

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Trinity Valley Elementary School
Street	PO Box 1229
City, State, Zip	Willow Creek, CA, 95573-1229
Phone Number	(530) 625-5600
Principal	Jacqueline McCullough
Email Address	jmccullough@ktjusd.k12.ca.us
School Website	http://tves.ktjusd.k12.ca.us/
County-District-School (CDS) Code	12-62901-6007991

2022-23 District Contact Information

District Name	Klamath-Trinity Joint Unified School District
Phone Number	(530) 625-5600
Superintendent	Jennifer Glueck
Email Address	jglueck@ktjUSD.k12.ca.us
District Website Address	www.ktjUSD.k12.ca.us

2022-23 School Overview

Principal's Message

Trinity Valley Elementary School (TVES) is nestled in the mountains of Northern California, where the Trinity River flows just a quarter-of-a-mile away from campus. Trinity Valley students enjoy being part of the small rural community. Here, all students are actively engaged and learning. All students, parents, teachers and staff members work diligently to achieve their goals. All members of the school community love learning and challenge themselves to reach their highest potential. As you walk around campus, students can be observed successfully using the skills, attitudes and behaviors they have learned to effectively deal with other students in social experiences. They value diversity and are major contributors to the school climate of responsibility, respectfulness and safety. The school is a safe, happy learning family for these young citizens. In all classrooms, students are strategic learners who think consciously about what they see, hear, read, write, and create.

Students are actively engaged in their learning as it relates to their environment and personal experiences. Students master basic skills and grade-level standards because teachers skillfully differentiate for all learning profiles and practice proven innovative approaches to learning. Trinity Valley is a comprehensive TK-8 elementary school providing a stimulating, quality educational program for 165 students. Staff members are committed to creating and maintaining an environment where students can grow physically, emotionally and intellectually into healthy, contributing citizens.

School Mission Statement

Staff members are committed to creating and maintaining an environment where students can grow physically, emotionally and intellectually into healthy, contributing citizens.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	17
Grade 1	8
Grade 2	19
Grade 3	11
Grade 4	12
Grade 5	24
Grade 6	19
Grade 7	20
Grade 8	20
Total Enrollment	150

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.0
Male	56.0
American Indian or Alaska Native	56.0
Asian	0.0
Black or African American	0.7
Filipino	0.0
Hispanic or Latino	8.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.3
White	34.0
English Learners	0.7
Foster Youth	5.3
Homeless	4.7
Migrant	0.0
Socioeconomically Disadvantaged	82.7
Students with Disabilities	20.0

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	81.82	45.80	73.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	4.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	9.09	4.30	6.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.40	10.34	12115.80	4.41
Unknown	1.00	9.09	2.30	3.86	18854.30	6.86
Total Teaching Positions	11.00	100.00	61.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	100.0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

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

Year and month in which the data were collected		11/8/2016	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	K-5: Houghton Mifflin, Reading: Medallion Edition, 2003 6-8: McDougal Littell, The Language of Literature	Yes	0
Mathematics	K-3: McMillan/McGraw Hill, Mathematics, 2009 4-6: Scott-Foresman, EnVisionMath, 2009 Carnegie Learning, Course 1, Course 2 and Course 3 (6-8)	Yes	0
Science	K-5 Houghton Mifflin, California Science, 2007 6-8: Glencoe, Focus on Science, 2007	Yes	0
History-Social Science	K-5: Scott Foresman History-Social Science for California, 2005 6-8: TCI, History Alive!, 2005	Yes	0

School Facility Conditions and Planned Improvements

Trinity Valley Elementary was built in the 1950s, with additions and upgrades done in 1967 and 1988. There are 14 classrooms, a gymnasium, cafeteria and library. The school is generally in good condition with repairs, maintenance and cleaning done on a regular basis by a full-time on-site maintenance person, a full-time custodian and a part-time custodian. The full-time custodian is on-site daily from midday until the evening, and the parttime custodian is on-site beginning after school dismissal in the afternoon. TVES employs two grounds supervisors who monitor students before school starts and during recess and lunch breaks.

We completed the installation of a playground area in November 2008. In October 2009, we completed the installation of a swing set structure for our kindergarten through fifth-grade students to enjoy.

A modular building was set up in September 2010. A second modular building was set up in 2013 to enlarge space. Both buildings are home to our after-school program.

We completed a modernization project that restructured the bathrooms on the upper-grade wing (Giddings Wing). The bathrooms are now Americans with Disabilities Act (ADA) compliant. In addition to the bathrooms, the campus has had various walkways and ramps installed to meet ADA compliancy. Water fountains have also been made to be ADA compliant. All classrooms have received new cabinetry for their sink areas with new sinks and faucets installed to meet ADA compliancy. All windows have been replaced to improve energy efficiency.

