SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR

Trinity High School

321 Victory Way
Weaverville, CA 96093

Trinity Alps Unified School District

November 5 - 8

Visiting Committee Members
Mrs. Patricia E. Agles, Chairperson
Counselor (retired)

Mr. Tony Fabricius
Principal: Sunset High School

Mr. Terry Bennett
Principal: Durham High School

Mr. Leopoldo Perez
Principal: Shasta High School
Preface

Since the last full visit in 2011, Trinity High School has been working hard to deal with declining enrollment, turnover in administration and developing Schoolwide Learner Outcomes. The current principal started in the fall of 2015. He is the 5th principal and has been a stabilizing force. The student population has declined from 421 to 376. This had resulted in fewer sections and less staff.

During the 2016-17 school year the schedule was changed to allow for consistent staff development. Early release on Tuesdays gives the teachers/staff 85 minutes weekly to work on the self-study, review the mission and vision statements, work on Schoolwide Learner Outcomes, evaluate student achievement data, plus assess/adjust curricular offerings that ensure students are prepared for post-secondary life.

Upon graduating from Trinity High School students will be able to:

- W - work effectively in a variety of professional and social situations
- O - openly approach problems with optimism and acceptance
- L - lay a foundation to achieve success and independence in life
- V - value and respect a diverse set of viewpoints
- E - establish healthy relationships in all areas of life
- S - sustain involvement and/or support community projects.

The teachers and other stakeholders collaborated on these Schoolwide Learner Outcomes. Parents within the School Site Council, students through core classroom discussions and teachers during staff development time passed this information to the Associated Student Body and they developed the acronym WOLVES, Trinity's mascot.

The WASC action plan is aligned with the Single Plan for Student Achievement as well as the District LCAP goals and monitored by Site Council.

Chapter I: Progress Report

Trinity High School has undergone the following changes since the last visitation, three years ago during its midterm review in the 2014-15 school year and the last self-study in 2011. They have a new principal, Mr. Robert Anderson, that is currently in his third year. The previous principal has moved up to the position of superintendent of the district (Trinity Alps Unified School District). Mr. Anderson has implemented an early release day, which is now part of the weekly schedule. This provides a built in period of 85 minutes for staff collaboration and professional development. Since the last self-study the school has experienced a drop in enrollment from 421 students to the current enrollment of 376 students. This resulted in an initial reduction in staffing, but has now rebounded up to a current teaching staff of 17 FTE's. Five of the teachers on staff split time between the high school and the elementary school. Trinity High School has transitioned to the common core state standards. Their WASC action plan is now aligned with the Single Plan for Student Achievement and the district LCAP.

The school had eight critical areas of follow up from their three year term visit in 2014. Due to changes in state law and graduation requirements the area of critical follow up pertaining to
CAHSEE has been dropped as the CAHSEE is no longer required. Some of the critical areas that have been addressed include collaboration time for staff and a more transparent organizational structure has been addressed by implementing a weekly set aside of 85 minutes for staff collaboration, county wide professional development opportunities and a clear definition of the chain of command structure which includes having a stable administration which would help in having consistency in communication. Intervention programs such as the reintroduction of AVID and the purchase of an online credit recovery program, Fuel Education, which is used for independent study, credit recovery and for students that need a class that they cannot access: in the regular schedule due to conflicts in the master schedule. Classroom instruction is being monitored through the use of peer observations and the use of a program by administration called Progress Advisor. Both the peer observation and administrator observations are used to provide constructive feedback to teachers. The frequent turnover in leadership was highlighted in the last self-study and was thought to have been resolved by the time the three year term review was completed.

There are still areas of critical concern that have not been resolved since the three year term review in 2014, although the staff is working to make positive gains. They include the use of data to drive instruction, common summative assessments in all content areas, articulation with feeder schools, increasing attendance rates and reducing truancy rates.

**Goal 1: Improve communication among all stakeholders to improve student achievement**

In recent years, Trinity High School has lacked consistent, stable leadership at the administrative level. With a combination of veteran and newer staff, they have ensured the direction of the school despite intermittent changes in leadership. Due to this, consistent coherent communication between all stakeholders has suffered. However, their current principal is in his 3rd year, and has taken an added role of Assistant Superintendent to remain in at the site for the next few years. One idea that arose to help was to include all departments in the hiring process of new staff members. Regardless of the ebb and flow of leadership, the departments will have ownership of the makeup of the staff. Next, Trinity High School is working with and urging the idea of 'vertical teaming' from their feeder schools, as well as their 9th through 12th grade teaching and counseling staff to ensure proper placement. Another need that has been voiced is to communicate student behavioral expectations more effectively. Finally, there is a need to implement curriculum changes with a clear, coherent professional development plan.

**Goal #2: Develop effective programs and academic support to address the needs of all students across the curriculum**

Trinity High School has had a strong history of effective programs. However, they added an RTI approach, along with an additional math teacher for greater flexibility within their sections offered as well as differentiation opportunities, but those were discontinued. To help, Trinity High School added TRIO and Gear-Up programs, with a Work-Based Learning Coordinator to assist. They have their AVID program, as well as added a peer tutoring program. Trinity High School has collaborated with middle school staff to develop math placement tests for 8th and 9th grade students. However, as a result of kindergarten through 8th grade feeder schools reluctance to implement 'integrated' math, Trinity has reversed course, and returned to the traditional track: Algebra 1, Geometry, Algebra 2. There is no plan to return to the integrated approach. There is optimism regarding 2 new programs that have been purchased: Fuel
Education (online credit retrieval and initial course completion due to impacted student schedules) and Criterion (an online writing tool). As a school, Trinity is working on being more aligned with 'A-G' courses, more benchmark assessments, and pacing guides. In addition, they are looking at adopting programs such as 'Illuminate Ed', an online assessment tool and warehouse.

**Goal #3: Raise attendance rates and lower truancy rates**

Trinity staff sees consistent, everyday attendance as critical, and an answer to credit loss, and deficiency. They have added attendance incentives and rewards following each semester. They have recently added a 'robo-call' system to contact parents or guardians to alert them of student absences or tardies each day. Although they have looked into offering 'Saturday School' as a strategy to re-capture ADA, staff does not see this as viable due to the remote locations of many students. Adding to Trinity's attendance concerns, there have been fires and rock slides that have prevented students from distant locations from making it to school. Perception data has also revealed that many students and parents have concerns about school safety and peer respect, possibly contributing to student absenteeism. Finally, since there have been a recent increase in suspensions, this has added to increases in absences.

**Critical Areas for Follow-Up:**

1. There have been dramatic technology upgrades since the last full self study, especially in CTE, and labs.
2. As a result of a recent Office of Civil Rights Review, all of the issues of concern have been successfully corrected.
3. Due to the recent increased enrollment, budgets have also been increased, leading to the increase of 2 FTE's.
4. Trinity's former ESLR’s have been converted into SLO's: WOLVES
5. Due to concerns surrounding social media abuses, Trinity now holds a 'Respect Day'.

**Chapter II: Student/Community Profile**

**Historical Background:**

Trinity High School faces unique challenges that can affect student achievement. This includes serving a very large geographic area in which some students spend up to 1 ½ hours on the bus each way. Nearly 50% of the THS students live outside the Weaverville town limits, traditional intervention programs that would normally be offered before or after school are not practical. High unemployment in the community is reflected at the school with over 50% of the students qualifying for free and reduced lunch. Study skills labs are offered for special education students, support labs are not available to regular education students. The staff at THS has approximately 7 teachers with 5 years or less of experience in the TAUSD including an intern. The rest of the staff has 11 or more years of experience teaching in the TAUSD. Another challenge for THS staff and its students is the need for teachers to have multiple preps, some instructors teach up to six different courses in a day. A recurring theme that has been addressed but not resolved are the attendance rates, particularly for 12 grade students.
Staff has discovered that enrollment has declined by 7% each year from the beginning of the school year to the end. Trinity High School unified with area schools within the last 10 years. In the past, Trinity High School has benefited from small class sizes as a traditional, comprehensive high school with a 21:1 teacher to student ratio. The local economy, overall, has suffered greatly due to the decline of the logging industry. However, the fear is the growing industry of marijuana cultivation, and how that is affecting their students.

