



TRINITY CENTER ELEMENTARY SCHOOL

Trinity Center Elementary School District

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-8

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Marilyn Myrick
Superintendent

Stephanie Petrick
Principal

Principal's Message

Trinity Center School is a single school district located in the rural mountain community of Trinity Center in Trinity County. The three-room school serves approximately 19 students in kindergarten through eighth grade. The school offers an intensive instruction program for those students who need additional assistance with skills and meeting State Standards. Physical fitness, drama, art, and music are high priority subjects.

Trinity Center School and District Mission:

To provide a safe environment which promotes academic excellence, responsible and well-rounded citizens, and a lifelong desire for learning.

Vision Statement:

It is the vision of Trinity Center School that the united efforts of students, parents, staff, and community will develop students who:

- Value themselves
- Pursue high academic expectations
- Come to school ready 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

The vision is that Trinity Center School students, parents, and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies.

Professional Development

The content of professional development is based on school needs and student achievement. The primary focus of professional development is on implementing a Standards-based curriculum. Professional development also includes strengthening subject matter expertise and classroom management. For the last three years, we had three days each year dedicated to staff and professional development.

New teachers or teachers new to a grade level are carefully selected and supported during their first years of teaching. New teachers participate in Beginning Teacher Support and Assessment (BTSA). Professional development is provided for teachers in reduced-size classes.

Some teachers serve on committees within the school such as the SSC and the Student Study Team. Teachers and administrators are involved in the overall operation of the school. There are opportunities for teachers to work and plan collaboratively and to share information.

Teachers and instructional aides are encouraged to take advantage of professional development opportunities at the District, county, regional, and State levels. Opportunities are provided at staff meetings to share what they learned from their professional development.

Staff development related to special needs students reflects the demographics of the school.



Mission Statement

To provide a safe environment which promotes academic excellence, responsible and well-rounded citizens, and a lifelong desire for learning.



Types of Services Funded

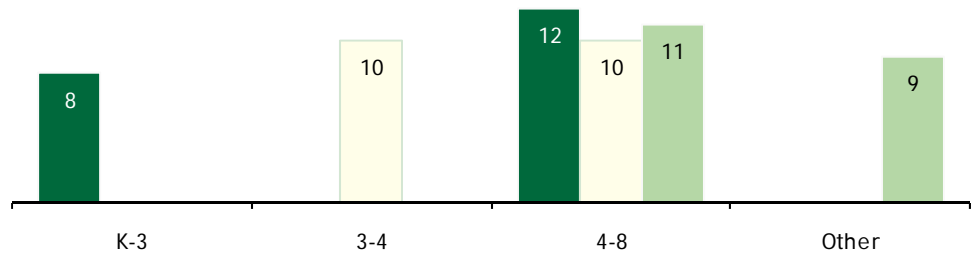
Trinity Center School provides several programs and supplemental services funded through categorical funds:

- Title II, Title IV, and Title V fund additional instructional aide time to help students meet State standards and before- and after-school intervention.
- The School Safety and Violence Grant funds a counselor, Safety Coordinator, and fire safety inspections.
- Gifted and Talented Education (GATE) funds music and art instruction for students identified in those areas.
- Peer Assistance and Review (PAR) program for teachers, Professional Development grant, and AB 466 fund staff development for teachers.
- Local donations fund a Reading Incentive program, which includes trimester special awards.
- The Tobacco 6-8 Grant funds curriculum and training for tobacco and drug education.
- Tobacco Use Prevention Education (TUPE) 4-8 funds a tobacco coordinator who plans educational activities related to tobacco use prevention.
- Booster Club funds reading incentives, seventh and eighth grade field trips, end-of-year Field Day, and Eagle Bucks trips.



Class Size

The bar graph displays the three-year data for average class size.



Class Size Distribution – Number of Classrooms By Size

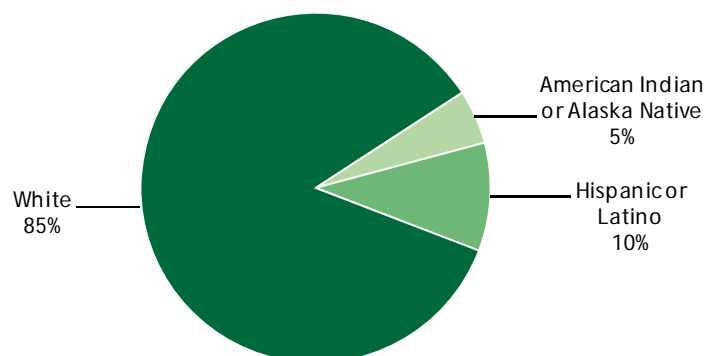
Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-3	1								
3-4				1					
4-8	2			2			1		
Other							2		

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

Enrollment and Demographics

The total enrollment at the school was 20 students for the 2008-09 school year.



