		1	2	1



Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Southern Trinity HS		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	1	2	0
Vacant Teacher Positions	0	0	0



No Child Left Behind Compliant Teachers

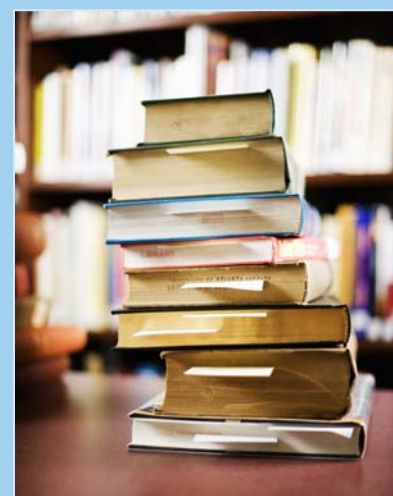
No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Southern Trinity HS	93.8%	6.3%
All Schools in District	86.2%	13.8%
High-Poverty Schools in District	75.0%	25.0%
Low-Poverty Schools in District	◆	◆

◆ Information not available.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.1	400



School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 1.0
- Psychologist 0.1
- Social Worker 0.0
- Nurse 0.1
- Speech/Language/Hearing Specialist 0.1
- Resource Specialist (non-teaching) 0.0
- Other 0.0



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Southern Trinity HS	Southern Trinity JUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ Not applicable.

Financial Information

The data displayed is from the 2006-07 school year because 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.

District Salary Information — Does not include benefits		
Range	Southern Trinity JUSD	Similar Sized District
Beginning Teacher Salary	\$28,906	\$36,658
Mid-Range Teacher Salary	\$50,899	\$53,646
Highest Teacher Salary	\$59,332	\$69,160
Average Principal Salary (Elementary School)	✖	\$85,019
Average Principal Salary (Middle School)	✖	\$85,660
Average Principal Salary (High School)	✖	\$91,134
Superintendent Salary	\$72,102	\$110,844
% of Budget for Teacher Salaries	25.1%	35.2%
% of Budget for Administrative Salaries	6.1%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Southern Trinity HS	\$9,512	\$488	\$9,024	\$58,214
Southern Trinity JUSD			\$4,656	\$47,153
California			\$5,300	\$54,955
% Difference Between School and District			48.4%	19.0%
% Difference Between School and California			41.3%	5.6%

✖ Data was not provided by California Department of Education (CDE).

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
- Inter Scholastic Athletics
- After-School Program



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.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.

All data accurate as of February 2009.