Description of School Programs:
THS offers many opportunities for students to access a high quality education, this includes a very strong and active CTE program, Advanced Placement, and the recent implementation of a seven period requirement for all students. The latter requirement is part of an effort to increase attendance rates, especially at the 12th grade. Due to a decline in UC/CSU A-G completion rates starting in the fall of 2017 all 9th grade students are required to take Spanish 1 and biology, as 10th graders they will be required to take Spanish 2 and chemistry. For students that receive a D or F, they will be able to recover the grade by utilizing the online program Fuel Education, which has A-G approved courses. These actions are in response to the drop in A-G completions rates of 42% in 2014 to 27.4 % in 2017.

Since the last full self study, Trinity High School has increased their graduation and academic requirements regardless of programs. They now require 4 years of English, 3 years of math, 3 years of history, 2 years of science, 2 years of PE, and the rest of the graduation credits are filled with electives. The goal is to incrementally increase each year, starting with this year’s 9th grade class: 240 credits this year to potentially 270 credits in 3 years. All academic courses are Common Core aligned. In addition, there is a new graduation requirement began in 2016-17 to complete 4 classes aligned to one of the 5 pathways: Business/Finance, Information Technology, Ag Science, Manufacturing & Production Development, Metals, Construction. Finally, Trinity High School has adopted and purchased Fuel Education in 2017-18 for credit retrieval and ‘first time’ classes for students where there is a conflict between classes/sections offered.

School Performance Indicators:

Priority 1: Conditions of Learning
In 2017-18, Trinity High School has 21 teachers on campus (15 FTE’s, 5 Part-time, 1 teacher/administrator). One dynamic of the current staff is that 9 of the 21 staff members have less than 3 years experience with the district/school. 19 of the teachers are fully credentialled. In comparison, the previous year (2016/17), 13 of the 19 teachers had 11 or more years of experience with district/school. Trinity High School dedicates every Tuesday as an early release day for professional development, and collaboration.
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<tr>
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<tbody>
<tr>
<td>Fully Credentialed</td>
<td>20</td>
<td>18.18</td>
<td>17.5</td>
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<td>Do not met ESEA</td>
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<tr>
<td>Without Full Credentials</td>
<td>0</td>
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<tr>
<td>Teaching outside Subject Area of Competence</td>
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<td>Nationally Board Certified Teachers</td>
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<td>Short Term Staffing Permits</td>
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<tr>
<th>2016-2017 only</th>
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<tr>
<td>Number of Teachers with Advanced Degrees</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATE Participants</td>
<td>3</td>
<td></td>
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<tr>
<td>CLAD Completion Program</td>
<td>19</td>
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**Priority 2: Implementation of Academic Standards**

Trinity High School has worked hard to fully implement the Common Core State Standards. All teachers are expected to develop and follow a scope and sequence to ensure students are exposed to the standards, and have the ability to meet the standards with proficiency. Due to the smaller size of Trinity High School, most teachers are not only expected, but prepare to teach multiple sections and levels of core subjects, including Advanced Placement. One huge accomplishment and ultimate benefit for Trinity’s master schedule is their ability to provide ‘common prep’ periods for teachers in similar subject areas, allowing collaboration not only on Tuesday early-outs, but daily. With this in mind, departments are planning on developing common assessments.
Priority 3: Parent Engagement
Trinity High School has multiple parent/community advisory groups including School Site Council, CTE Advisory Council, Sports Boosters, and FFA. In a recent survey, over 70% of parents surveyed feel that they are included as an active partner in the teaching and learning process.

Priority 4: Pupil Achievement
Beginning in 2017-18, all incoming 9th graders will be registered in Biology and Spanish 1, then in 2018-19, they’ll be enrolled in Chemistry and Spanish 2 as 10th graders. Overall, Trinity High School has shown incremental growth measured by CAASPP, especially in math; 25%, 26%, 34% meeting or exceeding the standard respectively. In addition, English/Language Arts results have been over 50% meeting or exceeding the standard (63% & 51%) respectively. Although English/Language Arts has fluctuated in the ‘Not Met’ level, over the last 3 years, math has remained above 40% not meeting the standard, which is of great concern. All 9th graders are required to take the PSAT as another baseline measure, absent benchmarks, and all students are encouraged to take both the SAT and ACT. For such a small campus, with only 21 teachers and 367 students, Trinity High School offers many AP courses, plus dual enrollment options with Shasta College. However, the total number of students taking the SAT’s and ACT’s has declined over the last few years: SAT going from 44 to 24 test takers, and the ACT going from 36 to 21 to 16. In addition, even though there are many sections of AP being offered, the number of students enrolled in AP courses has declined from 116 to 77 since the last self study. However, those students are passing the AP exams at about a 50% rate. Finally, of great concern to the staff at Trinity High School is the large percentage of students receiving ‘D’s’ and ‘F’s’ on their report cards at the end of each semester. A recent study of the issue revealed that 85% of these poor grades resulted from ‘missing assignments’, and not a demonstration of their knowledge.

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<tr>
<td>Graduating Class</td>
<td>108</td>
<td>63</td>
<td>72</td>
<td>84</td>
</tr>
<tr>
<td>Percent</td>
<td>42%</td>
<td>31.5%</td>
<td>26.1%</td>
<td>27.4%</td>
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### California Assessment of Student Performance and Progress (CAASPP)

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<tr>
<td></td>
<td>ELA/Literacy</td>
<td></td>
<td>Math Grade</td>
<td></td>
<td>ELA/Literacy</td>
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<td>Standard Exceeded</td>
<td>19%</td>
<td>4%</td>
<td>23%</td>
<td>8%</td>
<td>26%</td>
<td>13%</td>
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<tr>
<td>Standard Met</td>
<td>26%</td>
<td>21%</td>
<td>40%</td>
<td>18%</td>
<td>27%</td>
<td>21%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>17%</td>
<td>33%</td>
<td>23%</td>
<td>27%</td>
<td>18%</td>
<td>21%</td>
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<tr>
<td>Standard Not Met</td>
<td>38%</td>
<td>42%</td>
<td>14%</td>
<td>47%</td>
<td>27%</td>
<td>44%</td>
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### Scholastic Assessment Test – Mean Scores

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<tr>
<th></th>
<th>THS 2014</th>
<th>CA 2014</th>
<th>THS 2015</th>
<th>CA 2015</th>
<th>THS 2016 (New)</th>
<th>CA 2016 (New)</th>
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<tr>
<td>Number of Tests</td>
<td>44</td>
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<td>Mean Score</td>
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<td>Critical Reading</td>
<td>531</td>
<td>483</td>
<td>507</td>
<td>481</td>
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<tr>
<td>Mathematics</td>
<td>523</td>
<td>495</td>
<td>485</td>
<td>493</td>
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### Average ACT Scores

