

Twin Ridges Home Study Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Dr. Jaynie Aydin, Administrator

Principal, Twin Ridges Home Study Charter

About Our School

Greetings to all Home Schooling Families,

Twin Ridges Home Study Charter School has been providing families in Nevada, Placer, Sierra and Yuba Counties with a unique blend of home schooling and optional site-based programs since 1978. For the last 30-plus years, the school, staff, teachers and families have developed a strong, knowledgeable team with a commitment to the individual learning styles of each student. Families can expect a resourceful staff and a flexible education program at the K-8th grade levels.

The Twin Ridges Home Study Charter School program facilitates responsibility and self-discipline so that students can reach their fullest potential in academics, athletics and the arts. The School, in partnership with the parents, creates a climate in which students can become critical thinkers, effective problem solvers and lifelong learners. Our program promotes a safe school environment where students will exercise tolerance and respect for the diversity of others while learning about global and local sustainability as well as the tools and best practices for living in an ever changing environment.

For more information please visit our website at www.trhs.us

Sincerely,

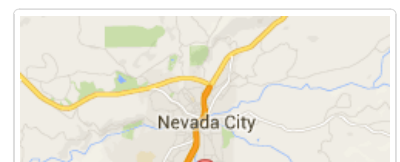
Jaynie Aydin, Ph.D.

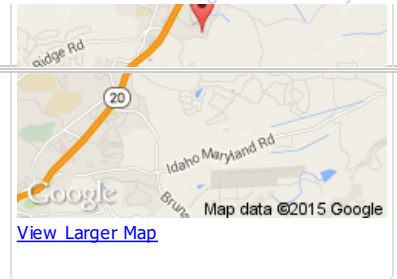
Dr. Jaynie Aydin received her Ph.D. from UCLA, Department of World Arts and Cultures. She is an international scholar and lecturer and is committed to alternative education at every level of study.

Contact

111 New Mohawk Rd.
Nevada City, CA 95959

Phone: 530-478-1815
E-mail: jaynie@trhs.us





About This School

Contact Information - Most Recent Year

School	
School Name	Twin Ridges Home Study Charter
Street	111 New Mohawk Rd.
City, State, Zip	Nevada City, Ca, 95959
Phone Number	530-478-1815
Principal	Dr. Jaynie Aydin, Administrator
E-mail Address	jaynie@trhs.us
Web Site	www.trhs.us
County-District-School (CDS) Code	29102980126227

District	
District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Web Site	http://www.nevco.k12.ca.us
Superintendent First Name	Holly
Superintendent Last Name	Hermansen
E-mail Address	holly@nevco.k12.ca.us

Last updated: 1/16/2015

School Description and Mission Statement (Most Recent Year)

Twin Ridges Home Study Charter School provides many options for community-building activities through classes, field trips and events. Credentialed Teachers meet at least every 20 days with parents and students, on-site classes are offered 1-2 days a week, and an educational budget of \$600 per semester is provided per student for curriculum, lessons, tutoring, enrichment classes and field trips. The staff prides itself on its respect for personal learning styles. Our staff boasts responsiveness to families' preferences for curricula, and are proud of the friendships and community established through classes, school wide activities and field trips.

The mission of Twin Ridges Home Study is to facilitate excellent, tailored Student Learning in a blend of home, site and community-based settings. Twin Ridges Home Study provides an innovative, family-friendly school that offers effective educational practices and philosophy with a creative, balanced and learner-centered program. Quality instruction and curriculum are arranged for each student.

OUR GOALS

- One-on-one teacher student relationships
- Consideration for how students learn information as well as the information students learn
- Strong parent involvement, networking and mutual support
- Community building through multi-age and family field trips, assemblies and group enrichment opportunities
- Access to a wide range of research-based materials, curricular libraries, and a rich selection of hands-on resources to address different developmental stages and learning styles
- Site-based classes offer enrichment ,promote academic skills, and provide positive social experiences
- Varied learning environments

- Parent and teacher professional development opportunities
- Access to technology
- Personally tailored tutoring

ADDITIONAL GOALS INCLUDE:

Giving parents and their children the opportunity to choose goals that are in alignment with their educational philosophy.

