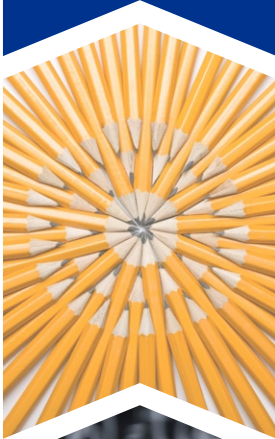


SARC

2015-16
School Accountability
Report Card
Published in 2016-17



Trona High School

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Principal
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83600 Trona Road
Trona, CA 93562

Grades: 7-12
Phone: (760) 372-2824
<http://trona.tjUSD.net/trona-high-school>

CDS Code: 36-67892-3636487

Trona JUSD





Principal's Message

Trona High School recognizes each student is unique and deserves a challenging and rigorous academic path. Our high school provides students with a personalized, small-school environment with support to achieve in a rigorous instructional program. Our students have been recognized for their achievements throughout our community and region. As we move into the 2016-17 school year, Trona High School is implementing the Common Core State Standards to best prepare students for college and career, as well as continuing our focus on critical thinking and problem solving across the curriculum. Trona High School continues to apply AVID (Advancement Via Individual Determination) schoolwide and has enhanced our technology to enable students to develop 21st century skills. In addition, Trona High School provides our students and families with support, including student-assistance groups (synergy groups) and offers parents the Parent Project parenting classes.

Parental Involvement

Parent involvement is essential in the student, parent and school partnership. Parents are encouraged to become involved at the school through the School Site Council, our strategic planning initiative and community forums. They are also encouraged to attend school events such as back-to-school night, open house and parent-education meetings. In the 2016-17 school year, Trona High School will be offering Parent Project training, an intensive parenting program to provide parents with effective tools to work with their children.

For more information on how to become involved at the school, contact district counselor Ruth Soto at (760) 372-2824.

School Safety

The Trona Joint Unified School District's safety plan was revised in 2009. A new disaster/emergency plan was developed and added to the existing safety plan; the key elements of the school safety plan include the following:

1. Assessment of current status of school crime committed on school campus and at school-related activities.
2. Strategies and programs that provide or maintain a high level of school safety:
 - Child abuse
 - Disaster/emergency
 - Discipline
 - Sexual harassment
 - Dress code
 - Safe and orderly environment
 - Safety drills
 - Crisis-intervention plans

All parents and interested parties are welcome to access the school safety plan from 7:30 a.m. to 3 p.m. at the Trona Joint Unified School District office. The purpose of the school safety plan is to facilitate the communication between teachers, staff and community in regard to student safety, and the plan ensures all measures of safety are employed by the district.

The school safety plan addresses preparedness for response to earthquake, fire, intruders on campus and evacuation procedures. All visitors to Trona High School are required to sign in at the high school office. Emergency phone numbers are displayed outside for emergency situations.

Administration and teachers supervise Trona High School campus and related school activities. The high school has an excellent working relationship with the San Bernardino County Sheriff's Department.

The school safety plan was most recently reviewed in December 2016. In addition, teachers are CPR and first-aid certified. They have also received training in the use of the school's defibrillators.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Accountability Report Card

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

Mission Statement

Educate and empower all students to be successful in college, career and community in the 21st century.