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</thead>
<tbody>
<tr>
<td>Number of tests</td>
<td>36</td>
<td>21</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>21.5</td>
<td>21.8</td>
<td>22.5</td>
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<td>Math</td>
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<td>22.8</td>
<td>22.7</td>
<td>23.9</td>
<td>22.7</td>
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<tr>
<td>Reading</td>
<td>23.2</td>
<td>22.3</td>
<td>25.6</td>
<td>22.6</td>
<td>25.4</td>
<td>22.9</td>
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<tr>
<td>Science</td>
<td>22.1</td>
<td>21.7</td>
<td>24.7</td>
<td>22.0</td>
<td>22.4</td>
<td>22.1</td>
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### THS Students Enrolled in AP Courses

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<th>Year</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
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<tbody>
<tr>
<td>Enrollment</td>
<td>379</td>
<td>348</td>
<td>304</td>
<td>328</td>
<td>370</td>
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<tr>
<td>Students enrolled in AP Courses</td>
<td>116</td>
<td>99</td>
<td>79</td>
<td>74</td>
<td>77</td>
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<tr>
<td>Number of exams</td>
<td>273</td>
<td>207</td>
<td>178</td>
<td>156</td>
<td>150</td>
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<tr>
<td>AP Students with Scores 3+</td>
<td>42</td>
<td>53</td>
<td>43</td>
<td>35</td>
<td>41</td>
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<tr>
<td>Percentage of Total AP Students with Scores 3+</td>
<td>36.2</td>
<td>53.5</td>
<td>54.4</td>
<td>47.3</td>
<td>53.2</td>
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<tr>
<td>Percentage of Total AP Students with Scores 3+ in CA</td>
<td>64.5</td>
<td>63.5</td>
<td>64.3</td>
<td>63.6</td>
<td>62.5</td>
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<tr>
<td>Number of Students Who Earned a D or F at the Semester</td>
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<td>------------------------------------------------------</td>
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<tr>
<td>Total</td>
<td></td>
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</tr>
<tr>
<td>Students</td>
<td>304</td>
<td>328</td>
<td>370</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>21</td>
<td>25</td>
<td>22</td>
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<td>12</td>
<td>14</td>
<td>8</td>
<td>15</td>
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<tr>
<td>Total</td>
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<td>97</td>
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<tr>
<td>29%</td>
<td>27%</td>
<td>26%</td>
<td>27%</td>
<td>26%</td>
<td>28%</td>
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<table>
<thead>
<tr>
<th>Students Meeting UC/CSU “A-G” Requirements</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>2014</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Graduating Class</td>
</tr>
<tr>
<td>Percent</td>
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</table>

Priority 5: Pupil Engagement
Trinity High School has achieved a 95% or greater graduation rate over the last 5 years, reaching an incredible 99.12% in 2013-14. One phenomena that has developed is the increase of chronic absenteeism as students matriculate through the grade levels. Although there may be multiple reasons for this, due to Trinity’s semi-remote location, serving communities from great distances away, the closing of one or more of the highways and county roads can exasperate the problem. This happened recently due to fires and rock slides. A mandatory 7 period day is now required of all students (9-12) with the hope of reducing that trend as students progress through 12th grade. Trinity has had an impressive 0% drop out rate from 2011-12 to 2013-14, with a slight rise to 5% in 2015-16, which is still lower than the county as a whole.
One concern by staff is the relatively low ADA rate over the last 3 years: 89%, 91%, 87% respectively. Independent Study practice has contributed to the low rate, which has led to a new policy terminating Independent Study contracts if a student misses 3 weekly contacts with instructors. Presently, the staff and school board is looking into grants to recruit an SRO that, among other objectives, will address poor attendance, and chronic absenteism.

<table>
<thead>
<tr>
<th>High School Graduation Rate</th>
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</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>State</td>
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<table>
<thead>
<tr>
<th>Chronic Absentee Rate</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>9th</td>
</tr>
<tr>
<td>10th</td>
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<td>11th</td>
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<td>12th</td>
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<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>School</td>
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<tr>
<td>County</td>
</tr>
</tbody>
</table>

**Priority 6: School Climate**

Recently, a great disappointment to the staff has been the rise in out-of-school suspensions. It has reached 9.1%, which is higher than the state average. However, infractions resulting in suspension has rarely involved acts of violence, physical injury, or bullying. Unfortunately, the overwhelming number of violations are clustered due to substance abuse and defiance. Incredibly, Trinity High School has not had any expulsions over the last 3 years. The data is not clear if these numbers represent duplicated or unduplicated student counts. There have been no expulsions in the last three years.
<table>
<thead>
<tr>
<th>Summary of Suspension by Offenses</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td># of offenses committed</td>
<td># of offenses committed</td>
<td># of offenses committed</td>
<td></td>
</tr>
<tr>
<td>104 Possession of a Knife/dangerous object</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>201 Possession of controlled substance</td>
<td></td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>202 Possession use sale or furnishing a controlled substance Alcohol Intoxicant</td>
<td>17</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>204 Drug Paraphernalia/</td>
<td></td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>300 Tobacco Products</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>403 Created intimidating or hostile environment</td>
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<td>500 Physical Injury</td>
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<tr>
<td>501 Attempted/threatened Physical Injury</td>
<td>5</td>
<td>4</td>
<td>1</td>
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<tr>
<td>504 Battery, willful, caused injury</td>
<td>4</td>
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<tr>
<td>506 Harassment or Intimidation</td>
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<tr>
<td>510 Obscene Acts/Profanity/Vulgarity</td>
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<td>511 Disruption, Defiant</td>
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<td>513 Pupil Safety: bullying</td>
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</tr>
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<td>601 Property theft</td>
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</tr>
<tr>
<td>Totals</td>
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</tbody>
</table>
Priority 7: Access to broad course of study

Trinity High School has a very large and diverse master schedule of course offerings, including many AP classes. In addition, students have several dual enrollment opportunities from Shasta College, ROP, and the adoption of the new online curriculum Fuel Education.

Student Learning Outcomes developed by the Associated Student Body: Upon graduating THS 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 in life.
Value and respect a diverse set of viewpoints.
Establish healthy relationships in all areas of life.
Sustain involvement in and/or support community projects.

Trinity High School parents, students, and staff helped create, review, and determine the Schoolwide Learner Outcomes (SLO’s). Parents worked within the School Site Council, students through core classroom discussions, and staff through their professional development activities. These all aided the process in creating the Trinity High School SLO’s. The school mascot (WOLVES) was used to create the acronym representing our SLO’s.

Chapter III: Quality of the School’s Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

The school has a clearly established mission, vision and Student Learning Outcomes that states what students should know and demonstrate; it is based upon high-quality standards and is congruent with research practices and a belief that all students can learn and be college and career ready. The mission of Trinity High School is, “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.”

The vision of Trinity High School is, “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.”

The Student Learning Outcomes (SLO’s) developed by the Associated Student Body in the Spring of 2017 and are posted in all classrooms:
Upon graduating THS 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 in life.
Value and respect a diverse set of viewpoints.
Establish healthy relationships in all areas of life.
Sustain involvement in and/or support community projects.

The processes to ensure involvement of representatives from the entire school and parent stakeholder groups in the refinement of the vision, mission, and SLO's has evolved over the past years. Students, parents and staff members demonstrate an understanding of and commitment to the vision, mission, and the SLO's, however, as the SLO's are new this year, additional education is necessary to provide a greater understanding for all stakeholders.

Trinity High School's SLO's were developed by their Associated Student Body in their Leadership class, shared with the staff, then parents through the school's Site Council. The staff is very proud that the students created the SLO's, their is a belief that through that process there will be greater student ownership. Posters were created and hung throughout the school and in every classroom at the start of the 2017/18 school year.

CTE Advisory Board was formed in 2013 to provide leadership in and promote the development of CTE/ROP programs as it relates to and meets the needs of the students, the community and the public. The CTE Advisory Board meets three times a year, as does the Ag Advisory Board.

