

Twin Ridges Home Study Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, 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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Twin Ridges Home Study Charter School
Street	111 New Mohawk Road
City, State, Zip	Nevada City, CA 95959-3226
Phone Number	(530) 478-1815
Principal	Dr. Jaynie Aydin
E-mail Address	jaynie@trhs.us
Web Site	www.trhs.us
CDS Code	29 10298 0126227

District Contact Information	
District Name	Twin Ridges Home Study Charter
Phone Number	(530) 478-1815
Superintendent	Dr. Jaynie Aydin
E-mail Address	jaynie@trhs.us
Web Site	www.trhs.us

School Description and Mission Statement (School Year 2017-18)

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 \$1,000 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 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

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- 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	34
Grade 1	33
Grade 2	26
Grade 3	14
Grade 4	12
Grade 5	10
Grade 6	6
Grade 7	6
Grade 8	10
Total Enrollment	151

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	1.3
Asian	2
Filipino	0
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0
White	72.8
Two or More Races	5.3
Socioeconomically Disadvantaged	43.7
English Learners	0
Students with Disabilities	2.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	7	9	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

TRHS instructional materials was adopted by the TRHS board in 2015. TRHS instructional materials selected based on both the most recent list of standards-based materials adopted by the State Board of Education (SBE) and approved by the local governing board. All students have their own assigned textbooks and/or instructional materials. As a home study program TRHS kindergarten through grade 8 (K-8) students are supplied supplemental curriculum based on the student's needs and goals.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Moving Beyond the Page, Explode the Code, All About Reading, Growing with Grammar	Yes	0
Mathematics	Singapore, Saxon, Primary Math	Yes	0
Science	Moving Beyond the Page, Elemental Science	Yes	0
History-Social Science	Moving Beyond the Page, Story of the World	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

TRHS is a home study program and most of student learning takes place off site. The TRHS learning centers are located in the Wheatland Baptist Church, Truckee Parks and Recreation and Nevada City. All sites are vetted for safety, cleanliness, and are deemed by the TRHS administration and teachers to be adequate school. Current school plans for facility improvement include surveillance security, creating more storage for learning libraries. TRHS will support outdoor garden project and will improve the outdoor space within the limits of each learning center space. TRHS conducts regular maintenance to ensure good repair. Each facility condition in examined for improvements twice per school year.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	54	59	44	44	48	48
Mathematics (grades 3-8 and 11)	17	27	29	30	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	41	69.49	58.54
Male	20	12	60	66.67
Female	39	29	74.36	55.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	42	31	73.81	64.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	22	78.57	50
Students with Disabilities	--	--	--	--

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	41	69.49	26.83
Male	20	12	60	41.67
Female	39	29	74.36	20.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	42	31	73.81	32.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	22	78.57	18.18
Students with Disabilities	--	--	--	--

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	71	48	58	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 (School Year 2017-18)

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. Parent workshops are conducted on a bi-monthly basis by certified credentialed teachers.

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.

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: 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	0.7	0.7	0.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 September 2017. Nevada City Police Department, Fire Department and the NEVCO School Nurse were involved in the construction of the School Safety Plan. TRHS Staff trained by NCSOS Safety coordinator Chris Espedal on 12/12/2017. Teacher/ Staff CPR First Aid workshop 2/14/17. CPR / First Aid renewal on 2/14/17

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		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

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9	20
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	.20	N/A
Other	.10	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,872	\$5,451	\$1,421	\$39,261
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	-75.0	

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

Types of Services Funded (Fiscal Year 2016-17)

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” (\$1,000 per semester, \$2,000 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.

Professional Development (Most Recent Three Years)

Common Core Trainings and are the primary/major areas of focus for staff development for 2014-15, 2015-16 and 2017-18. 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 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) "Asperger Syndrome: Understanding and Addressing the Complexities and Subtleties"

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Workshops include:

- Behavior Response Strategies training presented by NCSOS Charter Cooperative School Psychologist
- Anti- Bullying workshop presented by NCSOS Charter Cooperative School Nurse
- 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
- Sierra Streams Ecology Trainings

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Workshops include:

- Deep Space Sparkle Art Conference
- Art Anatomy workshop with Colleen Barry at the Stanford Medical Center
- Art Anatomy workshop with Steven Asseal
- Classical Realism Art workshop
- Understanding Depths of Knowledge (compare Webb's Depth of Knowledge and Bloom's Taxonomy , explore cognitive rigor, practice applying levels of DOK to different types of tasks and assessments)
- STEAM: Design Thinking and NGSS (Next Generation Science Standards)
- Teaching Understanding through Kandinsky's Concentric Circles (art class exploring famous artist's Chromesthesia and how that affected/influenced his art through his unique way of experience the world around him. The idea is to create exposure for students' to other's needs/perspective)
- CUE Conference - Computer Using Educators conference, March 2017
- Singapore Math Made Easy - Grades 1-4 math review
- Sierra Streams Ecology Trainings
- Specialized Training for Military Parents and Professionals presented by Beale Air Force Base