Assisting parents who want increased commitment and involvement in their child's education.

Providing a collaborative relationship between parents and staff in designing successful programs, strategies, and practices.

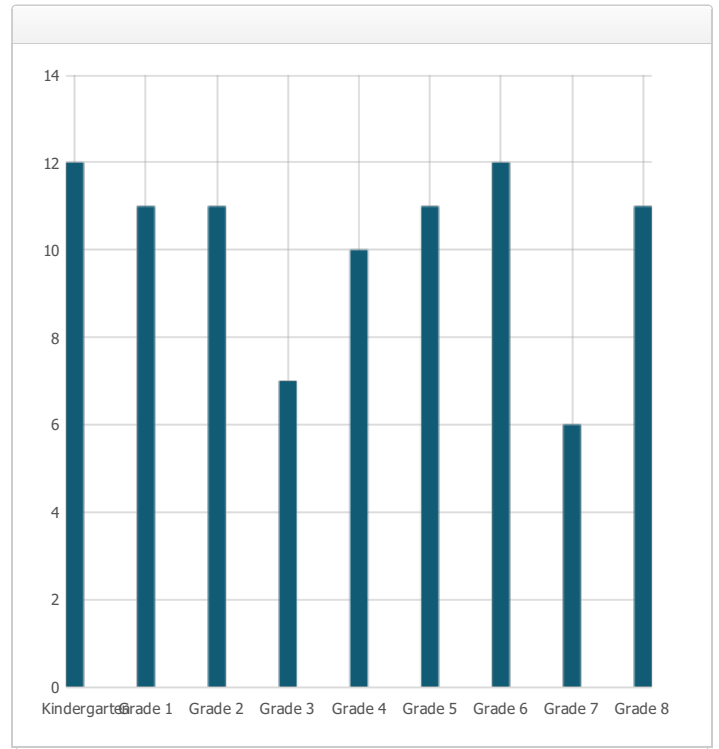
Encouraging an environment where parents and staff work together to assess the program by identifying strengths and areas that need improvement.

Assuring that students exiting this program in eighth grade will perform at or above grade level.

Last updated: 1/16/2015

Student Enrollment by Grade Level (School Year 2013-14)

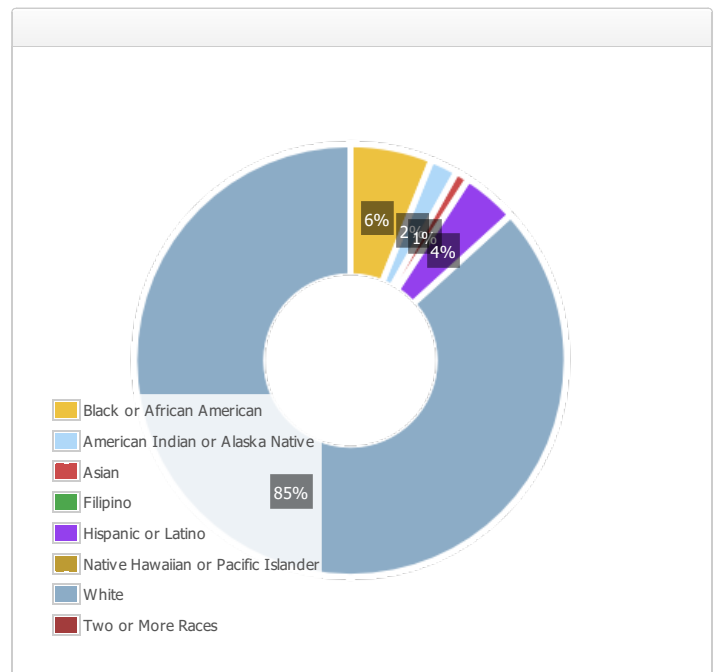
Grade Level	Number of Students
Kindergarten	12
Grade 1	11
Grade 2	11
Grade 3	7
Grade 4	10
Grade 5	11
Grade 6	12
Grade 7	6
Grade 8	11
Total Enrollment	91



