

Trinity High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Trinity High School
Street	321 Victory Lane
City, State, Zip	Weaverville, CA 96093
Phone Number	530.623.6104 x206
Principal	Bob Anderson
E-mail Address	banderson@tausd.org
Web Site	trinitywolves.org
CDS Code	53-76513-5337456

District Contact Information	
District Name	Trinity Alps Unified School District
Phone Number	530.623.6104
Superintendent	Tom Barnett
E-mail Address	tbarnett@tausd.org
Web Site	www.tausd.org

School Description and Mission Statement (School Year 2017-18)

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.

Principal's Message

The School Accountability Report Card (SARC) is provided to inform our community about our school, its program, and progress. It gives general information on student achievement, discipline, academic programs, and services. Parents and community members are encouraged to visit Trinity High School and participate in school activities and committees. This past November, Trinity High School, along with our parents and community members, participated in the WASC process. This process reviews student preparation through our culture and instruction. If you have any questions about this SARC or would like more information about Trinity High School, please call (530) 623-6127.

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
- 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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	92
Grade 10	97
Grade 11	94
Grade 12	80
Total Enrollment	363

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	6.9
Asian	1.9
Filipino	0.3
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0
White	71.1
Two or More Races	8
Socioeconomically Disadvantaged	52.9
English Learners	1.9
Students with Disabilities	10.7
Foster Youth	0.8

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17.5	18	19.22	37.75
Without Full Credential	0	1	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

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. Ample funds are available to staff to provide current and relevant instructional and supplemental materials. All State-adopted textbooks are reviewed and selected by the chairperson of each department. The Board of Trustees must approve each book selected.

The District is holding off on purchases as we wait for the state adoption of Common Core Materials

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature, Glencoe Adoption Year 2007 English, Springboard Adoption Year 2012 FuelEducation - 2017	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 Adoption Year 2017	Yes	0%
Science	Concepts and Applications, Brooks/Cole Adoption Year 2003 Physical Science, McGraw-Hill Adoption Year 2002 Chemistry, Houghton Mifflin Adoption Year 2000 Physics, John Wiley and Sons Adoption Year 2006 Anatomy, Hoes Essentials of Anatomy/Physiology Adoption Year 2017 FuelEducation Adoption Year 2017	Yes	0%
History-Social Science	World History: Modern Times, Glencoe Adoption Year 2006 Modern Times: The American Vision, Glencoe Adoption Year 2006 Economics, Principles in Action, Prentice Hall Adoption Year 2001 FuelEducation Adoption Year 2017	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Realidades A and B Prentice Hall Adoption Year 2007 FuelEducation Adoption Year 2017	Yes	0%
Health	Health Glencoe 2008 FuelEducation Adoption Year 2017	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

We are proud of the neat and clean appearance of our campus. Trinity High School was constructed in 1970. The school is well maintained and in good Condition for its age. Our grounds and custodial staff are on duty from 7:00 a.m. until 11:00 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.

A geothermal HVAC heating and air conditioning system was installed campus wide in 2002 providing our students with a climate controlled learning environment.

Our hardworking instructors provide Trinity High School students with a curriculum that meets or exceeds the California Standards for each subject taught. They are dedicated professionals who often volunteer their time to provide students with personal assistance with their assignments.

Our school is an 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 maintain a close connection with businesses and law enforcement and share information about students' crimes and truancy. Most areas on our campus are well monitored by faculty and staff, and a video surveillance system.

We take pride in our sports programs and facilities and provide quality equipment for use by our coaches and athletes.

Our library is well stocked with materials relevant to the curriculum provided by our instructors. Many books and magazines are readily made available to students each day. Our library also houses a computer lab to facilitate internet research, and lessons and assignments that require word and data processing. Chrome books are also provided in most classrooms to aid in students assignments.

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.

We have started the process in the modernization of our school in hopes of completing in the next 5 years to bring the campus up to date.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/30/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Interior surfaces are aged and in need of repair. The District plans to remodel interior surfaces with a modernization project.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Overall, the campus is clean and neat.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Two restrooms have been remodeled
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/30/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	63	50	53	49	48	48
Mathematics (grades 3-8 and 11)	27	32	36	35	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	90	95.74	50
Male	48	46	95.83	43.48
Female	46	44	95.65	56.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	62	59	95.16	62.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	48	92.31	41.67
English Learners	--	--	--	--
Students with Disabilities	12	12	100	0
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	91	95.79	31.87
Male	48	46	95.83	34.78
Female	47	45	95.74	28.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	63	60	95.24	40
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	49	92.45	18.37
English Learners	--	--	--	--
Students with Disabilities	12	12	100	0
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62	49	62	61	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Trinity High School is committed to providing students with a strong 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.

