

# Twin Ridges Home Study Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- 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/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Mr. 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. TRHS is a non-classroom independent study.

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](http://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

*Twin Ridges Home Study Charter  
111 New Mohawk Rd.  
Nevada City, CA 95959-3226*

Phone: 530-478-1815  
E-mail: [jaynie@trhs.us](mailto:jaynie@trhs.us)

# About This School

## Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Nevada County Office of Education
<b>Phone Number</b>	(530) 478-6400
<b>Superintendent</b>	Holly Hermansen
<b>E-mail Address</b>	<a href="mailto:hhermansen@nevco.org">hhermansen@nevco.org</a>
<b>Web Site</b>	<a href="http://www.nevco.org">http://www.nevco.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Twin Ridges Home Study Charter
<b>Street</b>	111 New Mohawk Rd.
<b>City, State, Zip</b>	Nevada City, Ca, 95959-3226
<b>Phone Number</b>	530-478-1815
<b>Principal</b>	Mr. Jaynie Aydin, Administrator
<b>E-mail Address</b>	<a href="mailto:jaynie@trhs.us">jaynie@trhs.us</a>
<b>Web Site</b>	<a href="http://www.trhs.us">www.trhs.us</a>
<b>County-District-School (CDS) Code</b>	29102980126227

*Last updated: 1/25/2016*

## School Description and Mission Statement - Most Recent Year

Twin Ridges Home Study Charter School provides many options for community-building activities through enrichment, 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 \$700 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 enrichment, 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 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
- Enrichment opportunities that 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.

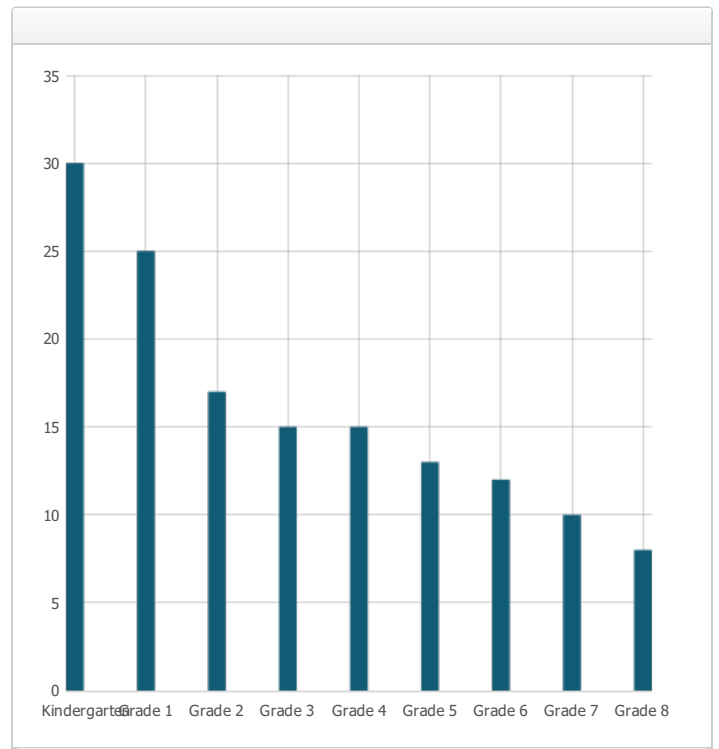
Encouraging an environment where parents and staff work together to assess the program by identifying strengths and areas that need improvement.

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

*Last updated: 1/25/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Kindergarten	30
Grade 1	25
Grade 2	17
Grade 3	15
Grade 4	15
Grade 5	13
Grade 6	12
Grade 7	10
Grade 8	8
<b>Total Enrollment</b>	<b>135</b>



*Last updated: 1/25/2016*

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	4.2 %
American Indian or Alaska Native	1.7 %
Asian	0.8 %
Filipino	0.0 %
Hispanic or Latino	14.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	78.0 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	60.2 %
English Learners	0.8 %
Students with Disabilities	2.5 %
Foster Youth	0.0 %

