

# Trinity Center Elementary School

## School Accountability Report Card



### GRADES K-8

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Jeanne Hunt, Principal

2010-11 School Accountability Report Card  
Published During the 2011-12 School Year

### 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 classroom school serves approximately 20 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 strives to provide a positive and supportive environment in which each child can realize his or her social, academic, and physical potential. The multi-graded classrooms provide flexibility in grouping; there is always a place to put a student to optimize his or her success. High expectations are set for all students. If a student has difficulty meeting this standard, staff members follow up with student conferences, parent communication, individualized instruction, or extra tutoring. Students who are not meeting grade level standards are given intensive individual instruction before, during, and after school. Teachers and aides work closely to monitor the progress of these students.

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

### 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.

### 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.

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### Trinity Center Elementary School District

Carole Havens  
Superintendent

#### Mission Statement:

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



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





## California Physical Fitness Test

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

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. To protect student privacy, scores are not shown when the number of students tested is 10 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/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



## Parental Involvement

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### 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.
- 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:

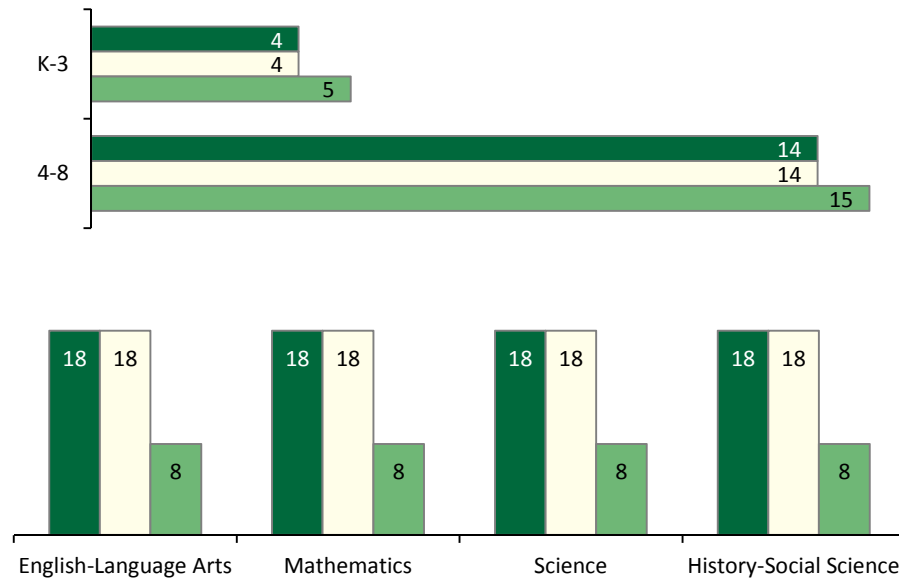
Appropriate conduct, for both students and adults, is embedded in the school's culture. The school will be an environment where everyone cares for the well-being of others and demonstrates self-responsibility. Our school is a safe, healthy, clean, and welcoming place.

For information about the school, please call Jeanne Hunt, Teacher/Principal, at 530-266-3342.

**Class Size**

08-09 09-10 10-11

The bar graphs display the three-year data for average class size.



**Class Size Distribution — Number of Classrooms By Size**

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-3	1			1			1		
4-8	1			1			1		
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	2			2			2		
Mathematics	2			2			2		
Science	2			2			2		
History-Social Science	2			2			2		

**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 in February 2011.

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.

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**School Safety**

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- 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.



*“Trinity Center School strives to provide a positive and supportive environment in which each child can realize his or her social, academic, and physical potential.”*





“Our goal is to create a well-rounded learning experience for all students.”

### 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 California</i>	2003
English-Language Arts	McDougal-Littell, <i>Language of Literature</i>	2002
Mathematics	Houghton-Mifflin, <i>Math</i>	2009
Mathematics	McDougal-Littell, <i>California Math</i>	2008
Mathematics	McDougal-Littell, <i>Algebra 1</i>	2008
Science	Macmillan-McGraw-Hill, <i>California Science</i>	2008
Science	Holt	2007
History-Social Science	Houghton-Mifflin	2007
History-Social Science	TCL, <i>History Alive</i>	2006

### Availability of Textbooks and Instructional Materials

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

#### Trinity Center ES

Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

### Quality of Textbooks

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

#### Trinity Center ES

Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

### Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

#### Currency of Textbook Data

Data Collection Date	10/2011
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*“Trinity Center School facility supports teaching and learning by creating a comfortable, safe environment for all students.”*



### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Fair
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			06/08/2011
Date of the Most Recent Completion of the Inspection Form			06/08/2011

### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning),
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **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
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Restrooms/Fountains	One drinking fountain needs parts; No action planned
Structural	New roof needed; Replacement scheduled for 2013
External	Water damage in Kiln Shed; No action planned

### 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.

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

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*“Everyone who works at the school, attends the school, or lives in the school’s community has a strong sense of ownership in the school and its success.”*



## School Facilities

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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.