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
 ROP Digital Photography
 ROP Computer Applications
 ROP Graphic Design
 ROP Digital Video
 Multimedia Design/Yearbook
 ROP Accounting
 Entrepreneurial Manufacturing
 Horticulture

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 opportunities are also available. 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.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	313
% of pupils completing a CTE program and earning a high school diploma	27%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	91.18
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	26.09

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16	28	37.3

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

For more information on how to become involved, please call Jamie Green at 530.623.6127 x213

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	2.7	5.5	1.7	3.8	5.5	11.5	10.7	9.7
Graduation Rate	99.12	94.67	90.41	96.58	93.59	90.41	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	94.52	92	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	100	100	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	50	50	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	98.21	96.49	90.99
Two or More Races	91.67	84.62	90.59
Socioeconomically Disadvantaged	95.56	91.49	85.45
English Learners	100	100	55.44
Students with Disabilities	70	70	63.9
Foster Youth	100	100	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	9.1	8.3	11.7	5.8	5.5	12.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Trinity High School must continue to set and achieve higher academic and behavioral goals annually. We must continue to improve curriculum and teaching practices. We must strive to address the needs of the multiple learning styles of students. We must continue to seek out opportunities for students to have meaningful participation in school and community service.

Students must be empowered to take responsibility for safety and wellbeing of others. The faculty and students will continue to receive training on bullying, violence prevention, and tolerance training. We continue to schedule drug, alcohol, and tobacco abuse prevention training, guest speakers, and assemblies for our students.

Trinity High School will examine current security measures and explore ways to improve them. We will strive to improve the supervision and the monitoring of our campus.

The School Safety Plan was last reviewed and discussed with the school faculty in January 2017. This plan is currently being revised with input from community stakeholders, including law enforcement and other outside agencies. Key elements of the plan include monthly safety drills, crisis intervention plans, and academic performance and environment.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14	15	6		20	9	4	2	25	5	6	2
Mathematics	13	15	3		16	9	3		23	4	4	2
Science	17	10	3		22	4	5		25	3	7	
Social Science	12	15	4		22	5	6		29	1	5	4

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.75	350
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	0.125	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,142	\$3,305	\$10,838	\$68,553
District	N/A	N/A	\$9,812	\$65,848
Percent Difference: School Site and District	N/A	N/A	10.5	4.1
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	64.9	9.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

A strong CTE program is being developed and articulated with ROP and the Community Colleges in the area. Teachers are available before and after school to provide extra help.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,602	\$41,164
Mid-Range Teacher Salary	\$60,089	\$61,818
Highest Teacher Salary	\$79,750	\$84,567
Average Principal Salary (Elementary)	\$93,925	\$96,125
Average Principal Salary (Middle)		\$103,336
Average Principal Salary (High)	\$105,000	\$101,955
Superintendent Salary	\$120,625	\$126,855
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	5	N/A
All courses	12	35.3

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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. The school and district also participate in BTSA to support our new teachers in becoming effective and dynamic educators.

During the 2013-2014 school year, the focus of our professional development was on transitioning to the Common Core State Standards (CCSS). The District has developed a CCSS Leadership Team, comprised of administrators and curriculum teacher-leaders. This team worked with a consultant throughout the school year to implement a plan to incorporate CCSS throughout all grade levels and subjects taught in the district. There were 6 minimum days set aside for teacher collaboration in transitioning to CCSS. The focus of the 2014-2015 school year is to continue a successful transition to CCSS and the Smarter Balanced Assessments.

During the 2015-2016 school year, Trinity High School teachers and staff members went through many differing types of professional development (PD) activities/conferences. Six (6) members of our teaching staff attend Advanced Placement (AP) Conferences throughout California and the western United States. These were to continue the growth of some current AP instructors as well as to train teachers who were new to our AP programs. In addition, we had twelve (12) teachers, counselors, and administrators attend the Advancement Via Individual Determination (AVID) Summer Institute in Sacramento. AVID returned to Trinity High School after a four (4) year absence. This program aid instructors into emphasizing writing, inquiry, collaboration, organization, and reading within this program that promotes college & careers. The staff also received PD in Cornell Note taking after deciding to adopt this style school-wide. Our teachers, staff, and administration have also worked hard during our WASC Accreditation process. Here all stakeholders have given input through the many PD opportunities/meetings. Additionally, we have numerous other conferences and/or trainings where all staff members have gone through rigorous PD. This includes but isn't limited to the Trinity County Office of Education Professional Development Day that ALL employees attend to receive PD in their area of employment. This includes support staff as well. Finally, this past year we have included weekly Collaboration Days for all staff as well. Every Tuesday, the District has a scheduled minimum day that allows the staff to obtain some form of PD for 75 minutes. This includes a variety of activities that are driven from our needs directly from the stakeholders.

During the 2016-17 school year, Trinity High School teachers and staff members participated in numerous professional development activities and/or conferences. This again included training/conferences such as Advanced Placement (AP) conference to continue the development of veteran teachers as well as to train new instructors. Additionally, we had 7 teachers attend the Advancement Via Individual Determination (AVID) Summer Institute Training in Sacramento. This program helps teachers learn how to guide student literacy through Writing, Inquiry, Collaboration, Organization and Reading (WICR). Our Counseling and Special Education department attended an IEP/504 Law Training to stay current on the new laws pertaining to students with disabilities. As occurred last year, the entire Trinity High School teachers and staff participate every Tuesday in Professional Development for 75 minutes. Finally, the entire THS administration, teachers, staff, students, parents and community participated in the WASC Accreditation process in November. The preparation for the WASC visitation and process began back in 2014 by reviewing every aspect of student learning and culture.