The THS School Site Council (SSC) is a group of teachers, parents, classified employees, and students that work with the Principal to develop, review and evaluate school improvement programs and school budgets. SSC elections occur every year and meetings are six times a year and posted to the school Google calendar. TAUSD Board of Trustees meets every month and will have special board meetings as needed. Representatives are from four geographical areas.

Trinity has various forms of communication in which the school community can ascertain information. The school website has a calendar that parents can subscribe to, a portal to PowerSchool, all staff contact information, school clubs, and athletic events. All appropriate documents; LCAP, SARC and SPSA are posted on either the district or high school website. Communication with all parents is through the web portal, email, mass mailings, and One Call Now system which can be individualized.

A2. Governance Criterion
The school district's Board of Trustees policies and procedures are a matter of public record and are published online. Members of the district leadership team have specific roles to perform in accordance with the school district's policies and procedures. Parents, students, teachers, and classified staff are aware of the school district's board of trustee policies and procedures, and the existence of the school district administration.

The school's professional staff is aware that the school district's Board of Trustees is the body
that sets district-wide policies. Teachers and classified employees are represented through their respective unions when there are issues involving the school district and their particular group as a whole.

The school informs and encourages parents to participate and be engaged in the school’s governance through such bodies as the School Site Council, the CTE and AG Advisory Boards and Athletic Boosters. School website, One Call Now phone system and mailings are all used for communication. Additionally, administrators and teachers encourage parents to get involved in school affairs and the learning of their children during Back to School Night, Open House, and sporting events. As of the 2016-2017 school year, THS has never had 21 or more English learners, and has not formed an English Learner Advisory Committee (ELAC).

First LCAP was created in 2013-2014 - although THS serves a low income student population of 65% within the district, and 12% Special Education they have strong AP and CTE course offerings. The school district has a policy and procedure in place regarding complaints. Depending on their nature, they may be reviewed as specified by the TAUSD Teachers Association Contract, the CSEA Union Contract, and the Uniform Complaints Procedures: Williams Complaint. The following hierarchy occurs in student or parent conflicts: Teachers, Counselor, Dean, Principal, Superintendent.

A3. Leadership: Continuous Planning and Monitoring Criterion

The THS administrative team and the teachers analyze a variety of student data through the collaborative and broad-based planning process. After scores are released our administration reviews scores with teachers and staff. Data is used to guide and facilitate Back-to-School staff meetings to target improvement in student achievement based on results. In addition, this data is paired with on-going student evaluation and continues to drive conversation throughout the year.

As a school site, parents, students and staff are involved in the Individual Education Plans, 504’s and Student Success Team meetings. They occur as mandated and also as needed. These plans continue to be effective in providing students with the best support from teachers and parents to ensure their success.

Site Council updates annually and follows the Single Plan for Student Achievement based on recommendations from both the Local Control and Accountability Plan and Focuses on Learning Self Study document.

Beginning in the 2016-2017 school year every Tuesday is an early release day and teachers and staff meet to discuss, collaborate, and participate in staff development and department meetings. Core subjects have the same prep and often use that time to collaborate.

Teachers observe and document their findings through a peer observation during their prep. The opportunity to observe, plan and collaborate with colleagues continues to be one of the most effective professional growth strategies at THS. Instructional walk through will begin in 2017-2018.
District and site email allows easy communication between district and school staff. The principal sends out a Monday morning Weekly Memo, and has an Open Door policy. There is a web based daily bulletin that all teachers read to their classes. THS uses an office whiteboard where the events of the day are posted and who has a substitute for the day. Collaboration days are every Tuesday when the district has an early release day.

A4. Staff: Qualified and Professional Development Criterion

Upon hiring, new teachers complete a district and site orientation and participate in the ATE program where they are mentored and trained by other experienced teachers. Teachers are observed by the Principal every 2-4 years depending on years of service in the district, as well as impromptu administrative “walk-through” observations. First and second year teachers will go through a district induction program every three weeks beginning in the 2017-2018 school year.

The Trinity Office of Education provides a yearly day long in-service in the Fall in which staff are offered workshops and training in various courses ranging from content-specific pedagogy to technology-related lessons. These workshops are led by both TCOE staff members, guest speakers, and specialists.

Staff assignments are determined through a collaboration process between administration, department chairs and teachers. In March teachers are asked to complete a form of their preferred teaching assignments. Taking into consideration are teachers’ expertise, and credentials. Administration also asks students for their feedback in which they are asked to fill out class request forms. Administration then works on the master schedule for the following year to aid their decision in teaching assignments, working through student numbers and needs, department needs, and teacher preference. Teachers are notified of their teaching assignment before the next school year.

Throughout the school year, the district continues to provide professional development to teachers both new and experienced. New teachers are brought together through ATE and the district induction program.

The TAUSD website provides access to school policies, and contracts for certificated and classified staff. For immediate clarification, or in the event of an emergency during school hours, information is communicated over the PA system installed in/around all campus buildings. Staff is also alerted through staff emails and/or a phone tree. In the event of a natural disaster or emergency at any time, notifications are sent via email, or the One Call Now phone system.

At THS teachers and staff are able to request permission to attend a professional development workshop, and generally the district will fund the PD and provide a substitute for the teacher. Decision-making process is done through the administrative leadership team, Site Council and with input by other staff members.

Each year teachers as well as all departments are asked to complete goals and objectives for the year. In the 2016-2017 school year peer observations were activated in which teachers were
required to observe twice during the year on their prep.

A5. Resources Criterion

The TAUSD administration allocates funds and other material resources through communication between departments and faculty/staff. The allocation of funding is based on the LCFF and LCAP from the district in alliance with the 8 state priorities and school vision.

Human resources are allocated on an as needed basis with priority given to issues that relate to student learning, SLO’s and college and career readiness.

Traditionally, the staff and leadership team are not involved in the process of determining the allocation of funds. The site principal meets with the superintendent to align goals for the year and allocate the budget and training according to their common goal.

Examples of funding include department chair stipends, funding for CTE programs and courses, providing students and staff members with technology, supporting CCSS implementation in core classes, supporting College and Career course offerings, funding for professional development, and online curriculum (new this year).

TAUSD and THS have established budgeting practices and protocols for allocating funds in place. The district business department works closely with the site to build a budget and collaborate on addressing needs, providing needed resources, and finding creative ways to be sure that funds are prioritized for student learning.

The THS staff have been given an overview of the district’s LCAP plan. The LCAP model demands a high degree of stakeholder involvement from parent and community members.

ASB has a plan and a process regarding budget which the ASB advisor, the ASB Student Services Clerk and principal review, and if carefully done, approve the plan. The school district does the audit.

Since the last WASC visit, the school has been painted, a shop has been built in the Ag department, the entire campus was reroofed, two bathrooms have been updated to ADA standards, a handicap ramp has been installed from the upper side of the gym down to the gym building, enhanced outdoor lighting was added, more security cameras have been installed for a total of 41, and a Life Skills Center has been built. The district is exploring the possibility of moving towards a bond to address needed areas for modernization.

Staff is required to complete training throughout the year. These trainings include but are not limited to sexual harassment, bullying, and a variety of disaster drills. There are emergency exit maps posted next to all classroom fire extinguishers.

They recently underwent a Civil Rights Review (January 2017) and were found to not have accessible showers, for males or females on campus, and the travel pathways to access some classrooms are not accessible. Accessible showers and ramps were completed in February 2017 between the gym and cafeteria. A ramp to the CTE areas of campus are still needed.
They provided online and direct instruction at a remote location to students who were unable to attend school due to the Big French Creek Slide.

