

Trinity High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Trinity High School
Street	321 Victory Lane
City, State, Zip	Weaverville, CA 96093
Phone Number	530.623.6127
Principal	Corey Helgesen
Email Address	chelgesen@tausd.org
School Website	www.trinitywolves.org
County-District-School (CDS) Code	53-76513-5337456

2022-23 District Contact Information

District Name	Trinity Alps Unified School District
Phone Number	530.623.6104
Superintendent	Jaime Green
Email Address	jgreen@tausd.org
District Website Address	www.tausd.org

2022-23 School Overview

Mission Statement

The Trinity High School Community will provide an education modeled on state standards, as well as a safe educational environment, which promotes student self-worth, responsible citizenship and critical thinking skills necessary for productive, meaningful participation in a global society.

VISION

We believe by fostering communication, collaboration, and critical thinking skills, and developing creativity in our students we will close achievement gaps and prepare students for college and/or careers while creating civic-minded individuals.

Principal's Message

The School Accountability Report Card (SARC) provides our community information about our school, its programs, and its progress. It gives general information on student achievement, discipline, academic programs, and available services. Parents and community members are encouraged to visit Trinity High School and participate in school activities, surveys, and committees. If you have any questions about this SARC or would like more information about Trinity High School, please visit our website, call us at (530) 623-6127 or stop by the office.

Student Learning Outcomes (developed by the Associated Student Body)

Upon graduating, students will be able to:

*Work effectively in a variety of professional and social situations

*Openly approach problems with optimism and acceptance

2022-23 School Overview

- *Lay a foundation to achieve success and independence
- *Value and respect a diverse set of viewpoints
- *Establish healthy relationships in all areas of life
- *Sustain involvement in and/or support community projects

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	75
Grade 10	80
Grade 11	91
Grade 12	69
Total Enrollment	315

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	4.8
Asian	1.6
Black or African American	0.3
Filipino	0.0
Hispanic or Latino	8.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.6
White	73.0
English Learners	1.6
Foster Youth	0.6
Homeless	5.4
Migrant	0.0
Socioeconomically Disadvantaged	59.0
Students with Disabilities	11.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	82.03	28.20	83.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	5.41	0.90	2.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	8.14	1.40	4.37	12115.80	4.41
Unknown	0.80	4.37	3.30	9.69	18854.30	6.86
Total Teaching Positions	18.30	100.00	34.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.40	
Total Out-of-Field Teachers	1.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

THS has recently adopted a curriculum procurement and retention process for all curricular materials and practices that will be utilized for ongoing reviews against state standards as to the materials and resources used within the classrooms at THS. In our current standings, students are provided with current textbooks that meet our State and district standards. Textbooks are regularly replaced in accordance with the State textbook adoption cycle.

All State-adopted textbooks are reviewed and selected by the chairperson of each department. The Board of Trustees must approve each book selected.

The high school has been working on implementation of of online texts during the COVID crisis, including some science and CTE (computers). In the next couple of years we will address social science and math.

The Independent Study Program and Credit Recovery classes use FuelEd online and classes based on state-adopted packets. Many classes have also included FuelEd online material.

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

Classes offered in the visual and performing arts include drama, photo, music, and art.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature, Glencoe Adoption Year 2007 English, Springboard Adoption Year 2012 FuelEducation - 2017 (online)	Yes	0%
Mathematics	Integrated Math, Carnegie Learning Adoption Year 2013 Integrated Math, CPM Adoption Year 2014 Geometry, Glencoe/McGraw Adoption Year 2009 Algebra 2: Applications, Equations, and Graphs, McDougal Littell Adoption Year 2006 Pre-Calculus, Houghton Mifflin Adoption Year 2007 Graphic, Numerical, Algebraic Adoption Year 2007 Statistics, Modeling the World Adoption Year 2007 FuelEducation (online) Adoption Year 2017	Yes	0%