Parental Involvement

Sharing Accountability for Academic Achievement:

School personnel, families, students, and other community members are often involved in the improvement of the school, and its programs, curricula, and facilities. As such, everyone who works at the school, attends the school, sends students to the school, or lives in the school's community has a strong sense of ownership in the school and its success. Consequently, everyone's input is solicited in a variety of ways, and everyone can participate in important decision-making processes. All members of the school community (teachers, administrators, school board members, parents, support personnel, members of the community, and students) share a sense of accountability to ensure the academic success of every student.

Strategies include:

- Parent-teacher conferences are held.
- Standards-based report cards are provided to parents at the end of each trimester.
- Standardized Testing and Reporting (STAR) test results are reported annually to parents.
- The School Accountability Report Card (SARC) is updated annually and available on the Internet.

Plan for Effective Parent Involvement:

The involvement of families in their children's learning is seen as critically important. School personnel work to build positive relationships with families and create an atmosphere of learning and growth for all family members. Our program will:

- Positively engage parents in supporting the school and their children's activities.
- Effect significant, positive parent participation, which will help raise or maintain student achievement in schools.
- Increase effective home-to-school communication between parents and teachers.
- Actively and effectively engage parents in supporting the school and their children's education.
- Increase students' love of reading and parents' involvement in their children's reading.

Strategies include:

- Parent surveys are conducted as needed.
- Parents are encouraged to volunteer in school activities.
- A monthly news bulletin informs parents of school activities.
- Homework assignments encourage parents to become actively involved in their child's education.
- Parents are encouraged to attend and be on the School Site Council (SSC) and the school Governing Board.
- Classroom teachers communicate weekly with parents regarding student progress and offer suggestions to increase parental help for students.

Building Relationships within the School Community:

There is a strong sense of family shared by the members of the school community. Our program will:

- Develop a collaborative planning process that involves staff members, the principal, and parents.
- Have the School Site Council (SSC) serve as the focus of the planning process.
- Give parents of students with special needs a voice in the planning and evaluation of services.
- Allow sufficient time for the planning process.
- Provide parents and each staff member with information as to the overall intent of the planned program, his or her role and responsibilities in the process, and how these responsibilities relate to what others are doing.

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Parent Involvement

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- Provide orientation to parents and SSC members, as well as new staff members, on guidelines of the program.
- Monitor and assess the plan for effectiveness on a regular basis.

Strategies include:

- Parents/community members serve on the SSC.
- Parents and other family members are encouraged to attend trimester school assemblies in which students are recognized for academic achievements.
- Parents are encouraged to attend all extracurricular activities.
- Throughout the year family events will be planned, such as: Fall Festival, Red Ribbon Week, Christmas program, spring play, ski trips, track meets, and the year-end swim party.
- For the families and community, an end-of-the-year Arts and Achievements Night is held to display student art projects and recognize student achievement.
- The Trinity Center Booster Club supports a variety of activities and provides funding for them. Parents of students in grades 7-8 are actively involved in fundraising for the end-of-the-year trip.

Making a Comfortable, Safe Environment:

Appropriate conduct, for both students and adults, is embedded in the school's culture. The school will be an environment where everyone cares for the well-being of others and demonstrates self-responsibility. Our school is a safe, healthy, clean, and welcoming place.

For information about the school, please call Stephanie Petrick, Principal, at (530) 266-3342.





Suspensions and Expulsions

This 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 Rate		
Trinity Center ES		
06-07	07-08	08-09
0.000	0.000	0.000
Trinity Center ESD		
06-07	07-08	08-09
0.000	0.000	0.000
Expulsion Rate		
Trinity Center ES		
06-07	07-08	08-09
0.000	0.000	0.000
Trinity Center ESD		
06-07	07-08	08-09
0.000	0.000	0.000



School Facility Good Repair Status

The table below 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.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings) <i>Repair Needed and Action Taken or Planned:</i> There is water damage to interior ceiling and hallway due to leaky roof. Extreme Financial Hardship Application approved. Roof Replacement planned for July of 2011 upon receipt of needed funding.		✓		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs <i>Repair Needed and Action Taken or Planned:</i> Structure is good, but the roof needs to be replaced. Peeling paint and wood damage to roof trim. Extreme Financial Hardship Application approved. Roof Replacement planned for July of 2011 upon receipt of needed funding.			✓	
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on January 10, 2010, and the inspection form was most recently completed on June 26, 2009.