As with all public schools, Trinity is obligated to provide adequate textbooks and lab equipment as outlined in the Williams Act. Having adequate technology, software, textbooks, etc. has shown to impact students learning in a positive way. Most classrooms have a Chromebook cart with enough Chromebooks for each student. It is the goal to be one to one next school year. Additional resources and intervention tools must be aligned with the school plan and LCAP. The ultimate goal is that all expenditures promote student learning.

THS hires highly qualified teachers collaboratively with administration and staff. If the teacher is new to the profession, he/she is mentored through the ATE program and new district induction program. This provides numerous opportunities for professional development through their early release days, CTE conferences, AP training, AVID training and CCSS Training. Each year teachers, as well as all departments, are asked to complete goals and objectives for the year.

All resources need to be aligned with the school’s goals; the school’s vision & mission, instructional focus, identified critical learner needs, SLOs, and LCAP encompassed in the SPSA. To be able to support high academic standards and prepare students to be college and career ready, the administrative team and SSC are responsible for site resource allocation decisions with final approval by the District. Allocation of resources has been targeted to support high-quality teaching and to provide intervention resources for academics and college and career preparation.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Counseling Department/Center is the heart of the school, and provided stability during times of constant administrative turnover.
- Career Technical Education (CTE) programs are vibrant providing real world connections with industry standards for students to explore career and college pathways.
- Dual Enrollment with Shasta College for CTE courses.
- Student Learning Outcomes were developed by students (the Associated Student Body) for students, and have been affirmed by all other stakeholders.
- Core Academic teachers have common planning periods.
- Tuesday Early Release time for the entire staff allowing professional development and other staff meetings, and has been used for the WASC Self Study.
- School Site Council is active and includes staff, parents, and students
- Effective use of One Call Now phone system for communication
- The school offers a wide variety of AP classes and multiple opportunities for students to take SAT exam, as well as requiring all freshmen to take the PSAT.
- Recently added full time Dean of Students.
- Administration has a long-term plan, with an extended contract for the principal/associate superintendent to maintain stability.
Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- A Cross sectional Staff Leadership Team for a greater shared governance.
- Other forms of communication is necessary to connect with all stakeholders.
- The creation of a staff handbook to support new teachers, and draw upon the historical knowledge of veteran staff.
- Staff and administration would like to see the addition of a School Resource Officer (SRO) to help with school attendance, as well as student health and safety.
- The counseling staff believes adding a full-time classified Health Tech would be an effective use of financial resources in supporting student attendance. It was discussed the positive impact that a School-Based Family Resource Health Clinic would have in supporting students and families to increase attendance and academic achievement.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- ASB students developed SLO’s.
- Core Academic teachers value common planning time.
- Teacher groups shared they valued Tuesday Early Release time and look forward to using this time beyond WASC for other schoolwide items.
- Communication has increased through the use of One Call Now, but parents and community members would like to see a more diversified approach to communication (emails, text messages, facebook).
- During our visit the Counseling Staff shared successes, as well as their concerns with attendance, student health, the growing cultivation of marijuana in the county and the collateral issues that industry creates for a school environment.
- Teachers identified the need for a teacher handbook to support new teachers.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life. THS teachers and staff attend conferences and trainings to support their programs, get continuing education, and improve their practice. These programs include AVID, AP, FFA, FBLA, Criterion, Fuel Education, Skills USA, and use of technology. Teachers use technology as a tool to differentiate, to help students be more active in their learning, enhance the quality of instruction, provide immediate feedback, and make content relevant. The majority of THS classes are A-G approved.

The school has defined academic and college- and career-readiness standards for each subject area, course, and/or program. The counseling staff coordinates with students, parents and feeder school teacher for incoming students. Each student’s high school plan is individualized, class schedules are based on the student’s college or career paths. Workshops are held to help students prepare college applications, financial aid, and to follow up on college acceptance letters. Most Courses at THS are aligned with UC A-G requirements, this includes AP, CTE and
regular classes. CTE class at the junior level and above are dual enrolled allowing students to earn college credit through Shasta College. THS has hired a Work-Based coordinator who also serves as the GEAR UP provider. Students get assistance with job searches, creating resumes, and college and career guidance. Students also participate in field trips to various colleges.

There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. College and career readiness ideals and school wide learner outcomes are used to inform instructional strategies and goals. CTE pathways are implemented in the course catalog, with the majority being dual enrolled and/or aligned with UC A-G. IEP goals are aligned with CCSS. This is also done for 504 plans.

There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained. There is limited integration among disciplines and is called out as an area of weakness. Some integration occurs between English and social science. The graphic design class has worked with ASB and students in video design have collaborated with other students on class specific videos.

The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. Administration and counseling meet with feeder schools and provide information to the 8th grade teachers to help them assist in the proper placement of the incoming 9th graders. An emphasis is placed on aligning with the students college and career goals. Counseling staff visits all feeder schools. Incoming students are invited to the Spring Move Up Assembly. GEAR UP program creates and supports a college going culture for 10th and 11th graders. Counseling staff has extensive knowledge of post-secondary options and makes themselves available to students for meetings on campus. A career fair is held every other year.

B2. Access to Curriculum Criterion

All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students. THS students have access to a broad range of programs from CTE, AP, dual enrolled classes, arts, FFA, FRL A, and SkillsUSA. A requirement of four CTE classes aligned with a pathway has been added as a graduation requirement. Counseling staff does graduation checks throughout the student’s time at THS. AVID was reintroduced in the 2016-2017 school year, currently students needing this additional support can be enrolled in AVID 9/10 or AVID 11/12.

A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Resource classes have full time paraprofessionals, these paras are also shared with other classrooms to support students with IEPs or 504 plans. THS has a wide variety of classes that are available to all students.
Differentiated instruction is used to meet the needs of all students.

Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. Power School is the main source of communication between teachers and school with students and parents. Students can utilize daily and weekly monitoring reports that are signed by the teacher. Collaboration between teachers, parents, students and other school staff is carried out through Back to School night, email, phone calls, and mailed letters. Student study teams, 504 meetings, and IEP meetings include teachers, students, and parents.

The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness. College representatives come on campus. THS provides ASVAB, PSAT, SAT, ACT and AP testing. AVID is a four-year program that is used to encourage students in the academic middle and underrepresented students to pursue college. THS has been awarded a GEAR UP grant to assist students in college readiness through workshops and college visits. Upward Bound and TRIO access is provided through a partnership with Humboldt State University that helps students by providing academic success, activities, graduation, and preparation for college. THS also has a TRIO program through Shasta College.

CATEGORIB B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

THS has a strong integration of technology in the classroom, counseling and lab spaces, chromebooks and/or desktop computers are available in all classrooms. They have recently added Fuel Education, Nepris online job shadowing program, PowerSchool software program, and Google Classroom. The school has acquired new equipment such as a portable mill, laser engravers, CNC routers, a plasma cutter, and 3D printers. The CTE programs are a strength of the school.

Numerous pathways to student success exist, including UC/CSU "a-g" courses, college-prep courses, CTE courses, Independent study, College Connection, Dual Enrollment, etc., allowing students with myriad strengths to prepare themselves academically and professionally for a global economy.