*Last updated: 1/25/2016*

## A. Conditions of Learning

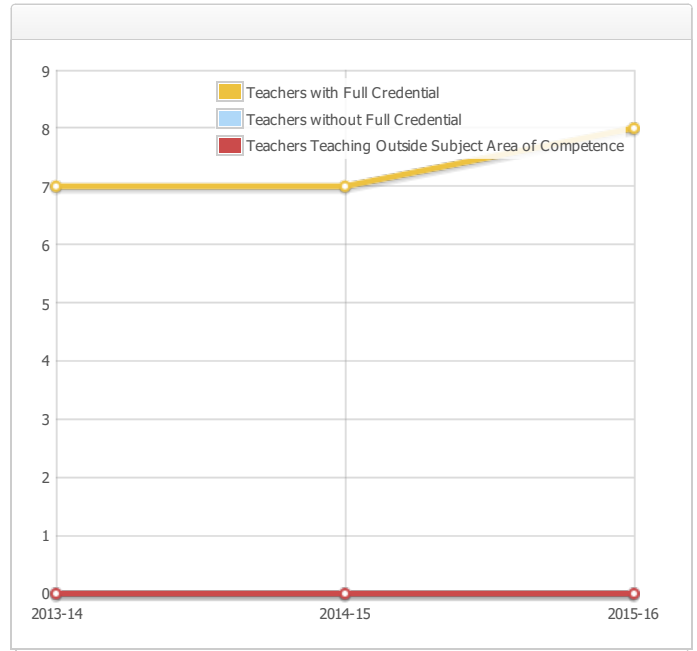
### State Priority: Basic

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

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

#### Teacher Credentials

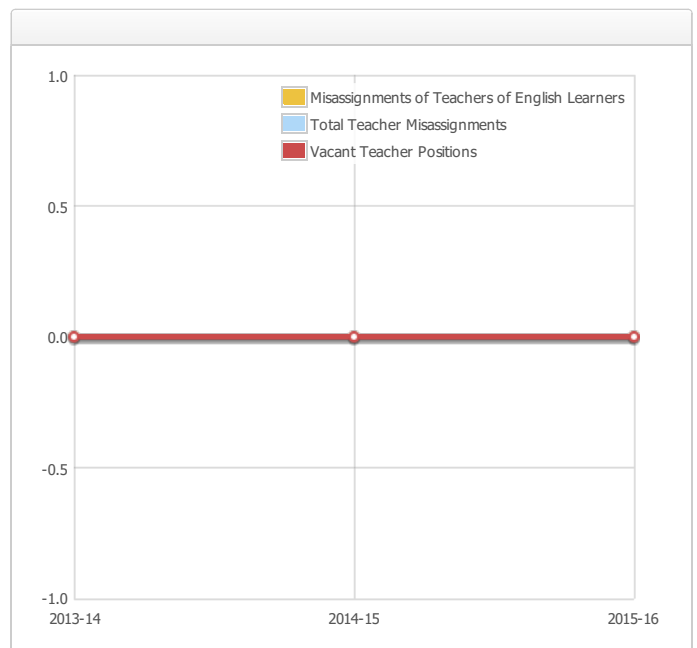
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	7	8	8
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/25/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/25/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	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: December 2015

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

Health	N/A	0.0 %
Visual and Performing Arts	N/A	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	0.0 %

*Last updated: 1/25/2016*



## 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 opportunities. 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: 1/25/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

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

Year and month in which data were collected: December 2015

Overall Rating	Exemplary
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*Last updated: 1/25/2016*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	45.0%	44.0%
Mathematics (grades 3-8 and 11)	23.0%	28.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/25/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	15	13	86.7%	8.0%	31.0%	46.0%	15.0%
Male	15	7	46.7%	--	--	--	--
Female	15	6	40.0%	--	--	--	--
Black or African American	15	2	13.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	15	2	13.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	15	9	60.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	15	9	60.0%	--	--	--	--
English Learners	15	1	6.7%	--	--	--	--
Students with Disabilities	15	1	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	15	10	66.7%	--	--	--	--
Male	15	6	40.0%	--	--	--	--
Female	15	4	26.7%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	15	0	0.0%	--	--	--	--
Asian	15	0	0.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	15	2	13.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	15	8	53.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	15	7	46.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	12	7	58.3%	--	--	--	--
Male	12	3	25.0%	--	--	--	--
Female	12	4	33.3%	--	--	--	--
Black or African American	12	1	8.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	6	50.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	12	2	16.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	13	12	92.3%	42.0%	8.0%	25.0%	25.0%
Male	13	4	30.8%	--	--	--	--
Female	13	8	61.5%	--	--	--	--
Black or African American	13	1	7.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	13	2	15.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	9	69.2%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	6	46.2%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	13	1	7.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	15	9	60.0%	--	--	--	--
Male	15	7	46.7%	--	--	--	--
Female	15	2	13.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	15	9	60.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	15	4	26.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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*Last updated: 1/25/2016*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	9	6	66.7%	--	--	--	--
Male	9	5	55.6%	--	--	--	--
Female	9	1	11.1%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	9	6	66.7%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	9	4	44.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*