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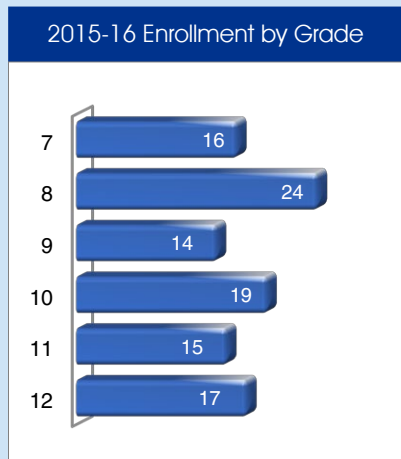
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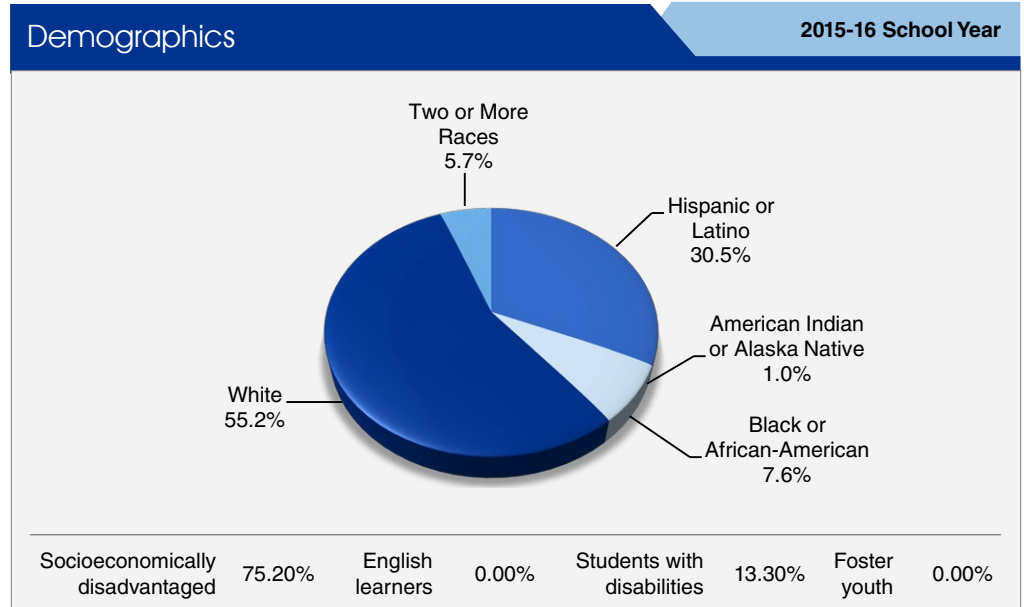
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Enrollment by Student Group

The total enrollment at the school was 105 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



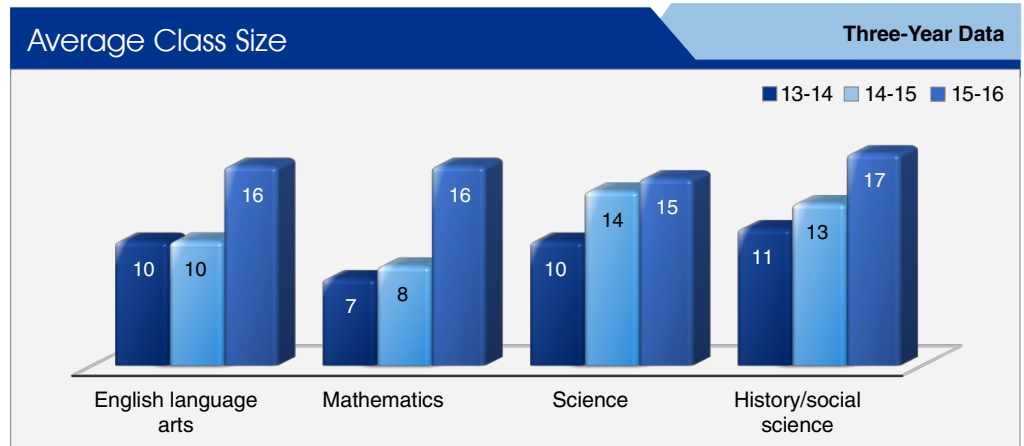
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Trona HS			
	13-14	14-15	15-16
Suspension rates	10.8%	11.5%	9.8%
Expulsion rates	0.0%	0.9%	1.8%
Trona JUSD			
	13-14	14-15	15-16
Suspension rates	18.7%	8.0%	7.6%
Expulsion rates	0.0%	0.4%	0.8%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	10			10	2			3	
Mathematics	12			11	1			3	
Science	7			5	1			3	
History/social science	8			6	1			2	



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Trona HS			Trona JUSD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	51%	20%	38%	47%	25%	42%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	44	37	84.09%	37.84%	
Male	24	21	87.50%	47.62%	
Female	20	16	80.00%	25.00%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	13	10	76.92%	40.00%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	23	20	86.96%	40.00%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	31	28	90.32%	32.14%	
English learners	❖	❖	❖	❖	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Trona HS		Trona JUSD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	31%	25%	27%	27%	44%	48%
Mathematics	22%	14%	26%	26%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 7, 8 and 11.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	18	18	100.00%	16.67%
Male	12	12	100.00%	8.33%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	12	100.00%	16.67%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	18	18	100.00%	5.56%
Male	12	12	100.00%	0.00%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	12	100.00%	8.33%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	26	22	84.60%	27.27%
Male	14	12	85.70%	33.33%
Female	12	10	83.30%	20.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	10	83.30%	20.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	16	15	93.80%	13.33%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	26	21	80.80%	28.57%
Male	14	11	78.60%	27.27%
Female	12	10	83.30%	30.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	10	83.30%	20.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	16	14	87.50%	21.43%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	19	19	100.00%	31.60%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	12	100.00%	25.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	19	19	100.00%	5.30%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	12	100.00%	8.30%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Admission Requirements for California’s Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school’s courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	2014-15 and 2015-16 School Years	
	Trona HS	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	27.00%	
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	0.00%	