Last updated: 1/26/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	2.2
Asian	1.1
Filipino	0.0
Hispanic or Latino	4.4
Native Hawaiian or Pacific Islander	0.0
White	85.7
Two or More Races	0.0
Socioeconomically Disadvantaged	54.9
English Learners	0.0
Students with Disabilities	5.5



Last updated: 1/26/2015

A. Conditions of Learning

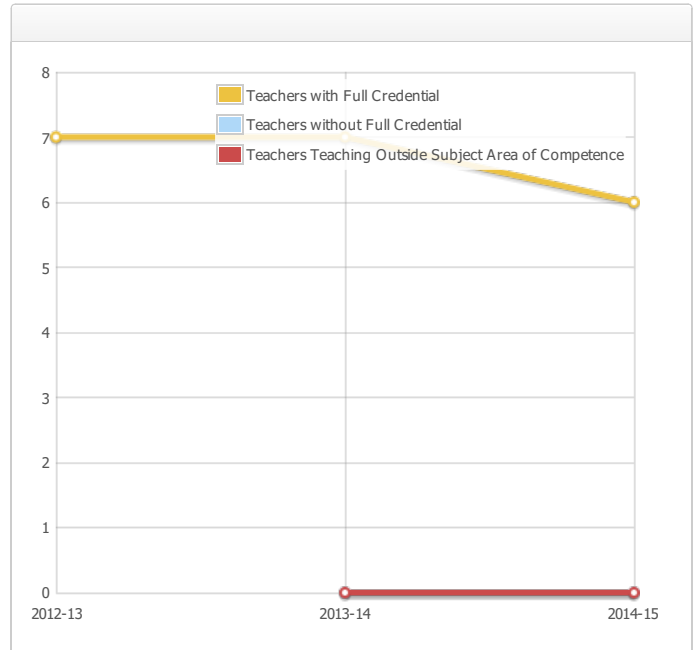
State Priority: Basic

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

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

Teacher Credentials

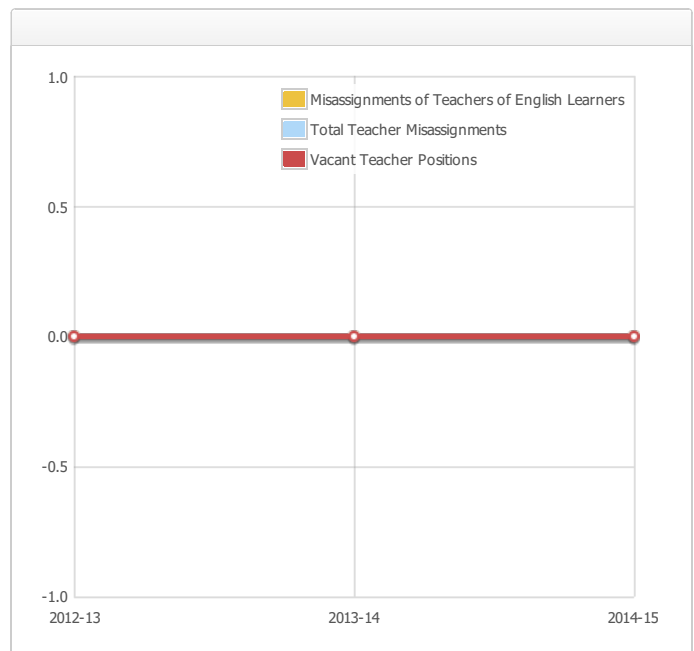
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	7	7	6	6
Without Full Credential		0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	0