**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	15	13	86.7%	23.0%	46.0%	23.0%	8.0%
Male	15	7	46.7%	--	--	--	--
Female	15	6	40.0%	--	--	--	--
Black or African American	15	2	13.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	15	2	13.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	15	9	60.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	15	9	60.0%	--	--	--	--
English Learners	15	1	6.7%	--	--	--	--
Students with Disabilities	15	1	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	15	10	66.7%	--	--	--	--
Male	15	6	40.0%	--	--	--	--
Female	15	4	26.7%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	15	0	0.0%	--	--	--	--
Asian	15	0	0.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	15	2	13.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	15	8	53.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	15	7	46.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	12	7	58.3%	--	--	--	--
Male	12	3	25.0%	--	--	--	--
Female	12	4	33.3%	--	--	--	--
Black or African American	12	1	8.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	6	50.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	12	2	16.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	13	12	92.3%	50.0%	42.0%	8.0%	0.0%
Male	13	4	30.8%	--	--	--	--
Female	13	8	61.5%	--	--	--	--
Black or African American	13	1	7.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	13	2	15.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	9	69.2%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	6	46.2%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	13	1	7.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	15	9	60.0%	--	--	--	--
Male	15	7	46.7%	--	--	--	--
Female	15	2	13.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	15	9	60.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	15	4	26.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	9	6	66.7%	--	--	--	--
Male	9	5	55.6%	--	--	--	--
Female	9	1	11.1%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	9	6	66.7%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	9	4	44.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*



**California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	37.0%	--	--	50.0%	50.0%	48.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/25/2016*

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48.0%
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	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/25/2016*

**Career Technical Education Programs (School Year 2014-15)**

N/A

*Last updated: 1/25/2016***Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/25/2016***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

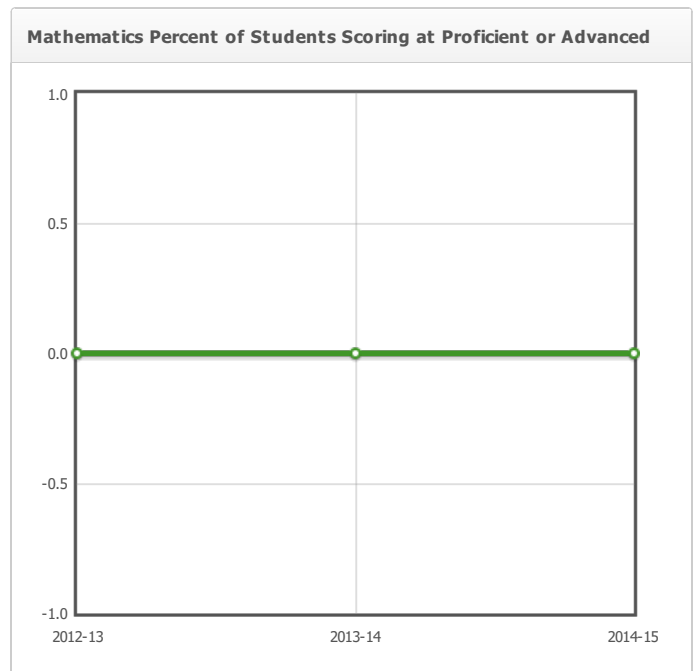
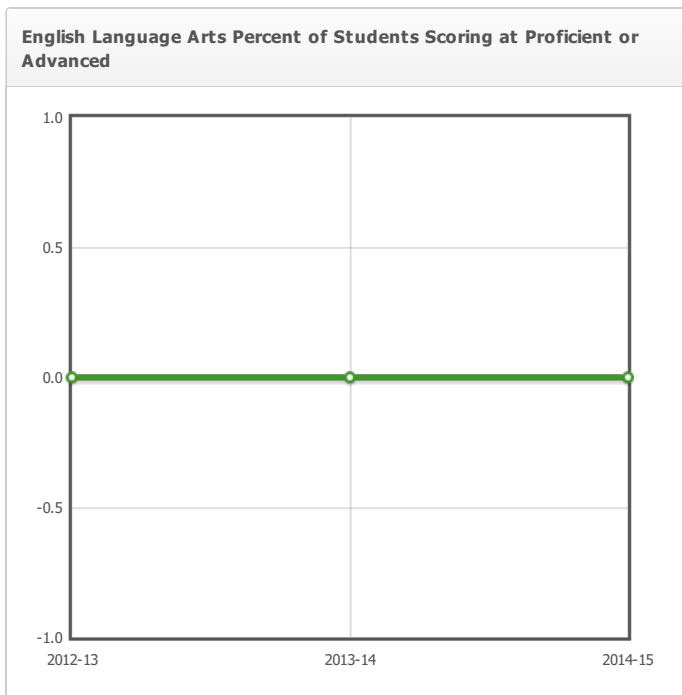
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/25/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent 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	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/25/2016*