Career Technical Education Programs

Trona High School offered three career technical programs during 2016-17. These programs are aligned to the applicable model curriculum standards and are specifically focused on career and work preparation; the courses are available only for grades 10-12:

- Computer Security
- Computer Repair and Maintenance
- Entrepreneurship

Joseph Wolfe, high school principal, is the primary representative for the career technical education (CTE) program. Searles Valley Minerals, Zimmerman Builders, Gilbert Machine Shop and Searles Valley Minerals Fire Department represent local industries. All CTE and ROP technical classes at Trona High School are integrated with language arts and mathematics curriculum, supporting academic achievement. ROP classes are supported by the San Bernardino County Superintendent of Schools integration curriculum. All ROP courses at Trona High School are selected by the local advisory committee and ratified by the Regional Occupation Coordinating Council. All courses are selected using job-market analysis data and local industry trends. ROP courses are evaluated for effectiveness by the San Bernardino County Superintendent of Schools ROP annually. Completion rates, class enrollment and class certificates are used in determining measurable outcomes.

Career Technical Education Participation

This table displays information about participation in the school’s Career Technical Education (CTE) programs.

Career Technical Education Data	2015-16 Participation	
	Trona HS	
Number of pupils participating in CTE	25	
Percentage of pupils who completed a CTE program and earned a high school diploma	24%	
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	2%	



Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- REWARDS (grades 7-9)
- PLATO Learning Environment
- Paraprofessionals

Gifted students have:

- Young Scholars Program
- California State University
- Cerro Coso Community College online

California Physical Fitness Test

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

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. To protect student privacy, scores are not shown when the number of students tested is 10 or fewer. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.



Professional Development

Staff development is based on needs assessed through the Western Association of Schools and Colleges (WASC) self-study process that involves a variety of stakeholders.

Staff development is delivered through after-school workshops, whole-day in-services and individual workshops. We have three full days and every Wednesday afternoon each year dedicated to staff and professional development.

2012-13: The staff was transitioning to the Common Core State Standards, with emphasis on learning strategies to increase student achievement through increasing rigor in the classrooms.

2013-14: AVID (Advancement Via Individual Determination) implementation began districtwide. Common Core implementation continued. Major areas of focus for staff development were implementing AVID strategies, such as Cornell Notes, across the curriculum and analysis of the English language arts Common Core State Standards. Spring of 2014 began the WASC self-study process.

2014-15: Continued staff development on AVID strategies and the WASC self-study process. The self-study was completed in January 2015 and was posted on the district website. The visit took place in March 2015. Action plans were revised to reflect the recommendations left by the visiting team.

2015-16: Continued implementation of AVID strategies across the curriculum. Beginning professional learning communities training and preparing each curriculum to be ready for implementation.

2016-17: Continued implementation of AVID strategies across the curriculum. Implementation of professional learning communities, emphasizing the importance of all students learning/intervention.

Professional Development Days

2014-15	3 days
2015-16	3 days
2016-17	3 days

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsggrmin.asp or www.cde.ca.gov/ci/gc/hs/cefhsgradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	Trona HS	Trona JUSD	California
All students	92.86%	92.86%	85.66%
Black or African-American	25.00%	25.00%	76.88%
American Indian or Alaska Native	❖	❖	74.87%
Asian	❖	❖	92.78%
Filipino	❖	❖	96.80%
Hispanic or Latino	100.00%	100.00%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	100.00%	100.00%	87.23%
Two or more races	❖	❖	91.36%
Socioeconomically disadvantaged	150.00%	150.00%	76.61%
English learners	❖	❖	50.90%
Students with disabilities	25.00%	25.00%	68.38%
Foster youth	❖	❖	❖

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
Trona HS	93.75%	66.67%	66.67%	6.30%	11.10%	27.80%
Trona JUSD	94.12%	66.67%	66.67%	5.90%	11.10%	27.80%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.