Communication between students, staff, parents, coaches, teachers, and paraeducators allows for good student support. Counseling Center contact, 24/7 PowerSchool access, One Call Now, and IEP/504 meetings allow for substantial student support for those who are struggling.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Staff development on differentiated instructional strategies. The self study references the use of differentiated instructional strategies in numerous places, in speaking with staff they indicate they have not had any formal staff development in this area.
- A viable and rigorous online program, students and staff report that the online program works well for some subject areas. There have been difficulties with the math portion of the program.
• Cross curricular integration
• Vertical planning within the school and with feeder schools

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
• FBLA, FFA and SkillsUSA trainings
• Chromebook purchase, Criterion Writing program
• Counseling staff meetings, parent and student evening presentations, parent and student meetings.
• Master Schedule
• Common Core State Standards/ NGSS
• California State Standards
• CTE Pathways: Business and Finance, Information Technology, Ag Science, Manufacturing and Production Development (Poster)
• IEP's and 504 Plans
• 8th grade school visit agenda, presentation, course selection forms and calendars.
• Move-up Assembly
• Open House
• GEAR UP Program
• Cash For College
• School Bulletin
• Career Fair
• Annual Parent Night
• Sped Transition Plans
• Meeting UC/CSU “a-g” requirements
• AP/pre-AP Classes
• Dual Enrollment Classes
• AVID
• HSU -Upward Bound/Talent Search
• PowerSchool
• Weekly Grade Report
• Report Cards
• Back to School Night
• Site Council
• Emails/Phone calls/ Letters
• One Call Now system
• Individual meetings with counselor and staff
• ASVAB, PSAT, SAT, ACT and AP tests
• TRIO
• K-12 Counseling Program
• Career Fair

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

The majority of classes at Trinity High School are ‘A-G’ aligned allowing students to be college
ready. Trinity High School passionately focused on post graduation plans, especially college aspirations. Thoughts and ideas about post graduation are always present, including students declaring their plans after graduation. Every classroom has college pennants and the teacher’s college degree proudly displayed. All stakeholders readily share that due to the extent of course offerings, and the sacrifice of staff and the school to provide the variety of AP and CTE courses (requiring multiple class prep), students are given opportunities to prepare for college, vocational school, and careers. In fact, the sentiment was shared many times from all stakeholders that for what may be considered a small school, there is something for everyone. Students have access to athletics, CTE, Clubs, AP, FFA, FBLA, SkillsUSA, Dual Enrollment Shasta College classes (CTE only), and a new online curriculum (Fuel Education) that allows students to take electives, and core academics during periods that may be a conflict in their schedule for direct instruction classes.

In many classes, Common Core State Standards are addressed explicitly. Whether just by number, projected text of standard, or verbally stated by the teacher, the standards were communicated to students. In a few classes/subjects, discussion of Interim CAASPP and end-of-year CAASPP assessments are referenced to connect student learning to how they will be assessed. However, students still do not regularly speak the language of common core state standards in some classes, nor do they connect specific standards to the content being presented at the time. This does not necessarily mean the common core state standards are not being addressed, only that students are not identifying them within the instruction. On the contrary, standards are being addressed, as well as visible with displayed samples of student work in many classrooms. Due to the change from Integrated to traditional math, the math department has suspended CPM curriculum, and returned to an older one that lacks the Common Core approach. Because of this, the math department heavily supplements their teaching and materials to meet the needs of students as they wait for newly adopted texts. The English Department has adopted Criterion (a writing program), which is credited with helping Trinity students improve in writing. They have also adopted ERWC for 12th graders as an approach to help seniors before they transition to college.

Without question, the CTE program at Trinity High School offers students an enormous variety of courses and pathways, starting as freshmen. The course work, training, and project-based learning delivered in these courses, integrating skills from across disciplines, is seen as extremely relevant. In many core subjects, especially English, Economics, and Science, students are engaged in interactive, relevant activities, demonstrations, and lessons that scaffold concepts, and transition from activity to activity within a short 51 minute (and sometimes 41 minute early-release) period.

Staff utilize a variety of instructional strategies to engage students including ‘talking heads’ or ‘think/pair/share’, ‘We do, We do, You do’, Socratic Seminar, real-time technology uses (Google Images, Kahoot, etc), small group collaboration, AVID strategies, Close Reading, Checking for Understanding (‘thumbs up’, ‘from 1 to 5 fingers show me...’), etc. Although there is a sentiment of inadequate staffing, leading to insufficient sections; most classes have numbers in the 20’s, not many in the 30’s (minus PE), and some with less than 20 students. With lower class sizes (in many subjects), teachers have the opportunity to employ differentiation strategies, however, staff is still working on developing ways to differentiate, and it is not utilized routinely or across the board. Para Educators are assigned to identified students, as well as identified classes to
provide push-in intervention and support. Although tests and assessments are used to
determine mastery and proficiency, only some staff utilize pre-assessments. In addition, some
departments use common summative assessments (when possible due to multiple staff
teaching the same subject), but others do not, and there is still discussion on common formative
assessments.

C2. Student Engagement Criterion

Trinity High School staff are current in their instructional content, utilizing researched-based best
practices. Staff integrates (student interaction with) technology in most subject areas. All
classrooms utilized, in some fashion, projection devices for whole class, direct instruction.
Whether in CTE (emphasizing industry standards), or in the core subject areas, Common Core
State Standards, as well as Next Generation Science Standards and state Social Studies
standards are evident, and taught in most classrooms; sometimes very explicitly.

Although in most classes students were actively engaged, applying current or prior instruction
(and knowledge) and concepts, application (real-world) of their learning is not routine with some
subject areas using lecture and note-taking (History and Math). Performance Tasks are still
being developed.

Students are nearly one-to-one with Chromebook devices, and the plan is to be totally
one-to-one by next year. Trinity staff are very attentive, while they facilitate learning, and coach
effort and persistence when presented problems or challenges, whether in CTE settings, or
classroom academic environments.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Use of technology is prolific. Staff utilize projectors, power points, chromebooks, etc.
- Staff has an incredible willingness to learn, and quickly adopt new ideas, and curriculum.
- Staff willingness to use programs such as Google Classroom.
- Whatever it takes* and "All hands on deck" commitment and ethic to meet student needs.
- Staff as coach, social/emotional support. Time and again, Trinity staff was recognized
  by all stakeholders for their compassion, caring attitudes and approaches (across the
  board).
- High expectations for academic and post graduation plans.
- Classroom environments very conducive to student learning.
- Peer tutoring
- Staff searching out, creating, and using supplemental materials and curriculum

Key issues for Standards-Based Student Learning: Instruction (if any):

- Although implemented in a few subjects areas, strategies for ‘Checking for
  Understanding’ and opportunities for ‘Student Discourse’ (such as Think/Pair/Share) are
  not universal, or routinely employed across the curriculum.
- Not many examples of applied student work displayed in core academic subject
classrooms.
- Some subjects rely on traditional lecture and note-taking, especially in Social Studies and math.
- Newly adopted online curriculum (Fuel Education) is not seen as ‘user’ friendly. Staff and students are still learning.
- Out-of-date textbooks, and lack of adoption cycle.
- Lack of vertical alignment with feeder schools in terms of expectation (homework, rigor, integrated math)
- Increased sections in CTE
- Increased reliance and use of online strategies (Google Classroom, Fuel Ed, online assignments, etc) with only 74% of students reportedly having internet access outside of school.
- Performance Tasks not employed consistently.
- Peer tutoring not in place until November.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**
- Interviews with all stakeholders
- Observations of programs, classrooms

**CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a variety of assessment tools to monitor student performance. Informal assessment happens in most classes on a daily basis in the form of teacher questioning and student response and/or student participation in group activities. Teachers examine the formal and informal assessment data from their own classes to evaluate whether their students need more practice with a certain concept or if they have achieved mastery. Some teachers use Google Classroom to provide regular feedback on assignments, post rubrics and give specific comments on student work. The Special Education department collects data through IEP’s they meet with students and parents to update IEP goals and progress towards those goals.

All state and local assessment data is stored in PowerSchool, allowing easy access by all faculty members. Parents and students are provided access to PowerSchool which allows them to access grades, and attendance records in real-time.