Developer fees, levied on new construction, provide funds for the purpose of school expansion. Trinity Center School receives 40% 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.

The District will be replacing the existing flat roof on the main school building with a new pitched roof. This construction project is a much needed fix to an old problem resulting from poor design with the initial building in the early 1960s. Our mountainous location results in a lot of snowfall in the winter months which cannot fall off the building like a pitched roof. The current roof has been leaking for years and with heavy snowfall, safety is becoming a concern. The District has secured funding for this project with an Extreme Hardship Grant from the Office of Public School Construction. The renovation will be taking place over 2013 summer vacation. The heating and air conditioning systems will be replaced as well. The District is very excited about the final design of the new roof. It will not only enhance the beauty of the school but provide the much needed resolve to the structural safety concerns of the building.

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. This program has been suspended by the California Department of Education (CDE) due to the financial restraints felt by Local Education Agencies in this climate of economic turmoil. Despite the suspension of the requirements by the CDE, our district is still proceeding with our Deferred Maintenance project detailed above funded by the Office of Public School Construction.

### 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.

For the previous three school years, we had three days each year dedicated to staff and professional development.



### 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.

### Suspensions and Expulsions

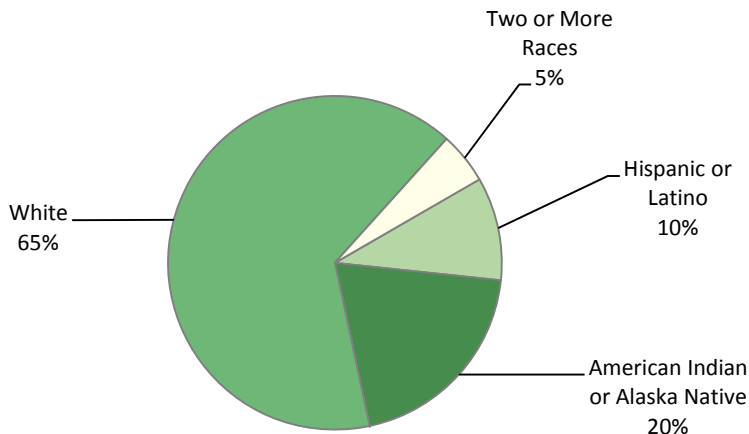
This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Trinity Center ES			Trinity Center ESD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.000	0.000	0.000	0.000	0.000	0.000
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000



### Enrollment and Demographics

The total enrollment at the school was 20 students for the 2010-11 school year.\*

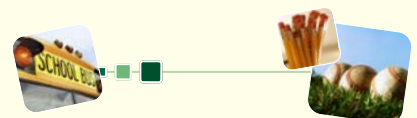


### Student Enrollment by Group

Trinity Center ES	
Socioeconomically Disadvantaged	35.0%
English Learners	0.0%
Students with Disabilities	5.0%

\* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

*“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.”*



## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of four key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

## STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state 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 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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
<b>English-Language Arts</b>	61%	79%	67%	61%	79%	67%	49%	52%	54%
<b>Mathematics</b>	72%	71%	60%	72%	71%	60%	46%	48%	50%
<b>Science</b>	❖	❖	❖	❖	❖	❖	50%	54%	57%
<b>History-Social Science</b>	❖	❖	❖	❖	❖	❖	41%	44%	48%

## 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 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the District</b>	67%	60%	❖	❖
<b>All Students at the School</b>	67%	60%	❖	❖
<b>Male</b>	❖	❖	❖	❖
<b>Female</b>	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖
<b>Hispanic or Latino</b>	❖	❖	❖	❖
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	❖	❖	❖	❖
<b>English Learners</b>	❖	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖	❖
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖	❖

❖ 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.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	9 *	8 *	◇
Similar Schools API Rank	*	*	◇