Last updated: 1/26/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/21/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA Moving Beyond the Page- http://www.movingbeyondthepage.com/ JackKris- http://www.growingwithgrammar.com/index.html Writing With Ease/ Writing with Skill - http://www.peacehillpress.com/writing-with-ease-elementary/ Bob Books- http://bobbooks.com/ AVKO- http://www.avko.org/avkospelling.html Growing with Grammar/ Soaring with Spelling- http://www.growingwithgrammar.com/1swsProduct_Page.html	Yes	0.0
Mathematics	Math Singapore- http://www.singaporemath.com/ Progress in Mathematics- http://www.sadlier-oxford.com/math/ Life of Fred- http://lifeoffredmath.com/	Yes	0.0
Science	Science Moving Beyond the Page- http://www.movingbeyondthepage.com/ Story of Science- http://www.joyhakim.com/	Yes	0.0
History-Social Science	Social Studies Story of the World - http://www.peacehillpress.com/story-of-the-world/ Moving Beyond the Page- http://www.movingbeyondthepage.com/purchase/socialstudies.aspx	Yes	0.0
Foreign Language	Rosetta Stone Programs Available at K-8th grade levels	Yes	0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab			0.0

Eqpmt(9-12)

N/A

*Last updated: 1/21/2015***School Facility Conditions and Planned Improvements - Most Recent Year**

The school rents a full time facility in Nevada City for the main office and resource center, a 3 day a week site in Truckee, and a 1 day a week site in Wheatland for parent- teacher meetings and enrichment classes. Fire Dept inspections yearly report no needed safety repairs. Landlords are responsive to needed repairs when needed.

Facility custodian and maintenance staff maintain thorough cleanliness and repairs.

*Last updated: 1/21/2015***School Facility Good Repair Status - Most Recent Year**

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/21/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)		50		44	44	50	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 1/26/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Students at the School	
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	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Last updated: 1/26/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	59%	45%	45%	45%	54%	56%	55%
Mathematics	N/A	N/A	39%	31%	32%	32%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	33%	35%	31%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/26/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide			3
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/26/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School			B
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			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/26/2015

Career Technical Education Programs (School Year 2013-14)

N/A

*Last updated: 1/26/2015***Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

*Last updated: 1/16/2015***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

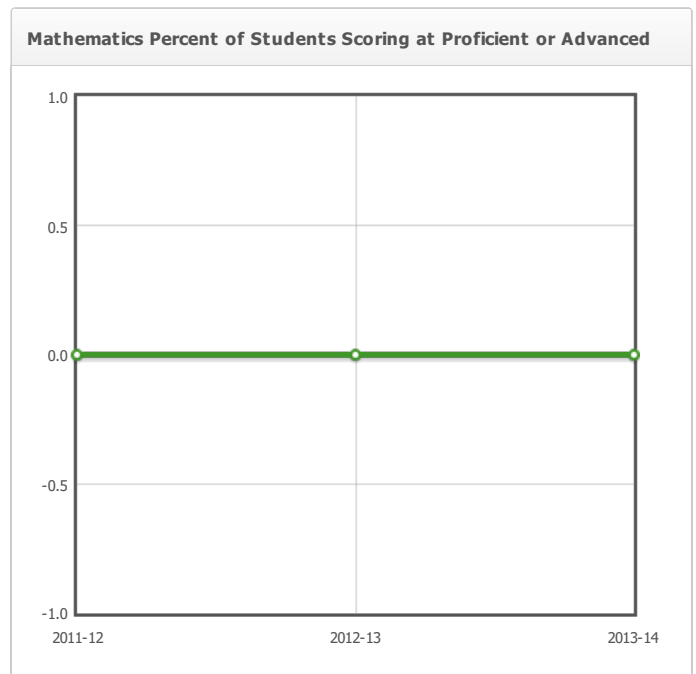
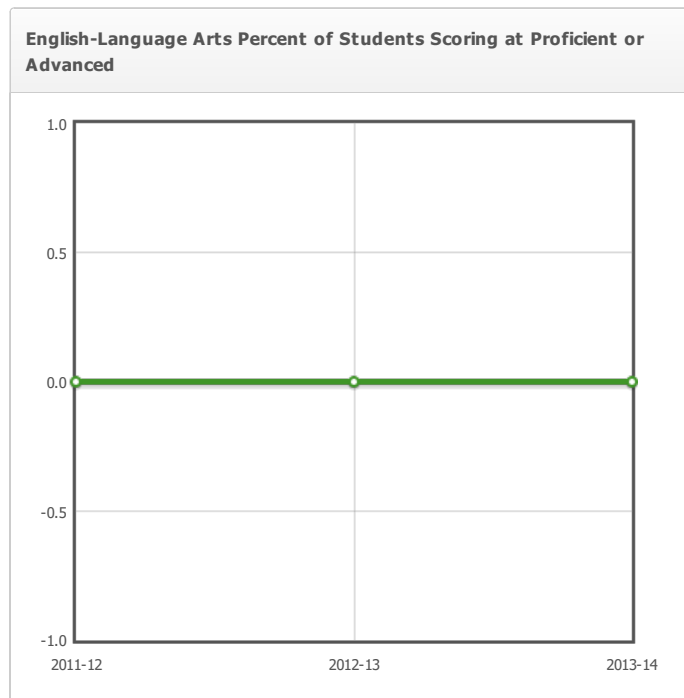
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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