School Facilities

The Trinity Center School site consists of 5.28 acres. Two classrooms, restrooms, an office, and library are housed in the main building, constructed approximately in 1962. A separate building, completed in 2001, houses a third classroom and restrooms.

In the summer of 2000, the District created a second access to the school from Scott Street. The second access allowed for safer traffic flow and additional parking, which improved the safety of those students who walk or ride bicycles to school.

The school facilities are modern, well lighted, well equipped, and comply with the Americans with Disabilities Act. The school employs a part-time custodian/maintenance staff member who keeps the school extremely clean, safe, and well maintained.

In addition to the three classrooms, the District has a library, a mobile computer lab, an office, and several storage buildings. The fenced playground is spacious with the usual basketball courts, tetherball courts, swings, and playground equipment.

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School Facilities

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New playground equipment was installed in the summer of 2007. In addition, the schoolyard has a field with a running track around the perimeter.

School facilities and playgrounds are inspected monthly in order to make sure that a safe environment is being provided for the students. In addition, a representative of Northern California Schools Insurance Group inspects the District every other year in order to discover any potentially unsafe conditions for the students.

Maintenance is a high priority to ensure a safe and well-kept environment. Deferred maintenance is tracked on a five-year planning basis. The plan is reviewed and updated annually, and presented for State approval.

Developer fees, levied on new construction, provide funds for the purpose of school expansion. Trinity Center School receives 60% of these funds. Developer fees have enabled us to purchase the school site, expand usable playground area, contribute to the partially State-funded classroom addition, construct an additional storage facility, and pay for the paving of the Scott Street access road.

All school buildings are inspected every three years by Hazard Management Services for asbestos. Re-inspection is performed locally on a six-month basis. Trinity Center School contains no friable asbestos, and there are no action items on the Asbestos Management Plan. The facilities are inspected monthly and any needed maintenance is performed to ensure that school is maintained in good repair.

Trinity Center School facility supports teaching and learning by creating a comfortable, safe environment for all students. The following strategies are used to create this safe, healthy, clean, and welcoming place for students:

- Enforce a weapons and substance-free campus policy.
- Participate in any required California Department of Education evaluations.
- Provide integrated, comprehensive substance-abuse prevention instruction for all students.
- Offer information about community-based programs and activities throughout our school community.
- Provide children with a safe and healthy environment.
- Establish a program of education and intervention with community and parental involvement to reduce and prevent the use of tobacco among school-age youths.
- Contact appropriate agencies when student safety is an issue.
- Provide students with positive alternatives to violence and substance use.
- Annually review and revise the School Safety Plan.
- Provide disaster preparedness training and practice to staff and students.
- Train all staff members in first aid and CPR.
- Encourage staff to participate in county trainings on substance abuse prevention instruction.
- Teachers and staff encourage a respectful and supportive attitude with an emphasis on personal responsibility.
- Base classroom discipline on natural consequences whenever possible.
- Positively reinforce good behavior.
- Students responsible for daily cleanup of the school, along with occasional "Community Clean-up" days.

A replacement roof is needed. We have been approved for an Extreme Financial Hardship application by the Office of Public School Construction to replace the roof and HVAC system. However, the funds will be distributed over a 5-year period beginning in 2009.

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School Facilities

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Pending receipt of funds, as promised, we will have received enough money by the summer of 2011 to replace the roof. The HVAC system, however, will be replaced in 2012.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$5,796 for the Deferred Maintenance Program. This represents 2% of the District's general fund budgeted expenditures.



"The involvement of families in their children's learning is seen as critically important."

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbook and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%
✧ Not applicable.	



Textbooks and Instructional Materials

The State Board of Education reviews elementary level textbooks and adopts those meeting specific quality standards. Schools choose from the textbooks and instructional materials adopted by the State Board. Trinity Center School uses current State-adopted textbooks in all subject areas.