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.9%	23.5%	64.7%
7	--	--	--
9	--	--	--

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: 1/25/2016*

## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions 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 opportunities and school 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 Dr. Jaynie Aydin, Director at [jaynie@trhs.us](mailto: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](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](http://www.twinridgeshomestudy.org/?page_id=2342)

### State Priority: Pupil Engagement

*Last updated: 1/25/2016*

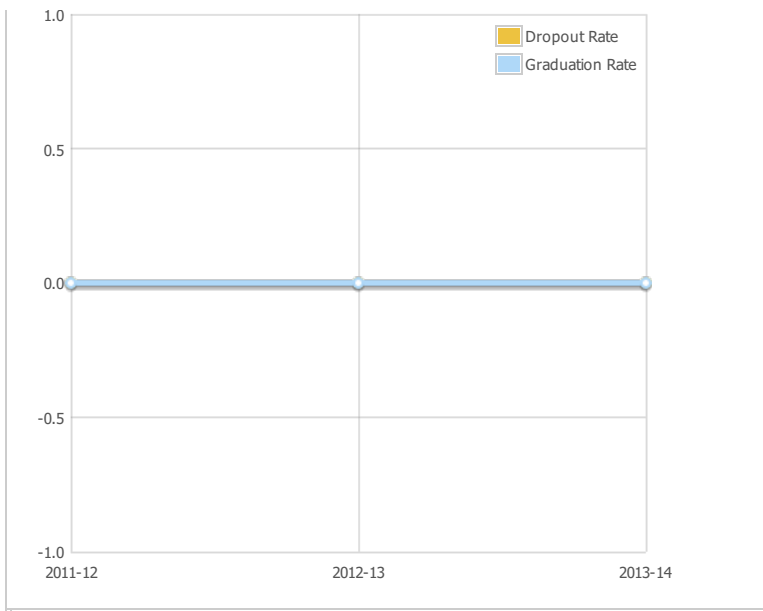
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	49.30	49.40	46.00	78.87	80.44	80.95

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



*Last updated: 1/25/2016*

**Completion of High School Graduation Requirements**

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	48	84
Black or African American	--	39	76
American Indian or Alaska Native	--	45	78
Asian	--	48	92
Filipino	--	46	96
Hispanic or Latino	--	44	81
Native Hawaiian or Pacific Islander	--	40	83
White	--	74	89
Two or More Races	--	47	82
Socioeconomically Disadvantaged	--	44	81
English Learners	--	28	50
Students with Disabilities	--	81	61
Foster Youth	--	--	--