### API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

### API 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 API 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.

### API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Trinity Center ES — Actual API Change		
	Trinity Center ES		Trinity Center ESD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	14	849	14	849	4,683,676	778	-18	↔	↔
Black or African American	0	■	0	■	317,856	696	■	■	■
American Indian or Alaska Native	3	■	3	■	33,774	733	■	■	■
Asian	0	■	0	■	398,869	898	■	■	■
Filipino	0	■	0	■	123,245	859	■	■	■
Hispanic or Latino	2	■	2	■	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	9	■	9	■	1,258,831	845	■	■	■
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	4	■	4	■	2,731,843	726	■	■	■
English Learners	0	■	0	■	1,521,844	707	■	■	■
Students with Disabilities	1	■	1	■	521,815	595	■	■	■

◇ Information not available.

\* 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.

↔ In 2010, Trinity Center Elementary School did not have a valid API Base. Therefore, there is no growth or target information.

■ Data are reported only for numerically significant groups.

## Types of Services Funded

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

- Title II, Rural Education Achievement Program, and Economic Impact Aid funds contribute to additional instructional aide time to help students meet State standards and help teachers manage the multi-grade classrooms.
- Gifted and Talented Education (GATE), Peer Assistance and Review (PAR), School Safety, Math & Reading, School Library monies along with many categorical funds have been flexed into the General Fund per ABX4 2.
- 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.
- The McKinney-Vento Homeless Assistance grant provides funding for a district liaison to help identify and assist students who might need extra help due to their family's economic hardship.
- An Enhancing Education Through Technology grant has put interactive Whiteboards, laptops, and other technology in the classrooms to enhance the students' educational experience with innovative delivery styles. The grant also provides support for the teachers to implement these new teaching styles through a Professional Learning Community made up of teachers throughout the county networking at Professional Development days.
- Funds from the California Lottery provide textbooks and instructional materials for students and classroom supplies for the year.
- The Booster Club funds a Reading Incentive program, which includes special rewards at each trimester for the top reader, the seventh and eighth grade end-of-year trip, extra classroom supplies, fieldtrips, and whatever else the school might need for the year.

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Trinity Center ES		Trinity Center ESD	
<b>Met Overall AYP</b>	Yes		Yes	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	Yes	Yes
<b>API</b>	**		**	
<b>Graduation Rate</b>	✘		✘	

## Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Trinity Center ES	Trinity Center ESD
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Schools Identified for Program Improvement</b>	0	
<b>Percent of Schools Identified for Program Improvement</b>	0%	

\*\* The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores. Therefore, no data is available for Trinity Center Elementary School.

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

◇ Not applicable.

*"Trinity Center School staff and community strive to work together to create programs that produce articulate, confident, and skilled students."*



### 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	10-11	08-09	09-10	10-11
With Full Credential	2	3	2	2
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		
	09-10	10-11	11-12
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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Trinity Center ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

### Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.09
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)	0.00
Other	
	FTE
Teacher's Assistant	0.72
Admin Assistant/Business	0.85
Maintenance/Custodian	0.50
Music/Drama Teacher	0.04
Special Ed Aide	0.25

**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.

### Financial Data

The financial data displayed in the SARC is from the 2009-10 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

### District Financial Data

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

District Salary Data		
Category	Trinity Center ESD	Similar Sized District
Beginning Teacher Salary	\$36,393	\$38,744
Mid-Range Teacher Salary	\$49,652	\$55,509
Highest Teacher Salary	\$62,911	\$70,567
Average Principal Salary (Elementary School)	⊕	\$92,338
Superintendent Salary	⊖	\$109,381
Teacher Salaries — Percent of Budget	22%	37%
Administrative Salaries — Percent of Budget	6%	7%

### 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	Annual Average Teacher Salary
Trinity Center ES	\$18,067	\$45,390
Trinity Center ESD	\$18,067	\$45,390
California	\$5,455	\$57,071
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+69.8%	-25.7%

- ⊖ The Superintendent position for Trinity Center ESD is paid with a stipend .
- ⊕ The Principal and Superintendent are combined as one position.
- ◆ The percent difference does not apply to single-site districts.

Data for this year’s SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.

### 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	\$21,601
Expenditures Per Pupil From Restricted Sources	\$3,534
Expenditures Per Pupil From Unrestricted Sources	\$18,067
Annual Average Teacher Salary	\$45,390



*“There is a strong sense of family shared by the members of the school community”*

**School Accountability Report Card**

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