Last updated: 1/16/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 1/16/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Last updated: 1/16/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

The nature of Home Schooling requires a high degree of parental involvement. In this unique program parents are consistently working together with their children and teacher to create an authentic home school environment. Parents have the opportunity to experience community with other parents and families often do things together in and out of the school format. Field trips and other school events are family friendly. Parents supervise student learning 20 hours a week with their own children in the larger real- world and home setting. Teachers work very closely with parents and students in family meetings to create optimum learning potential through a wide range of curriculum, site-based classes and experiential learning in the environment that is successful and preferred by the parent and student.

TRHS Parents are encouraged to get involved in school activities such as facilitating enrichment classes and weekly clubs, working in our Nevada City Community Backyard and attending and participating in the TRHS Board of Directors Meetings.

Twin Ridges Home Study is governed by a Board of Directors comprised of parents, teachers and school administrators. The Board makes budgetary, program, and policy decisions for the school. The Board of Directors meets once a month and parents can be a part of this important group that help guide the school. Parents interested in joining the Board of Directors, contact Jaynie Aydin, Director at jaynie@trhs.us.

The public is always welcome to attend Board Meetings. More information about our Board of Directors can be found at: http://www.twinridgeshomestudy.org/?page_id=780

Information about our local sustainability activities and extra-curricular social clubs can be found at : www.twinridgeshomestudy.org/?page_id=2342

State Priority: Pupil Engagement

Last updated: 1/16/2015

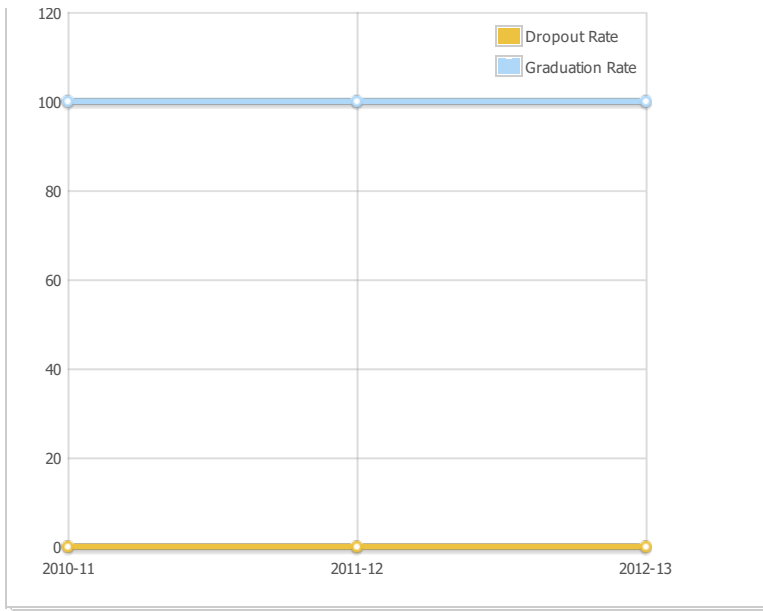
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0			
Graduation Rate	100.0	100.0	100.0				77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/16/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
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			
English Learners			
Students with Disabilities			