Science	<p>Concepts and Applications, Brooks/Cole Adoption Year 2003</p> <p>Physical Science, McGraw-Hill Adoption Year 2002</p> <p>Chemistry, Houghton Mifflin Adoption Year 2000</p> <p>Physics, John Wiley and Sons Adoption Year 2006</p> <p>Anatomy, Hoes Essentials of Anatomy/Physiology Adoption Year 2017</p> <p>FuelEducation (online) Adoption Year 2017</p>	Yes	0%
History-Social Science	<p>World History: Modern Times, Glencoe Adoption Year 2006</p> <p>Modern Times: The American Vision, Glencoe Adoption Year 2006</p> <p>Economics, Principles in Action, Prentice Hall Adoption Year 2001</p> <p>FuelEducation (online) Adoption Year 2017</p>	Yes	0%
Foreign Language	<p>Realidades A and B Prentice Hall Adoption Year 2007</p> <p>FuelEducation (online) Adoption Year 2017</p>	Yes	0%
Health	<p>Health Glencoe 2008</p> <p>FuelEducation (online) Adoption Year 2017</p>	Yes	0%
Visual and Performing Arts	N/A	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	No	0%

School Facility Conditions and Planned Improvements

We take great pride in our neat and clean appearance of our campus. Trinity High School was constructed in 1970 and has a lot of history. Our grounds and custodial staff are on duty from 6:00 a.m. until 10:00 p.m. so that our classrooms and our school grounds are clean, safe, and are a pleasant place to meet and learn. Our large high school campus and classrooms are designed to facilitate instruction and student learning. Our buildings are safe and clean and appropriate for student education. We take pride in our sports programs and facilities and provide quality equipment for use by our coaches and athletes. Our students are enabled to participate in a wide variety of athletic activities as a result of the two baseball fields, a softball field, a gymnasium which houses a regulation sized basketball court, a football field, a track, and a soccer field located on our campus. Our school is a very important part of the community. The school is a hub of a variety of activities including athletic competitions thru the Rec. Department, Shasta Community College classes, Community meetings and events. We have also served as an emergency shelter and evacuation center for victims of wildfires.

In the fall of 2019, we hired Interstate to remediate the mold and they finished in January of 2020. Our applications for state facilities hardship and financial hardship have been approved and the high school gym is currently undergoing reconstruction with the expectation of being done in the summer of 2022. Our maintenance department strives to maintain a clean and functional school. In the summer of 2019, we found toxic mold at both the high school and the elementary school. Further tests revealed that there was a significant manifestation, and the main building and gym were closed. Our outbuildings were cleaned, floors cleaned or replaced, ceiling tiles replaced, and cleared for use. We leased several portables for the rest of our classes. The main high school campus went up for funding in the Spring of 2021 with the hope that reconstruction will be completed at the end of 2022-23 academic school year. Our FIT report from October 2019 shows that our buildings that are currently in use are in good condition according to our current FIT report, as far as systems, cleanliness, electrical, restrooms, safety and structural. Our interior surfaces had a "fair" rating due to the flooring in the cafeteria (cement) which will be addressed during the overall reconstruction. Our main concerns at this time are external with a 'poor' rating due to the parking lots and driveways. There is significant cracking and some potholes in the asphalt, which will be addressed during the reconstruction of the main campus building.

Year and month of the most recent FIT report

10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	The main campus of the high school is closed as remediation for mold has been complete but the rebuild has not, we are in progress of the rebuild. We have no gas leaks, but our Geo Thermal units are out dated and are expected to be replaced with the remodel of the campus. Currently students are housed in portable units that we have rented, they will be returned upon the completion of our remodel project. Due to COVID and supply chain issues the project has taken more time than was initially anticipated.
Interior: Interior Surfaces			X	Interior surfaces are aged and in need of repair. The District plans to remodel interior surfaces with a modernization project. This is all part of the project as noted above.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Overall, the campus is clean and neat.