Trinity High School informs stakeholders of various indicators of student achievement. These include Graduation rates, Advanced Placement enrollments/pass rates, EL and Special Education populations, CTE enrollments and completers, Freshmen PSAT results, CAASPP, SARC, and the California Dashboard. The PowerSchool program is used by stakeholders to monitor students’ progress in class, progress towards credits for graduation, attendance, etc. There is a need for more frequent updates on PowerSchool by school staff.

Every year, the counseling staff provides each grade level with a synopsis of important events and things to consider that year through grade level meetings with parents. Every year each
student is called up individually to meet with the counseling staff and discuss their progress. At the end for various grading periods, D/F Reports are run to identify students who are not successful and to meet with students to provide targeted interventions. There is a need for a more effective “pro-active” method of addressing poor student achievement sooner.

Teachers communicate with students and parents throughout the year through email, phone or Student Study Team conferences to support student achievement for all students. Students are encouraged to check their progress through the PowerSchool App.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

The transition to Common Core State Standards has necessitated a shift in instruction and assessment, thereby creating a need for assessments to be revised and/or recreated to be relevant with the new state standards. Formative assessments include, informal checks for understanding, quizzes, discussion, and homework assignments. These may be assigned for a grade, or they may be used informally to assess student learning and the need to reteach a given topic. Other forms of formative assessments can be seen in oral presentations, research projects/papers, lab reports, digital presentations and production projects. Summative assessments are administered in the form of unit tests, semester finals, projects, presentations, essays, and are specific to each department. Teachers also utilize various rubrics in their classes to provide a more complete picture of student success than a simple letter grade.

Demonstration of Student Achievement: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approach

Core subject teachers have the same prep periods for collaboration. PLCs are not collecting large amounts of data at this point as many of the staff teaches one specific class and or grade level. An example would be only one teacher teaches U.S. History.

Trinity High School points out in their self study that student assessment data can be used determine if a student is ready to move onto the next level, lesson, or project until basic knowledge is demonstrated. Teachers use many hands-on learning modalities for students to demonstrate knowledge, technique and creativity.

Building relationships is a huge priority to help facilitate student-teacher interaction both as teachers as coaches and teachers as advisors. With regards to specific assignments, teachers have various methods of communicating progress to students. Comments on written work and rubrics are two commonly used methods by most teachers. Most summative writing assignments are accompanied by a rubric so that students are clear on the expectations of their work. All students have access to PowerSchool in order to check their grades and monitor their progress.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

Stakeholders are involved in the assessment and monitoring process of student progress in a
variety of ways. District and school site administrative staff have district-wide access, teachers have classroom level access and parents and students can access their own individual scores through PowerSchool. SAT/ACT/PSAT/AP scores are available to stakeholders at varying levels based on their role.

The automated One Call Now system calls parents to communicate important school activities/messages and/or inform parents if students are absent/tardy from class. This gives the parent an opportunity to intervene in the student’s behavior that is affecting the student’s ability to be successful in school. Open communication through phone calls, emails, and the school website allows parents more access to teachers and helps them check on student progress. Parents have expressed they would like messages from the One Call system to incorporate/utilize email and text in addition to voice messages.

The high level of student involvement in academic programs and clubs, arts, music, athletics and activities at THS is supported by all stakeholders. THS receives support from the Academic Boosters and Athletic Boosters. ASB has a student representative that is responsible for communicating with the community by reporting events to the district board members at District Board Meetings.

The counseling staff examines PSAT/SAT/ACT scores in order to counsel students regarding college admissions and college readiness. AP assessments reports are made available to AP teachers. The teachers use the data to individually make changes to their curricular and instructional approaches for the next school year. How this impacts the instruction of second language learners has not been explicitly examined, as THS has had no ELL students for several years. PSAT, SAT, ACT and AP assessment data are not regularly analyzed by the entire staff. Math teachers analyze the PSAT scores.

Trinity High School administration, department heads and teachers, use results published by the California Department of Education (CDE) regarding student performance and other important and relevant data at regular staff meetings. The meetings are used to identify areas of needed growth as action items that affect school decisions, support student learning and drives professional development and instruction.

THS utilizes IEP’s to evaluate student’s current skills and learning acquisitions and are performed periodically to determine improvement and to reassess the needed areas of learning. Additional programs used to gather data include using the Criterion program for English language arts in an effort to improve writing skills. Staff was trained through an online instructor. All subject areas are expected to utilize writing strategies.

Due to more national/state standardized tests being administered online, the district has invested resources to purchase Chromebooks/cart for English and several other classrooms. Fuel Education was purchased year to provide digital curriculum, technology, instruction. This allows THS to create a learning environment that helps meet the diverse needs of the THS students.

Graduation requirements were re-evaluated and changed, with the addition of two more
courses in career technical education, for a total of four, beginning with the Freshman Class of 2017. Students must accumulate 250 total units with 190 total core units and 60 total elective units.

At Academic Awards Assemblies, CTE teachers recognize their pathways completers; those students who took three classes within the pathway earning a B or better.

Standardized tests are handled according to state and test specific regulators. Security affidavits are obtained and signed by all who are potential proctors, and facilities are maintained to ensure proper handling.

**CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

- Trinity High school successfully provides layers of support to students through strong relationships with teachers, paraeducators, and communicative staff. These strong relationships support monitoring of student progress and provide appropriate supports.
- Trinity High school supports a culture that fosters academic growth with AP & CTE Offerings, Fuel Education, and a required 7 class period for all grade levels.
- Additional support to students includes accessibility, use of technology in the classroom, and in areas of assessment.
- A number of assessments are completed online.

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):**

- Trinity High School struggles with low attendance rates, which is a barrier to effective formative and summative assessments. In response, Trinity High School is re-building an AVID program and recognizing students at Academic Awards each semester. Trinity High School is working with the SARB board to strengthen consequences for chronic absences.
- Teachers and staff are also focused on increasing student productivity during class time. Teachers are participating in Professional Development activities that will explore strategies to use in the classroom to increase student productivity.
- Trinity High School is looking into dedicating more time into non-instructive periods of the year to allow teachers additional time for analysis and planning based on data.
- The core subject benchmarks are still being developed, each department is at varying stages of completion.
- THS does not currently have a universal homework or grading policy
- Having an SRO on campus should be explored further

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**
• PowerSchool Student Information System and Parent Portal
• Common assessments, performance tasks
• CAASPP results
• Staff Meetings
• Department Meetings
• Google Classroom
• IEP’s
• California School Dashboard
• Math placement exams
• PSAT/SAT/ACT results
• School Accountability Report Card (SARC)
• California School Dashboard
• Board of Trustee Meetings
• Site Council
• Parent Nights
• Counseling Department parent meetings
• Master Schedule
• Voicemail and email
• D/F Reports
• Monitoring of all 504/IEP students
• THS Website Portal
• ASB
• CTE Advisory Board
• AVID conference
• Criterion In-service
• SARB
• Fuel Education
• Graduation data
• Counseling Center Cum room
• Signed affidavits

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

Trinity High School is openly receptive to parents and community members. They are vigorously encouraged to be involved. Communication occurs in many ways including, but not limited to, the school website, the daily bulletin, the One Call Now phone system, the marquee, CTE Advisory Board, Google Calendar, summer mailer packet, class syllabus, THS Boosters, Career Fair, the community based scholarship organization, Back to School, Open House, Sober Grad and the local weekly newspaper.

