

# TRINITY COUNTY OFFICE OF EDUCATION SPECIAL EDUCATION DEPARTMENT



## GRADES Pre K-12 (ages 3-21)

201 Memorial Drive or P.O. Box 1256 Weaverville, CA 96093

Phone: (530) 623-2861 Fax: (530) 623-4489

Web site: [www.tcoek12.org](http://www.tcoek12.org)

**James B. French**  
Superintendent

**Karen Boltz**  
Principal

## 2007-08 School Accountability Report Card

Published During the 2008-09 School Year

### Principal's Message

Trinity County Office of Education's Special Education Department serves students throughout Trinity County and the SELPA (Special Education Local Planning Area) serves all of Trinity County. The Special Education Department serves the 11 school districts in Trinity County with Speech and Language Services, School Psychologist Services, Adapted Physical Education Services, Occupational Therapy Services, and all special education services for 3-5 year olds. The county also serves "solely low incidence" students ages 0-3. Four of the school districts (Douglas City Elementary School District, Junction City Elementary School District, Lewiston Elementary School District, and Southern Trinity Joint Unified School District) operate their own Resource and Special Day Class programs. The other seven school district special education programs are operated at the county level.

Trinity County is sparsely populated but geographically very large and mountainous. With rare exceptions, special education students are served in their district of residence. Our school districts and special education teachers serve students with every type of disability and generally those students are well-integrated into the general education classrooms. Of approximately 215 students currently receiving special education services, 23 are Special Day Class students.

All of the school districts are emphasizing early intervention services in the primary grades to reduce the need for special education services for students. The schools are also collaborating at all grade levels with the special education programs to support students in the general education classrooms with modifications and accommodations and allow all students access to the core curriculum in the least restrictive environments. The schools are at various stages of planning and/or implementing 3-tiered models in anticipation of developing Response to Intervention models for considering eligibility for special education.

### Parental Involvement

There is a county-wide Community Advisory Committee (CAC) for special education which meets monthly. Many parents are also actively involved at the school site their child attends and may volunteer in a variety of ways, including membership on the local Site Council.

For more information on how to become involved, contact Karen Boltz, Special Education Director, at (530) 623-2861 ext.234 or Jacqueline Gilmore, at (530) 628-1931.

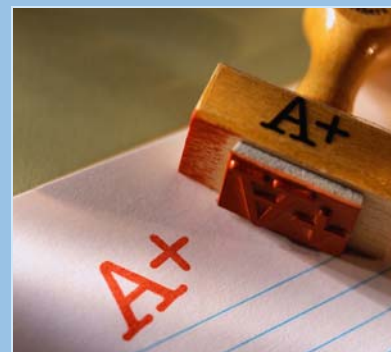
### Professional Development

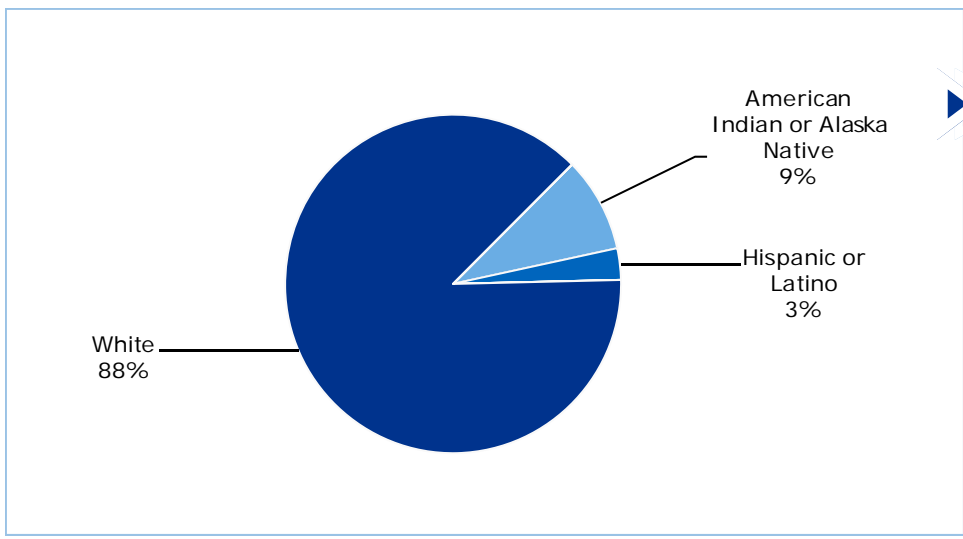
Services are provided by specialists in Speech and Language, School Psychology, Behavior Management, Adapted Physical Education, Occupational Therapy, Physical Therapy, Nursing, Teaching Students with Disabilities, and paraeducator support for students aged 3-22. Specialized materials, professional development, and technology services are also provided.

For the previous three school years, we had three days outside of student school each year dedicated to staff and professional development.

### Trinity County Office of Education

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### Enrollment and Demographics

The total enrollment was 33 students for the 2007-08 school year.



### Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	*	*
Mathematics	*	*
Science	*	*
History-Social Science	*	*

### Textbooks and Instructional Materials

County adopt state approved or governing board approved textbooks, keeping current with the cycles of adoption. Every student has access to their own textbooks and materials. Textbooks and materials (including supplementary and remedial) are reviewed by adoption committees at each school district and efforts are made to have most adoptions be county-wide.

### Availability of Textbooks and Instructional Materials

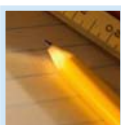
Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

### Class Size

No information is available for Trinity County Office of Education Special Education Department regarding the three-year data for average class size.

Note: The collection and verification date varies by school site. Please see each school district's SARC.

\* Textbooks/materials are state adopted (K-8), standards aligned, current; board adopted (9-12). See each school district's SARC. Three of the school districts and the Court School currently provide facilities to students served by the Trinity County Office of Education Special Education Department. Please refer to the SARCs for Mountain Valley Unified School District, Trinity Alps Unified School District, Cox Bar Elementary School District, and Trinity County Office of Education Court School. You can access those SARCs by going to [www.tcoek12.org](http://www.tcoek12.org) and clicking on Trinity County Schools.





## School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✘			
Mechanical Systems	✘			
Windows/Doors/Gates (interior and exterior)	✘			
Interior Surfaces (walls, floors, and ceilings)	✘			
Hazardous Materials (interior and exterior)	✘			
Structural Damage	✘			
Fire Safety	✘			
Electrical (interior and exterior)	✘			
Pest/Vermin Infestation	✘			
Drinking Fountains (inside and outside)	✘			
Restrooms	✘			
Sewer	✘			
Playground/School Grounds	✘			
Roofs	✘			
Overall Cleanliness	✘			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✘			

Note: The school site inspection and inspection form completion dates varies by school site.

✘ Three of the school districts and the Court School currently provide facilities to students served by the Trinity County Office of Education Special Education Department. Please refer to the SARCs for Mountain Valley Unified School District, Trinity Alps Unified School District, Cox Bar Elementary School District, and Trinity County Office of Education Court School. You can access those SARCs by going to [www.tcoek12.org](http://www.tcoek12.org) and clicking on Trinity County Schools.

## Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Trinity COE Special Education Department			Trinity COE		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.061	1.160	0.182	0.000	0.000	0.000
Expulsion Rate	0.030	0.000	0.000	0.000	0.000	0.000

## School Facilities

Trinity County Office of Education provides services to students in all school districts in the county. All classrooms are safe, clean and adequate and are on a par with the general education facilities at each site. The schools in Trinity County maintain their school grounds, buildings and restrooms in excellent condition and cleanliness.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$76,000 for the deferred maintenance program. This represents 2.5% of the District's general fund budget.





## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The table shows the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. Please note scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Trinity County Office of Education Special Education Department. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Trinity COE Special Education Department			Trinity COE			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
<b>English-Language Arts</b>	0%	0%	41%	12%	15%	41%	42%	43%	46%
<b>Mathematics</b>	❖	❖	69%	12%	8%	43%	40%	40%	43%
<b>Science</b>	❖	❖	❖	❖	18%	23%	35%	38%	46%
<b>History-Social Science</b>	❖	❖	❖	14%	8%	6%	33%	33%	36%

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

## Graduates and Dropouts

The table displays the one-year dropout rates and graduation rates for the school, district, and state for the most recent three-year period for which data is available.

Graduates and Dropouts									
	Trinity COE Special Education Department			Trinity COE			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
<b>Graduation Rate</b>	97.4%	96.1%	66.7%	97.4%	96.1%	92.4%	85.0%	83.0%	79.5%
<b>Dropout Rate</b>	0.0%	0.0%	8.3%	0.0%	0.0%	72.7%	3.1%	3.5%	4.4%

## 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 test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Trinity County Office of Education Special Education Department. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).





## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Trinity COE Special Education Department		Trinity COE	
Met Overall AYP	No		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	No		Yes	

### Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	◆	◆	◆
Similar Schools API Rank	◆	◆	◆

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	-37	-90	170	592
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

◆ Information not available.

■ Data are reported only for numerically significant groups.

**Testing Note:** Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## Career Technical Education Programs

Trinity County Office of Education Special Education Department does not have a formal Career Education Technical program.

## Career Technical Education Participation

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

Career Technical Education Data	
	07-08
# of Pupils Participating in CTE	✦
% of Pupils Who Complete a CTE Program and Earn a High School Diploma	✦
% of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	✦

✦ Not applicable. Trinity County Office of Education Special Education Department does not have a formal Career Education Technical program.

## Courses Required for UC/CSU Admission

**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 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 University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**California State University:** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at [www.calstate.edu/admission/](http://www.calstate.edu/admission/).

## Course Enrollment for UC/CSU Admission

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

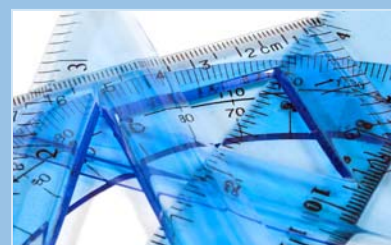
University of California and California State University Admission	
UC/CSU Course Measure	07-08
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	✦
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	✦

✦ Information not available.