All students including English Learners have access to their own textbooks and instructional materials to use in class and at home.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton-Mifflin, <i>Reading</i>	2003
English-Language Arts	McDougal-Littell, <i>Language of Literature</i>	2002
Mathematics	Houghton-Mifflin, Math	2009
Mathematics	McDougal-Littell, <i>Concepts & Skills</i>	2008
Mathematics	McDougal-Littell, <i>Algebra 1</i>	2008
Science	Macmillan/McGraw-Hill	2007
Science	Holt	2007
History-Social Science	Houghton Mifflin	2006
History-Social Science	TCI History Alive	2006

Note: This data was most recently collected and verified in August 2009.

School Safety

The Trinity Center Elementary School Safe School Plan complies with the requirements of the *Education Code*, State Safety Orders, and industrial accident prevention rules and regulations concerning safety, health, and fire prevention; it has been developed with the cooperation of local law enforcement and emergency services. The Plan is reviewed and approved annually by school staff, the SSC, and the School Board. The School Safety Plan was last reviewed, updated, and discussed with the school faculty on January 16, 2009.

The objective of the Safe School Plan is to:

- Provide a safe physical environment and suitable learning and working environment for all students and staff, which fosters safe and healthful attitudes.
- Prevent accidents which might result in injury or harm to students, school staff, or visitors, as well as damage to facilities and equipment, or interruption of the educational process.
- Provide regular training on emergency procedures for students and staff, enhancing safety awareness.
- Provide adaptations for students with disabilities.
- Provide regular facility safety inspections and timely correction of findings.
- The Safe School Plan requires identification of security needs, regular inspection and evaluation of physical plant safety, regular emergency drills, and communication with staff and students. Through planning, training, and practice, students and staff of our school will be prepared to respond appropriately to emergency situations.

Evaluation:

Evaluation of the School Safety Plan and program will be ongoing by the SSC, staff, parents, and community. The Plan is updated and approved annually. All safety recommendations or concerns are discussed immediately, with needed action completed on a timely basis. The Safe School Reporting to California Safe Schools Assessment is done annually.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Trinity Center ES			Trinity Center ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	60%	62%	61%	60%	62%	61%	43%	46%	50%
Mathematics	67%	67%	72%	67%	67%	72%	40%	43%	46%
Science	❖	73%	❖	❖	73%	❖	38%	46%	50%
History-Social Science	❖	❖	❖	❖	❖	❖	33%	36%	41%

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

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

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Economically Disadvantaged	❖	❖	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	64%	79%	❖	❖

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

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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	7 *	7 *	9 *
Similar Schools API Rank	*	*	*

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	5	60	-18	842 *
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

■ Data are reported only for numerically significant groups.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

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 State Board of Education (SBE) designated the *Fitness-gram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitness-gram*® is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is ten or less. Therefore, no data is available for Trinity Center Elementary School. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tq/pf/.

"The vision is that Trinity Center School students, parents, and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies."

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act 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 in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Trinity Center ES		Trinity Center ESD	
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	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet 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 they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Trinity Center ES	Trinity Center ESD
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.

Teacher Qualifications

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

Teacher Credential Information				
	Trinity Center ESD	Trinity Center ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	3	3	3	3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This 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			
	Trinity Center ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

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 2008-09 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
Trinity Center ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.05
Ratio of Students Per Academic Counselor	30:1

School Support Staff

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

School Support Staff	
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.10
Other	1.15

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 information does not include benefits.



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 December 2009.

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District Financial Data

District Salary Information

Category	Trinity Center ESD	Similar Sized District
Beginning Teacher Salary	✱	\$38,481
Mid-Range Teacher Salary	✱	\$55,789
Highest Teacher Salary	✱	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	✱	\$110,994
Teacher Salaries – Percent of Budget	30.4%	37.2%
Administrative Salaries – Percent of Budget	15%	6.6%

✱ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

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

	Trinity Center ES
Total Expenditures Per Pupil	\$14,514
Expenditures Per Pupil From Restricted Sources	\$2,636
Expenditures Per Pupil From Unrestricted Sources	\$11,878
Average Teacher Salary	\$43,946

Financial Data Comparison

The following 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

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Trinity Center ES	\$11,878	\$43,946
Trinity Center ESD	\$11,878	\$43,946
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	+53.6%	-28%

◆ Because Trinity Center ESD is a single-site district, the percent difference does not apply.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.