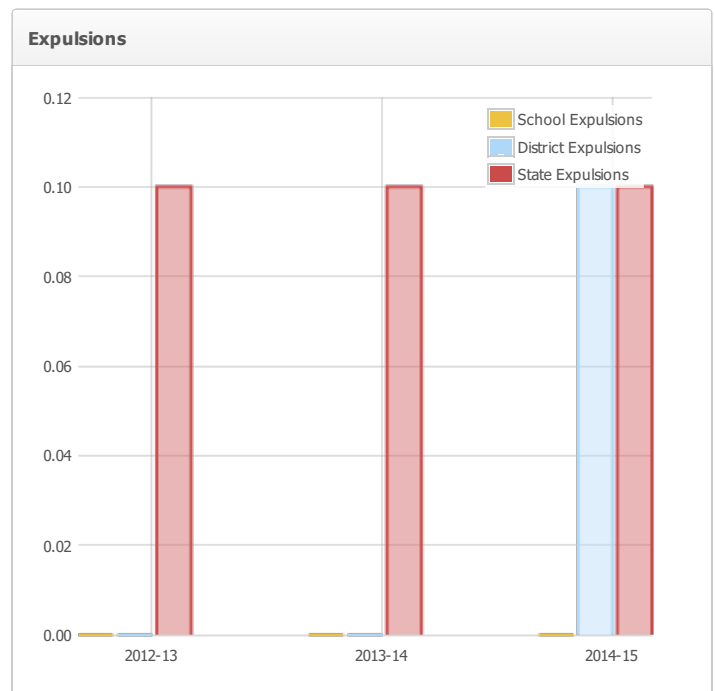
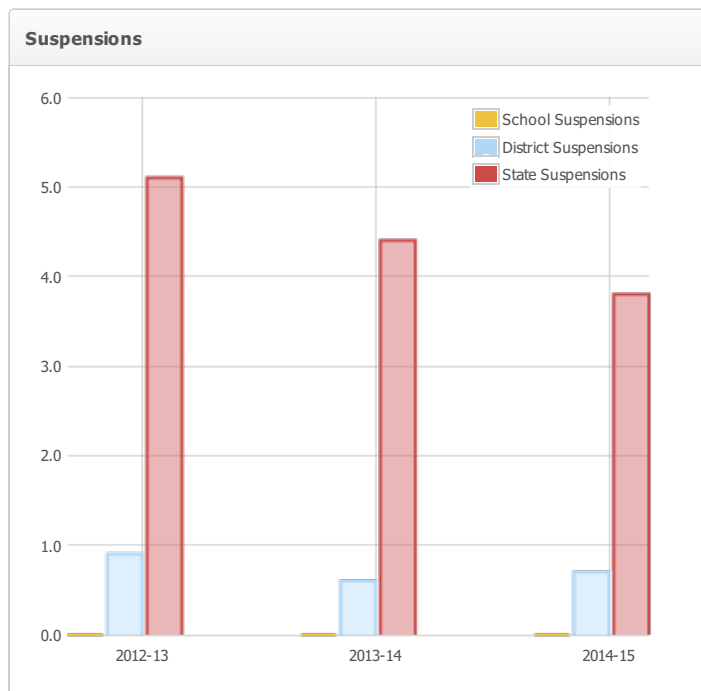
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	0.9	0.6	0.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1



Last updated: 1/25/2016

## 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: 1/25/2016



## 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 2014-15)

AYP Criteria	School	District	State
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 Attendance Rate	Yes	N/A	
Met Graduation Rate	Yes	N/A	

Last updated: 1/25/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
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.

Last updated: 1/25/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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				1.0			
1	1.0				1.0				1.0			
2	1.0				1.0				1.0			
3	1.0				1.0				1.0			
4	1.0				1.0				1.0			
5	1.0				1.0				1.0			
6	1.0				1.0				1.0			
Other	1.0				1.0				1.0			

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

Last updated: 1/25/2016

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15					
	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			1.0	1			1.0	1		
Mathematics	1.0	1			1.0	1			1.0	1		
Science	1.0	1			1.0	1			1.0	1		
Social Science	1.0	1			1.0	1			1.0	1		

\* 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: 1/25/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	1.0
Counselor (Social/Behavioral or Career Development)	0.5	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	0.3	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: 1/25/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	\$658.0	--	--
District	N/A	N/A	--	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/2016