We had major construction during the 2014-15 and the beginning of the 2015- 16 school years, which included mold eradication, renovation of the gym and six classrooms. We began phase two in the 2015-16 school year, which continued into the 2016-17 school year, to address further mold eradication in our cafeteria/ kitchen, administration building and bathrooms, and four classrooms. Over the summer of 2016 we also began a reconstruction of our parking area to ensure it was ADA compliant and up to code. These construction projects have been ongoing throughout the entire district. The cost of the projects has been great, but has been also offset with the efforts of many, including the state government. All buildings with the exception of one wing have been remodeled and updated.

Year and month of the most recent FIT report

11/10/2016

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cry rot through-out the school
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			asphalt needs repair cafeteria door needs to be replaced

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	24	N/A	16	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	7	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	108	99	91.67	8.33	24.24
Female	52	48	92.31	7.69	27.08
Male	56	51	91.07	8.93	21.57
American Indian or Alaska Native	55	51	92.73	7.27	15.69
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	40	35	87.50	12.50	34.29
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	87	81	93.10	6.90	20.99
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	29	24	82.76	17.24	12.50

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	108	98	90.74	9.26	13.27
Female	52	48	92.31	7.69	8.33
Male	56	50	89.29	10.71	18.00
American Indian or Alaska Native	55	52	94.55	5.45	9.62
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	40	33	82.50	17.50	15.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	87	79	90.80	9.20	11.39
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	29	24	82.76	17.24	12.50

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	10.26		9.4	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	39	88.64	11.36	10.26
Female	18	17	94.44	5.56	0
Male	26	22	84.62	15.38	18.18
American Indian or Alaska Native	22	21	95.45	4.55	9.52
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	12	75	25	8.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	32	86.49	13.51	9.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	9	69.23	30.77	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

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

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Trinity Valley Elementary School. They have made generous contributions of time and money to numerous programs and activities. In conjunction with the School Site Council (SSC) and Parent Teacher Organization (PTO), the school provides many opportunities for parents to be connected to their student's daily educational life. SSC offers parents a chance to be part of an official decision-making group that oversees an annual budget of more than \$100,000. PTO fundraisers enable the school to offer programs in art, music and literacy. PTO enriches classroom learning experiences through donations that support assemblies and field trips. The parent groups promote and organize activities throughout the year.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	168	164	72	43.9
Female	75	73	35	47.9
Male	93	91	37	40.7
American Indian or Alaska Native	89	88	47	53.4
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	15	15	6	40.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	3	50.0
White	57	54	16	29.6
English Learners	1	1	0	0.0
Foster Youth	18	18	12	66.7
Homeless	10	10	8	80.0
Socioeconomically Disadvantaged	138	136	63	46.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	42	42	19	45.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.59	10.46	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.54	3.57	0.19	9.77	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.57	0.00
Female	2.67	0.00
Male	4.30	0.00
American Indian or Alaska Native	4.49	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.51	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.76	0.00

2022-23 School Safety Plan

All visitors are required to sign in and to wear a visitor's badge during their stay on the Trinity Valley School campus. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as standardized testing (district and state assessments). During lunch, breaks and before and after school, yard supervisors and teachers supervise students and monitor the campus. The school safety and emergency/disaster plans are revised and updated annually in accordance with state requirements. The plans are designed to assist in preparing for emergencies, managing emergency-response efforts and maintaining a safe school environment. The plans require identification of security needs, development of prevention and intervention techniques; evaluation of physical facilities; and communication with staff, students and parents. Components of the school safety plan include strategies and programs that will provide and maintain a high level of school safety, assess current school crime occurring on campus and at school functions, and address procedures related to the compliance of existing laws as they affect school safety. The school safety plan was most recently reviewed, updated and discussed with school faculty in 2020..

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	2		
1	11	1		
2	16	1		
3	24		1	
4	19	1		
5	21		1	
6	18	1		
Other	5	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	2		
1	19	1		
2	12	1		
3	15	1		
4	21		1	
5	18	1		
6	21		1	
Other	4	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	8	1		
2	19	1		
3	6	2		
4	12	1		
5	23		1	
6	17	1		
Other	11	2		

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,642	\$9,742	\$3,900	\$61,551
District	N/A	N/A	\$16,726	\$63,493
Percent Difference - School Site and District	N/A	N/A	-124.4	-3.1
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	-51.3	-17.0

2021-22 Types of Services Funded

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,425	\$46,419
Mid-Range Teacher Salary	\$63,648	\$69,902
Highest Teacher Salary	\$79,621	\$97,912
Average Principal Salary (Elementary)	\$88,965	\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$84,213	\$122,212
Superintendent Salary	\$130,050	\$150,971
Percent of Budget for Teacher Salaries	22%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The focus for staff development includes the workshops and conferences that will improve student achievement. The district participates in professional learning communities (PLCs) designed to support teachers with in-class coaching, collaboration and analysis of student-performance data.

Professional-development opportunities are provided with organized trainings ranging from one to five days, plus individual in-services. A district professional development committee assists in planning and organizing the opportunities

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	