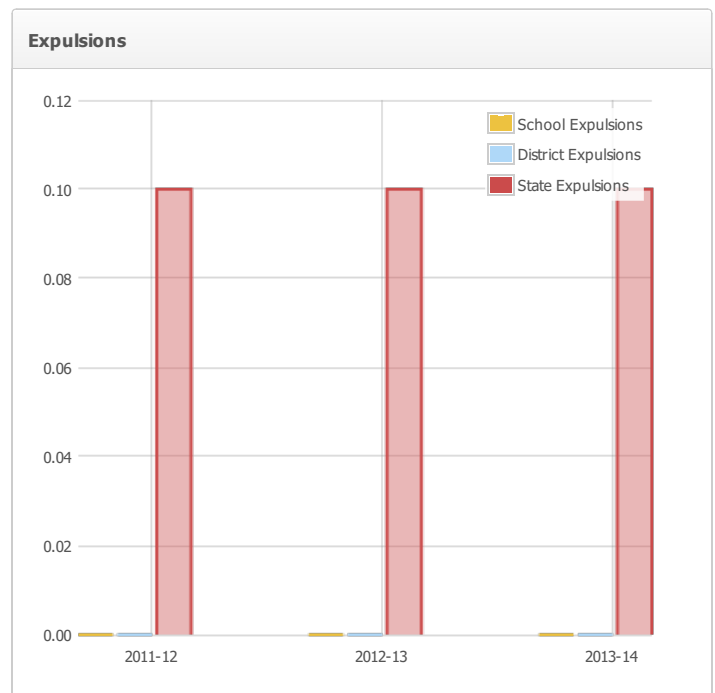
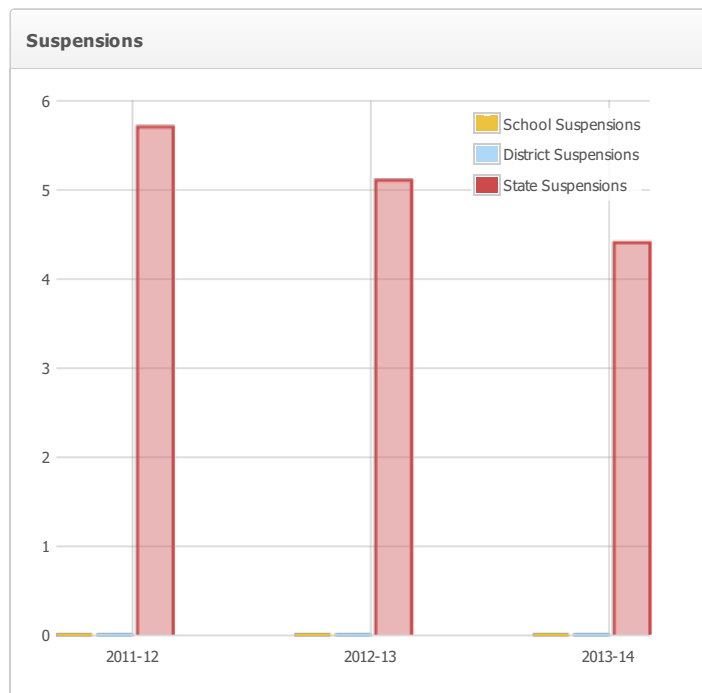
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	0.00	0.00	0.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/16/2015