Textbooks and Instructional Materials

Textbook-adoption procedures begin by February prior to the adoption year. If a textbook is being considered for adoption, the department chair will present it to the staff for evaluation.

A recommendation is sent to the principal/superintendent for consideration. He either recommends the textbook to the school board or rejects the recommendation, returning it to the committee. He then notifies the public that a textbook is being considered for adoption, and the textbook is displayed for public inspection for 30 days. A notice is sent to parents.

The school board considers adoption at the next school board meeting. If it adopts the textbook, the department chair is notified of the adoption date.

The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Trona Joint Unified School District has been reviewing state-aligned textbooks in the attempt to realign with the state-adoptions cycle and the California state standards. All students have access to textbooks that are California state standards-aligned.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English	<i>Language Network</i> , McDougal Littell (7-12)	2004
English	Literature, Bronze Level; Prentice Hall (7)	2004
English	REWARDS, Sopris West (7-8)	2004
English	<i>Literature</i> , Silver Level; Prentice Hall (8)	2004
English	<i>Literature</i> , Gold Level; Prentice Hall (9)	2004
English	<i>Literature</i> , Platinum Level; Prentice Hall (10)	2004
English	<i>Literature Timeless Voices, Timeless Themes: The American Experience</i> ; Prentice Hall (11-12)	2004
Social Studies	<i>World History: Medieval and Early Modern Times</i> , McDougal Littell (7)	2006
Social Studies	<i>Creating America: Beginnings Through World War I</i> , McDougal Littell (8)	2006
World History	<i>World History: Connections to Today, the Modern Era</i> ; Prentice Hall	2004
U.S. History	<i>America: Pathways to the Present</i> , Prentice Hall	2004
Government	<i>Magruder's American Government</i> , Prentice Hall	2004
Economics	<i>Economics: Principles in Action</i> , Prentice Hall	2004
Science	<i>Life Science</i> , Holt (7)	2004
Science	<i>Physical Science</i> , Holt (8)	2004
General biology	<i>Biology</i> , Glencoe	2010
Chemistry	<i>Chemistry</i> , Prentice Hall	2011
Biology	<i>Biology</i> , California Edition; Holt	2010
Mathematics	California <i>Go Math!</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Integrated Mathematics 1, 2, 3</i> ; Houghton Mifflin Harcourt	2015
Precalculus	<i>Precalculus: A Graphing Approach</i> , Holt McDougal	2007

Continued on page 12

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	11/17/2016





Quality of Textbooks

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

Quality of Textbooks	
2016-17 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Advanced Placement Courses

No information is available for Trona High School regarding Advanced Placement (AP) courses offered.

"Trona High School recognizes each student is unique and deserves a challenging and rigorous academic path."

Textbooks and Instructional Materials - continued from page 11

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Precalculus	<i>Pre-Calculus with Trigonometry</i> , CPM Educational Program	2009
Health	Health, Holt	2007
Health	Sexual Health Education for California Youth, Grades 6-12; American Red Cross (2010)	2012
Spanish 1	Spanish 1: <i>iExprésate!</i> ; Holt, Rinehart and Winston	2008
Spanish 2	Spanish 2: <i>iExprésate!</i> ; Holt Rinehart and Winston	2009
French 1	French 1: Holt, Rinehart and Winston (2008)	2012
French 2	French 2: Holt, Rinehart and Winston (2008)	2012
Art	<i>Exploring Art</i> , Glencoe/McGraw-Hill	2008
Art	<i>ArtTalk</i> , Glencoe/McGraw-Hill	2008
Photography	<i>Photo & Digital Imaging</i> , Goodheart-Willcox	2008
Integrated science I	<i>Science Spectrum: Physical Science</i> , Holt	2005
Integrated science I	<i>Biology</i> , Holt	2010
Life science	<i>Life Science</i> , Holt (2007)	2012
Physical science	<i>Physical Science</i> , Holt (2007)	2012

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Trona HS	Trona JUSD
Program Improvement status	Not In PI	Not In PI
First year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		50.00%

◇ Not applicable. The school and district are not in Program Improvement.