### Types of Services Funded (Fiscal Year 2014-15)

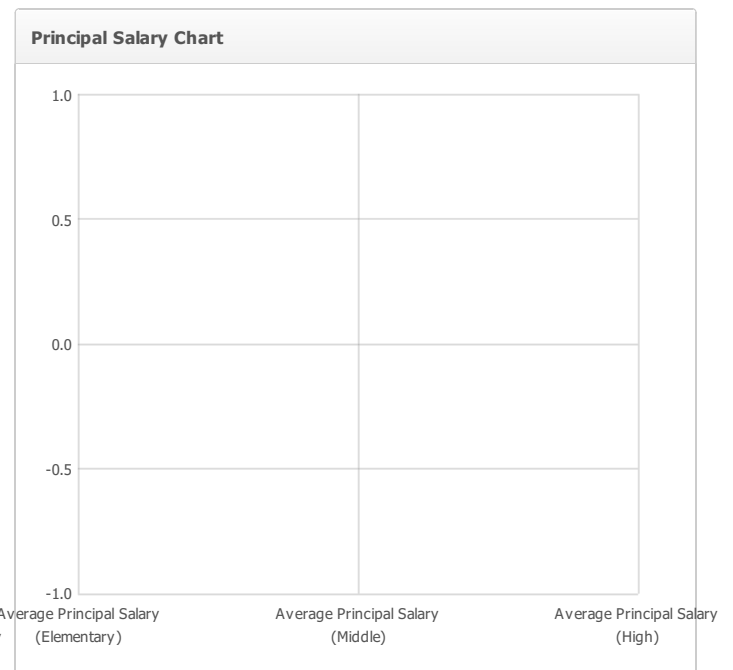
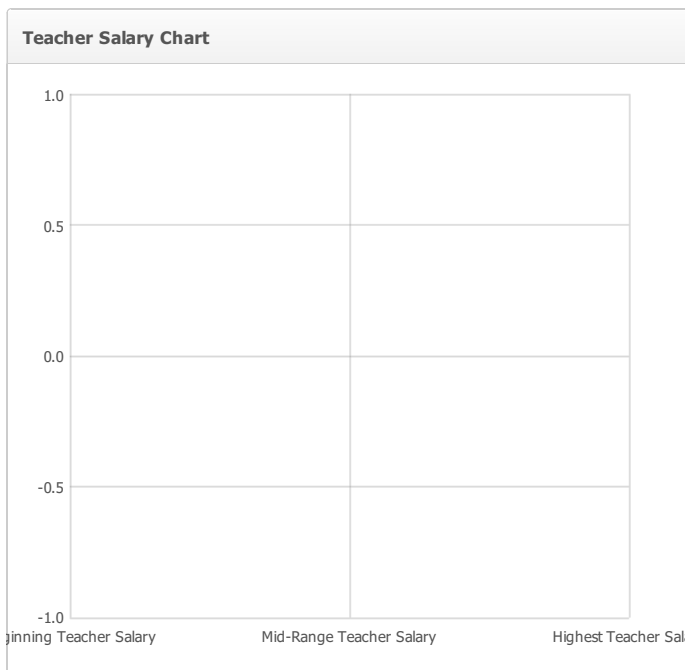
TRHS features a non-classroom based program. There is a large lending library of literature, traditional and alternative texts, and hands-on learning materials in all subject areas. Non-consumable learning materials are lent to families at no cost. Each student has an "educational Budget allowance" (approximately \$120.00 per month, \$700 per semester, \$1,400 per year) to purchase consumable learning materials, take TRHS enrichment opportunities 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: 1/25/2016*

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
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: 1/25/2016*

**Advanced Placement Courses (School Year 2014-15)**

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

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 1/25/2016*

**Professional Development – Most Recent Three Years**

Common Core Trainings and are the primary/major areas of focus for staff development for 2013-2015. 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

Sierra Harvest Farm to School

BACA Academy Art Workshop

Seminar I Renaissance Learning ELA & Math training for assesments 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

CPR and Safety Trainings

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

NEVCO Common Core Trainings

*Last updated: 1/25/2016*