School Safety Plan - Most Recent Year

This program is an Independent Study Charter School. Students are on site monthly for routine Learning Period meeting. Teachers provide weekly tutoring as arranged. Site-based enrichment classes are provides 1-2 days a week. Standard safety plans are in place in the building and on the playgrounds. Plans for exiting the building are posted, each EXIT is marked, fire drills are done monthly, all emergency numbers for Nevada County and contiguous counties are posted and emergency procedures are posted in the office. Health and safety policies include information on vaccination; a school nurse provides vision hearing and scoliosis screening. The TRHS School safety plan was most recently approved by the TRHS Board of Directors in 2013.

Nevada City Police Department, Fire Department and the NEVCO School Nurse were involved in the construction of the School Safety Plan.

Last updated: 1/23/2015

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/16/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
1	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
2	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
3	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
4	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
5	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
6	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
Other	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/19/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
Mathematics	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
Science	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0
Social Science	1.0	1	0	0	1.0	1	0	0	1.0	1	0	0

* 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.

Last updated: 1/16/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.3	N/A
Other	0.0	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/16/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,322	\$658	\$5,664	N/A
District	N/A	N/A	\$5,537	N/A
Percent Difference – School Site and District	N/A	N/A	0.02%	0.16%
State	N/A	N/A	\$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 2/3/2015

Types of Services Funded (Fiscal Year 2013-14)

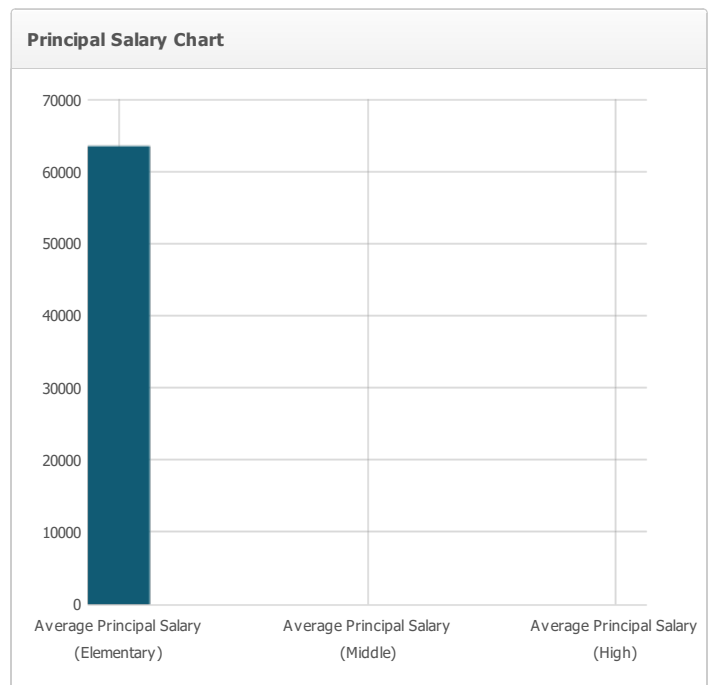
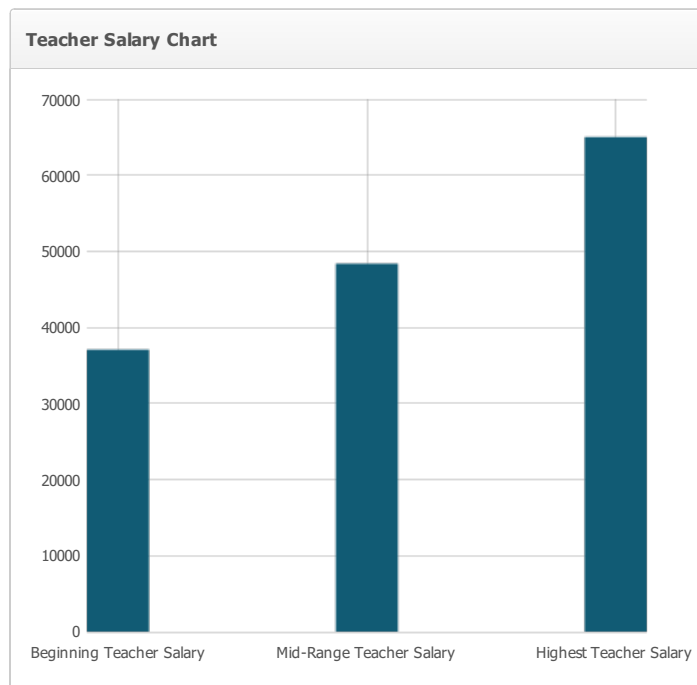
TRHS features a Personalized Learning program. There is a large lending library of literature, traditional and alternative texts, and hands-on learning materials in all subject areas. Non-consumable learning materials are lent to families at no cost. Each student has an "educational Budget allowance" (approximately \$100.00 per month, \$600 per semester, \$1,200 per year) to purchase consumable learning materials, take classes on site or in the community, pay for lessons and tutoring, or use for field trips. Ordering and payment for services are done by the school. The parents and teachers collaborate on how the educational budget is best used. The school belongs to a JPA of 5 charter schools to provide special education services that include school psychologist, speech and language, and Resource. The County Office provides and bills the school for OT, Vision and adaptive PE when required on an IEP.