There are numerous opportunities for the business and community to be actively involved. There are local field trips, community designed projects (movie theater, portrait photos for local CHP office, woodshop lumber, Ag Mechanics welding projects). The counseling staff and CTE staff find internships and employment with local businesses. Members of the community also sit on advisory boards as well as School Site Council.
E2. School Environment Criterion

Trinity High's facilities are attractive, clean and well maintained. Surveys indicate that most students and parents think that the school is a safe, nurturing environment (84% yes to 16% no). They have well defined emergency procedures in place, The One Call System was a blessing during last school year's mud slides and road closures. This year it was the fires. Safety is a priority. There are 41 security cameras placed around the entire school site. A new drug testing Board policy begins in the 2017-18 school year.

THS provides a wide variety of opportunities for every student. 86% of the parents agreed that there are programs in place for students of different backgrounds, learning styles and interests. Students are recognized with Academic Awards and positive attendance awards. Trinity Pride awards students for their positive behavior. The Trinity Scholarship Foundation awarded over $90,000 in scholarships to the 2017 graduates. Sports also has an awards recognition program at the end of each season.

Atmosphere of Trust, Respect, and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

It is apparent that trust and respect are a cornerstone of THS. The staff respect and support one another. They strive to help each student find a program that works for them and that carries over to a post-secondary goal. Through Site Council, LCAP meetings, surveys and other communications, stakeholders are involved in the District's LCAP and Single Plan for Student Achievement. There is consistency between administration and staff with a principal that is in his third year and just signed a 4 year contract.

E3. Personal and Academic Support Criterion

Adequate Personalized Support: The school has available and adequate services to support student’s personal needs.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options. Teachers use the recognized IEP/504 plans for students. Teachers can also individualize the lessons according to their students. There are credit recovery options available. THS has purchased a new online curriculum. The district also brought back the AVID program during the 2016-17 school year. This program teaches study and organizational skills necessary to be successful in college and the work force. A tutor is also available for tutoring every day after school.

Support Services – Interventions and Student Learning:
At the start of the school year teachers are provided with their students' IEPs, 504's and any needed accommodations. Teachers or parents can also request a Student Study Team as needed. Counseling reviews the D and F list after each grading period to better assist these students. Teachers have access to each other's grades in PowerSchool. Parents are notified through PowerSchool, with a letter and through the student's report card. E-mail, texting and
Google Classroom are also used to contact parents. Math assessments are given to incoming freshmen in May with another assessment given during August and September. All freshmen take the PSAT in September. These assessments help identify the student’s strengths and weaknesses. Interventions occur in basic courses and all classes through Fuel Education. Dual enrollment is available through Shasta College.

**Equitable Support to Enable All Students Access to a Rigorous Curriculum:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Most classes at THS meet the UC/CSU “a-g” requirements. The Master Schedule is designed to maximize student opportunities. Dual enrollment with Shasta College is available in CTE classes. All AP classes have open enrollment. Credit recovery is during a class period. Independent study no longer uses packets.

**Co-Curricular Activities:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Students have a number of ways to get involved at THS. The courses are varied and many have a co or extra curricular component. There are many active clubs, the largest being FFA and FBLA. But there are many others too. Athletics, drama, community service opportunities, internships, College Connection to name a few. Now that ASB is a class the students have been working to create a more positive campus culture. Among their events is Club Rush and assisting with Open House. Activities are listed on the school’s website, on the calendar and in the daily bulletin. Lunch meetings are held that are open to all students.

THS has an impressive counseling center. There is a school funded counselor, a half full time TRIO and a full time GEAR UP advisor. There is currently a work based learning coordinator that promotes job shadow opportunities and internships for students. A county school psychologist is on campus 6 times a month, in addition a retired superintendent, who is also a psychologist, works directly with students on personal issues two days per week. The staff meets with ALL students regarding schedules, progress towards graduation and post secondary opportunities.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

The Counseling Center.

The staff at THS cares about and encourages all students to be successful. There is incredible community support for the students and staff at THS.

**Key issues for School Culture and Support for Student Personal and Academic Growth:**

Additional resources for students to help guide and support them with issues they face, including alcohol/drug abuse and mental health.
Staff development to deal with students facing above issues.

Additional intervention strategies focusing on students struggling academically (SSTs, more tutoring, access to more teacher help).

Look into ways to help students become more culturally aware (heritage days, add a Native American Club).

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Interviews with staff, students and parents.

Surveys

Observation

Special demonstration by students and participation of Visiting Team

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**Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up**

**School Wide Areas of Strength** (list numerically)

1. CTE & Ag Programs
2. School Culture
3. Student organizations such as FFA, SkillsUSA, & FBLA
4. Staff work ethic, and sense of ownership of school and student achievement.
5. Staff willingness to continually reflect, and seek out professional development
6. CCSS/CTE standards aligned instruction
7. Logistics and scheduling that increase numbers of sections (7 class schedule), Common Preps for departments, Early-Release Days for PD/Collaboration, staff ‘all-on-board’ ethic to teach multiple sections, including AP.
8. Community support and pride of Trinity tradition, and the ways it serves all student.
9. Adoptor, access, and use of technology across the disciplines (CTE, VPA, Core)
10. Relationships between staff and students is seen as caring, compassionate, and supportive.
11. Counseling Program is very strong, and relentless in ‘doing what’s right for kids’, and supporting student plans/goals for post graduation. Students can articulate a plan. ‘There’s something for everyone’, whether while enrolled, or after graduation.
12. Staff development opportunities are always supported.
13. Students developed the new Student Learning Outcomes.
14. Students have many academic options and choices within a seven period day.
15. Staff have a variety of ways to communicate with parents and guardians.
16. As varied as the teaching staff is, and as diverse as the classes are, numerous teaching styles and rigor are available to THS students.
17. With the variety of Co-curricular and extracurricular activities, THS students have additional support beyond the school day.

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**Schoolwide Critical Areas for Follow-Up**

(list numerically; Include who, what, why, and the impact on student learning)

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:
1. Using collaboration time to focus on understanding and using SLOs, using formative and standard based assessments, learning to more effectively use current programs like Fueled Ed & technology, using SSTs for academic intervention, expand tutoring for all students, creating & revising benchmarks in all areas/departments.
2. Articulation with feeder schools regarding curriculum, professional development, math placement exams, shared expectations for students and counselor assistance.
3. Explore more dual enrollment courses
4. Search for ways to improve student attendance rates.
5. Continue Peer Observation Days and further implement Instructional Walk Throughs.

"Each of the above include the "who, what, and why" in relation to student learning.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

1. Improve/update the Technology Plan
2. Using input from the staff communicate a calendar with agenda on topics addressed on collaboration Tuesdays.

**Chapter V: Ongoing School Improvement**

Action Plan Goals:

2. Increase the percentage of College and/or Career Readiness graduates.
3. Improve student engagement, support, school climate, and safety.
4. Increase teacher effectiveness through professional development in the areas of consistent grading practices, the use of data to drive instruction, continuing peer observations, instructional walkthroughs, and instructing writing in every content area.
5. Improve academic achievement as measured by the CAASPP scores.
6. Improve attendance rates.
7. Articulate with feeder schools.

Trinity High School’s action plan is adequate and effective in addressing their goals and the identified critical areas for follow-up. The action plan will address and enhance student learning needs, and is sufficient to address the additional critical areas for follow-up as identified by the visiting committee. One of the strengths of Trinity High School is, and will continue to be, the commitment of the staff and overall school community in addressing the identified needs. In addition, and seen as a strength, is the dedication and commitment by district, site, and teacher leadership to follow-through and support with sufficient resources to address the goals, and the issues stated. Since one of the goals addresses CAASPP results, site leadership and staff will need to address student apathy for taking the state test, and provide effective motivation and
incentive for students to give their best effort. THS has everything in place to meet these goals. As with most schools, not enough money could impede them. Their follow up process is sound.