School Facility Conditions and Planned Improvements

Electrical		X		While the campus is being updated with the modernization project the Electrical will also be updated.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Prior to the remediation project two sets of restrooms had been remodeled, currently along with the rental of portable classrooms we have a portable restroom for student and staff usage. Thru the remodel project we will be adding two unisex bathrooms.
Safety: Fire Safety, Hazardous Materials		X		The main campus fire safety system will be updated with the remodel project.
Structural: Structural Damage, Roofs		X		Due to mold we have some damage that is being repaired thru the remodel project.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	X	The main campus had its doors replaced in 2018/2019, but the windows are in need of updating. Thru the remodel project windows will be updated to meet the department of state architects requirements.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	49	N/A	52	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	39	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	77	85.56	14.44	49.35
Female	40	31	77.50	22.50	45.16
Male	50	46	92.00	8.00	52.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	70	61	87.14	12.86	49.18
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	49	40	81.63	18.37	50.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	7	63.64	36.36	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	78	86.67	13.33	28.21
Female	40	32	80.00	20.00	31.25
Male	50	46	92.00	8.00	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	70	62	88.57	11.43	29.03
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	49	41	83.67	16.33	26.83
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	7	63.64	36.36	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	15.79	27.05	44.58	32.43	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	122	81.88	18.12	27.05
Female	71	53	74.65	25.35	18.87
Male	78	69	88.46	11.54	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	9	81.82	18.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	10	71.43	28.57	--
White	113	94	83.19	16.81	28.72
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	8	61.54	38.46	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	69	79.31	20.69	27.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	10	76.92	23.08	--

2021-22 Career Technical Education Programs

Trinity High School is committed to providing students with strong behavioral standards and a rigorous academic program that not only prepares students for further education, but also prepares them for the workforce. THS has a very active Career Technical Education Program Advisory Committee that meets regularly to review and strengthen the CTE/ROP Program. Their role is to provide leadership in and promote the development of the CTE/ROP Program as it relates to and meets the needs of the students, the community, and the public. The CTE Committee shall advise the teachers in the program, and the administration, on matters related to the program area. The CTE Advisory Committee includes representatives from agriculture, parks and recreation, technology, woodworking/milling, and plumbing.

Currently, the CTE/ROP courses that are approved to be offered to THS students include:

Wood 1, 2,3, 4

ROP Wood 2/Cabinetmaking

ROP Construction Manufacturing

Ag 2-3-4

ROP Farm Power

Intro to Ag Mechanics

ROP Ag Mechanics

Natural Resources - Forestry

ROP Digital Photography

ROP Computer Applications

ROP Graphic Design

ROP Digital Video

Programming & Robotics

Multimedia Design/Yearbook

ROP Accounting

Entrepreneurial Manufacturing

Horticulture

College Connection classes

Dual Enrollment classes through Shasta College - welding, woodworking, computer applications, graphic design and Forestry.

Internships with local businesses

Several of the CTE/ROP courses have been approved for dual enrollment with Shasta College, and students successfully meeting established criteria could receive both high school credit and college credit for these courses. Career assessment activities are offered to every grade level.

Job shadowing and Internships opportunities are also available through THS.

In addition to the CTE/ROP classes offered on the THS campus, the students have an opportunity to participate in the Shasta-Trinity ROP regional program (STROP) located off campus. Classes include Medical, Automotive, Computing, Food Service, and Fire Science.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	279
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	22.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	89.62
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	40.79

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Trinity High School offers a wide variety of curricular and extra curricular activities which can provide parents many opportunities to become directly involved in school organizations and events. These include: Site Council, Classroom Volunteer, Coaching Assistant, Field Trip Chaperone including FBLA & FFA, Club Assistant, Phone Calls, Dance Chaperone, Sober Grad Chaperone, Tutoring, Booster Club Volunteer, Athletic Event Assistant, Approved District Driver.

THS also has parent input from a variety of surveys for course offerings, safety plans, Senior Night, scholarship workshops, and fundraising.

The Site Council creates the Single Plan for Student Achievement (SPSA), as well as suggesting improvements, repairs and additions to the school grounds and buildings.