Last updated: 2/3/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,080	\$38,970
Mid-Range Teacher Salary	\$48,381	\$56,096
Highest Teacher Salary	\$65,020	\$71,434
Average Principal Salary (Elementary)	\$63,489	\$91,570
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$132,900	\$107,071
Percent of Budget for Teacher Salaries	%	35.5%
Percent of Budget for Administrative Salaries	%	6.7%

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



Last updated: 1/23/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

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

*Where there are student course enrollments.

Last updated: 1/16/2015

Professional Development – Most Recent Three Years

Common Core Trainings and are the primary/major areas of focus for staff development for 2013-2014. These areas were selected by the teachers and staff at TRHS as well as the TRHS Board of directors. In addition the primary/major areas of focus for staff development include STEM and environmental sustainability trainings. After school workshops, conference attendance, individual mentoring and a three staff development training are among the professional development activities at TRHS.

Workshops include:

Mathematics and STEM presented by NCSOS

Teaching Math with Math Games presented by Sarah Gordon

Report Writer Training /PLC (Professional Learning Communities) presented by School Pathways

Step Up to Writing Workshop

Seminar I Renaissance Learning ELA & Math training for assessments and charting student progress

California Charter School Development Center Conference (CSDC)

TESOL- Teachers of English to Speakers of Other Languages

Specialized Training for Military Parents and Professionals presented by Beale Air Force Base

Nature Bowl Science workshop

Special Education Training presented by local SELPA, topics include "Executive Functioning" (in relation to Autism) "Asperser Syndrome: Understanding and Addressing the Complexities and Subtleties"

Behavior Response Strategies training presented by NCSOS Charter Cooperative School Psychologist

High Impact Communication Skills for Women Educators

CTEL Certification

Completion of "Beginner's Guide to Computers" through Sierra College Community Education

Charter Schools Development Center Leadership Conference

A Plus Personalized Learning Conference

NCSOS sponsored workshops: SELPA, SARB, Sexual Harassment, Math, Brown Act Transitional Kindergarten, CDE & County presentation Parent Round Tables offered to parents and Teachers: Structures for Motivating Children

Institute for Excellence in Writing Author and presenter on Home Schooling Models, David Albert Parenting with Love and Logic

Thomas Jefferson Education- A Classical Approach Compassionate Communication

CDE STEM Training

NEVCO Common Core Trainings

Last updated: 1/19/2015