School Facility Items Inspected

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

- Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- Electrical:** Electrical systems (interior and exterior)
- Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- Structural:** Structural condition, roofs
- External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Good	External	Fair
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/25/2016
Date of the most recent completion of the inspection form			10/25/2016

Deficiencies and Repairs

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

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Systems	Room 5: Need to repair or replace the heater. Made contact with HVAC repairman November 2016.	
Interior	Repair small holes in plaster. Repairs have been assigned to maintenance staff.	
Electrical	Room 3: Two rows of lights do not work.	
Restrooms/fountains	HS office: Need to replace faucet; room 15: Need to fix water pressure. Will contact plumber during the current school year.	
Structural	Roofs need repairs. Materials will be purchased during the current school year.	
External	Windows need to be replaced. Seeking proposals for repairs. Planned for the 2017-18 school year.	

School Facilities

Trona High School has 12 classrooms that, along with other unoccupied classrooms, are used on an as-needed basis. There is a gymnasium with boys' and girls' locker rooms, as well as a fully equipped weight room. The library has an extensive collection of fiction and nonfiction volumes. There are 25 computers in the library, which are available for individual and class use.

In addition, there is a computer lab housing 20 computers and a Technology 2000 Lab. All computers are networked and have access to the internet. There is an auditorium and cafeteria, which is shared with the elementary school. One school office combines attendance, discipline, counseling services and the high school principal. The district superintendent and his staff are located in the district office, which is centrally located on the high school campus. Many of the high school classrooms were constructed between 1941 and 1960. The cleanliness of the school grounds and buildings is good.

Trona Joint Unified School District has four full-time employees on its custodial staff. The cleaning schedule covers student restrooms, locker rooms and the cafeteria on a daily basis. Classrooms are cleaned four times a week. Interior hallways, offices and the auditorium are cleaned weekly. Campus cleanup is on a continual basis as needed.

The general work-order process allows all employees to submit a written maintenance repair request at any time.

Requests are routed through the maintenance foreman who prioritizes requests based on need, scheduling, expense, emergencies, etc. Any request that is not routine or requires excess expense is submitted to the superintendent or the business office for authorization.

Other maintenance work is performed based on preventative maintenance, site schedules or capital expenditures. There are two full-time maintenance workers.

The maintenance foreman annually assesses the need for deferred maintenance projects and converses with the superintendent and principal regarding them.

Facility projects include:

- An architect has been retained for modernization planning, facility consolidation and to address immediate facility deferred maintenance issues
- A request for quotation was posted to find a company that will help with planning and maximize Proposition 39 funds
- Modernizing classrooms to incorporate 21st century technology (ongoing)
- Installing floors for the gymnasium project begin in April 2017



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	100
Support Staff	
	FTE
Social/behavioral counselor	1.0
Career development counselor	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	1.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Trona JUSD		Trona HS	
Teachers	16-17	14-15	15-16	16-17
With a full credential	15	8	6	8
Without a full credential	3	0	2	1
Teaching outside subject area of competence (with full credential)	2	3*	2*	2*

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Trona HS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Trona HS	68.00%	32.00%
All schools in district	75.76%	24.24%
High-poverty schools in district	75.76%	24.24%
Low-poverty schools in district	◇	◇

* Some teachers have authorization under Ed.Code 44865, Necessary Small High School.

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data	2014-15 Fiscal Year	
	Trona JUSD	Similar Sized District
Beginning teacher salary	\$43,274	\$40,430
Midrange teacher salary	\$67,311	\$58,909
Highest teacher salary	\$83,949	\$77,358
Average elementary school principal salary	\$104,337	\$94,634
Average high school principal salary	◇	\$100,453
Superintendent salary	\$121,176	\$123,728
Teacher salaries: percentage of budget	22%	32%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Trona HS	\$24,403	\$76,118
Trona JUSD	\$26,996	\$76,109
California	\$5,677	\$60,705
School and district: percentage difference	-9.6%	+0.0%
School and California: percentage difference	+329.9%	+25.4%

◇ Information is not available at this time.

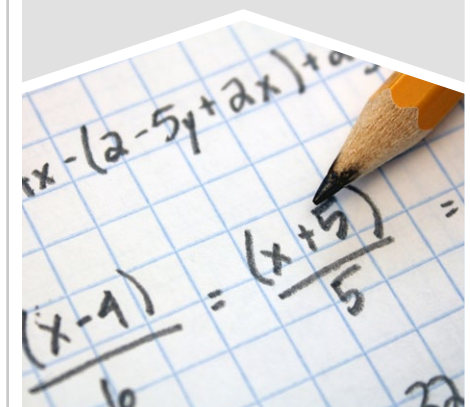
School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$28,002
Expenditures per pupil from restricted sources	\$3,599
Expenditures per pupil from unrestricted sources	\$24,403
Annual average teacher salary	\$76,118

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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