## School Safety

Each special education classroom is located at a local school campus. Each local school district has a current comprehensive safety plan which is reviewed and updated annually. Current safety plans are available at each of the 11 school districts and the Court School. Three of the school districts and the Court School currently provide facilities to students served by the Trinity County Office of Education Special Education Department. Please refer to the SARC's for Mountain Valley Unified School District, Trinity Alps Unified School District, Cox Bar Elementary School District, and Trinity County Office of Education Court School. You can access those SARC's by going to [www.tcoek12.org](http://www.tcoek12.org) and clicking on Trinity County Schools.

The School Safety Plans were last reviewed, updated, and discussed with the school faculty in March 1, 2008.





## California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools, as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Please note scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Trinity County Office of Education Special Education Department. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	05-06	06-07	07-08	05-06	06-07	07-08
Trinity COE Special Education Department	❖	❖	❖	❖	❖	❖
Trinity COE	❖	❖	❖	❖	❖	❖
California	51.1%	48.6%	52.9%	46.8%	49.9%	51.3%

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

## Completion of High School Graduation Requirements

The table shows the percentage of students (that began the 2007-08 school year in the 12th grade) who met all state and local graduation requirements for grade 12 completion, including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more detailed information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

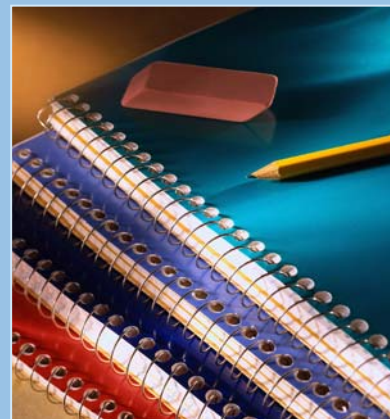
Completion of High School Graduation Requirements		
Group	Graduating Class of 2008	
	Trinity COE Special Education Department	Trinity COE
All Students	◆	❖
Economically Disadvantaged	◆	❖
English Learners	◆	❖
Students with Disabilities	◆	❖
African American	◆	❖
American Indian or Alaska Native	◆	❖
Asian	◆	❖
Filipino	◆	❖
Hispanic or Latino	◆	❖
Pacific Islander	◆	❖
White	◆	❖

◆ For the 2007-08 school year, there were no 12th grade students enrolled at Trinity County of Education Special Education Department.

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

## Advanced Placement Courses

No information is available for Trinity County Office of Education Special Education Department regarding advanced placement (AP) courses offered.



## 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 a 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 on a workstation, and the ability to print documents.



## Teacher Qualifications

Teacher Credential Information				
Teachers	Trinity COE	Trinity COE Special Education Department		
	07-08	05-06	06-07	07-08
With Full Credential	14	10	8	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0



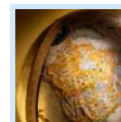
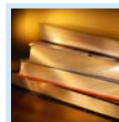
## Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

## Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Trinity COE Special Education Department		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0



## No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Trinity COE Special Education Department	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	100.0%	0.0%

◆ Information not available.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0



## School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.3
- Resource Specialist (non-teaching) 0.0
- Other 0.0



## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Trinity COE Special Education Department	Trinity COE
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>	✧	✧
<b>Year in Program Improvement</b>	✧	✧
<b>Number of Schools Identified for Program Improvement</b>	0	
<b>Percent of Schools Identified for Program Improvement</b>	0.0%	

✧ Not applicable.

## Financial Information

The data displayed is from the 2006-07 school year because 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.

District Salary Information — Does not include benefits		
Range	Trinity COE	Similar Sized District
<b>Beginning Teacher Salary</b>	✪	✪
<b>Mid-Range Teacher Salary</b>	✪	✪
<b>Highest Teacher Salary</b>	✪	✪
<b>Average Principal Salary (Elementary School)</b>	✪	✪
<b>Average Principal Salary (Middle School)</b>	✪	✪
<b>Average Principal Salary (High School)</b>	✪	✪
<b>Superintendent Salary</b>	✪	✪
<b>% of Budget for Teacher Salaries</b>	✪	✪
<b>% of Budget for Administrative Salaries</b>	✪	✪

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Trinity COE Special Education Department</b>	\$15,053	\$14,784	\$269	\$54,296
<b>Trinity COE</b>			\$7,316	\$59,269
<b>California</b>			\$5,300	\$54,955
<b>% Difference Between School and District</b>			-2,619.7%	-9.2%
<b>% Difference Between School and California</b>			-1,870.3%	-1.2%

✪ County Offices of Education are not required to display this data. (Education Code Section 41409.3).

✧ Information not available.

## Types of Services Funded

Special education staff have three contract days per year for staff development outside of student attendance days plus ample opportunity to attend conferences and trainings during the school year and outside of the contract year.



**SARC:** Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, 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.

All data accurate as of February 2009.