For more information on how to become involved, please call the High School Office at 530-623-6127

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.8	2.9		8.9	5.3		8.9	7.8
Graduation Rate		88.4	94.1		83.5	89.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	64	94.1
Female	35	32	91.4
Male	33	32	97.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	47	45	95.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	11	10	90.9
Socioeconomically Disadvantaged	52	48	92.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	341	333	127	38.1
Female	167	163	61	37.4
Male	174	170	66	38.8
American Indian or Alaska Native	16	15	5	33.3
Asian	5	5	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	31	29	12	41.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	30	30	12	40.0
White	241	238	90	37.8
English Learners	6	6	1	16.7
Foster Youth	3	3	1	33.3
Homeless	23	22	11	50.0
Socioeconomically Disadvantaged	208	200	90	45.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	38	11	28.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.54	3.07	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	5.67	8.80	5.60	9.72	0.20	3.17
Expulsions	0.85	1.76	0.41	0.99	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.80	1.76
Female	4.79	0.00
Male	12.64	3.45
American Indian or Alaska Native	6.25	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	0.00
White	8.30	2.49
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	8.70	4.35
Socioeconomically Disadvantaged	10.58	2.40
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.26	0.00

2022-23 School Safety Plan

Trinity High School has a safety plan where students are empowered to take responsibility for the safety and well being of themselves and others. We strive to maintain a positive school climate through positive incentives and always look for restorative means rather than punitive. The faculty and students will continue to receive training on bullying, violence prevention, and tolerance training through such programs as "See Something Say Something". We continue to schedule drug, alcohol, and tobacco abuse prevention training, guest speakers, and assemblies for our students, conditions permitting. Most areas on our campus are well monitored by faculty and staff, and by a video surveillance system. Trinity High School will continue to examine current security measures and explore ways to improve them. We have a new campus supervisor who has been instrumental in maintaining positive school climate.

The School Safety Plan was last reviewed and discussed in Site Council in November 2022. This plan is currently being revised with input from community stakeholders, including law enforcement and other outside agencies. Key elements of the plan include safety drills, crisis intervention plans, and academic performance and environment.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	9	6	1
Mathematics	19	7	7	1
Science	19	7	5	
Social Science	16	9	4	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	8	7	
Mathematics	15	12	3	
Science	17	9	4	
Social Science	13	10	3	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	11	5	
Mathematics	18	11	4	
Science	15	5	1	
Social Science	23	4	6	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,794	\$5,318	\$9,476	\$74,825
District	N/A	N/A	\$8,254	\$68,616
Percent Difference - School Site and District	N/A	N/A	13.8	8.7
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	35.9	2.5

2021-22 Types of Services Funded

We have a strong CTE program, articulated with ROP and the Community Colleges in the area. These programs include computer applications, woodworking and cabinetmaking, and Agriculture and Natural Resources. We have many clubs and sports programs.

Teachers and para-educators are available before and after school to provide extra help.

Academic Tutoring is available to all students before school and after school in our Library. Freshmen have the option of using Tutor.com through GearUp.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,447	\$46,419
Mid-Range Teacher Salary	\$64,405	\$69,902
Highest Teacher Salary	\$85,478	\$97,912
Average Principal Salary (Elementary)	\$110,484	\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$119,872	\$122,212
Superintendent Salary	\$137,950	\$150,971
Percent of Budget for Teacher Salaries	24%	29%
Percent of Budget for Administrative Salaries	4%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	20.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Curriculum improvement and professional growth opportunities are highly valued by the school and district. Certificated and Classified teachers participate in various local and state workshops and conferences, though recently those have been online as opposed to in-person. The school and district also participate in Teacher Induction Program, thru Butte County to support our new teachers in becoming effective and dynamic educators.

2020-2023

Curriculum and Instruction/ LCAP/ CTSO training/ Benchmarks/ CTE Workshops/ School Safety and Discipline. Given the COVID situation, we have had and will continue to work on developing staff distance learning practices, including the use of Google Classroom, Google Meets, and Aeries. We are also providing professional development on Mental Health. We implemented a minimum day schedule for the first three days of school and have two staff work days during the school year to provide more time for focused professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3