

Twin Ridges Home Study Charter School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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	Jennifer Dearduff
Email Address	Jdearduff@trhs.us
Website	www.trhs.us
County-District-School (CDS) Code	29 10298 0126227

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Twin Ridges Home Study Charter
Phone Number	(530) 478-1815
Superintendent	Jennifer Dearduff
Email Address	Jdearduff@trhs.us
Website	www.trhs.us

School Description and Mission Statement (School Year 2020-2021)

The mission of Twin Ridges Home Study Charter School is to facilitate excellent student learning in a blend of home and community-based settings. Twin Ridges Home Study Charter School provides an inclusive, and 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.

Twin Ridges Home Study Charter School provides for a variety of community-building activities through community based events, academic, social emotional, creative arts, and physical activity based enrichment offerings, as well as opportunities for experimental learning, as well as individual site and all school community field trips. Credentialed Supervising Teachers meet with the family at a minimum of every 20 days, however, enrichment classes are offered up to 2 days a week. A generous educational budget of \$1,000 per semester is provided per student to address curriculum needs, academic and physical education based lessons, private tutoring, enrichment classes as well 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.

OUR GOALS

- One-on-one teacher student relationships
- Consideration for how students learn and access information
- Increase parent involvement via 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 developmental stages, modalities and deficits.
- Enrichment opportunities that promote academic skills, and provide for positive social experiences
- Varied learning environments
- Parent and teacher professional development opportunities
- Increase access to technology
- Provide for Individualized tutoring
- Increase Community and Mental Health partnerships
- Explore more opportunities for personalized learning options
- Improve upon Intervention supports and targeted learning strategies

ADDITIONAL GOALS INCLUDE:

Providing families the opportunity to choose goals that are in alignment with their educational philosophy.

Aiding parents in maintaining or increasing their skill set 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.

Implementing supports and interventions to allow for students to increase performance levels.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	24
Grade 1	19
Grade 2	17
Grade 3	15
Grade 4	22
Grade 5	18
Grade 6	14
Grade 7	10
Grade 8	12
Total Enrollment	151

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4
Hispanic or Latino	9.3
White	78.1
Two or More Races	7.3
Socioeconomically Disadvantaged	49
Students with Disabilities	2.6
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	9	8	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

TRHS instructional materials were adopted by the TRHSCS Board of Directors. TRHS instructional materials were 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Moving Beyond the Page, Learning without Tears, Writing with Ease, Explode the Code, All About Reading, Growing with Grammar, AVKO Sequential Spelling	Yes	0
Mathematics	Singapore Math, Progress in 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

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

School Facility Conditions and Planned Improvements

TRHS is a home study program and the majority of student learning takes place off site with tutoring, field trips, opportunities for experiential learning, as well as enrichment activities. The TRHS learning centers are located in Nevada City, as well as in Wheatland at Southern Baptist Church, and in Truckee at the Community Arts Center building. The administrative office is located at the Nevada City site. All sites have been assessed for safety, cleanliness, and are deemed by the TRHS stakeholders to be an adequate school. Current school plans for facility improvement are in the areas of technology and safety. TRHS will continue to support outdoor garden projects. TRHS will continue to improve the outdoor space within the limits of each learning center space. TRHS conducts regular maintenance to ensure good repair. Each facility condition is examined for improvements at least twice per school year.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

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

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

The nature of the TRHSCS Independent Study model requires a high degree of parental involvement. In this unique program, parents are consistently working together with their children and supervising teacher to create an authentic home school environment. Parents have the opportunity to experience a sense of community with other parents and families, and often collaborate and socialize together in and out of the school setting. Field trips and other school events are family friendly. Parents supervise learning for at least 20 hours a week with their own children in the 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 an environment that is successful and preferred by the parent and student. Parents have the opportunity to be involved in the school community in organizing and attending events put on by the parent teacher club.

TRHSCS parents are encouraged to get involved in school activities by facilitating enrichment opportunities and school clubs, and also by attending and participating in the TRHS Board of Directors meetings.

Twin Ridges Home Study Charter School is governed by a Board of Directors comprised of parents 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 helps guide the school. Parties interested in joining the Board of Directors should contact the School Director, Jennifer Dearduff at jdearduff@trhs.us.

The public is always welcome to attend Board Meetings.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.7	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The director and site coordinators from the Truckee, Nevada City and Wheatland site review school safety plans and walk through sites for safety checks. The school safety plan is also reviewed once a year by the Nevada County Office of Education. Safety plans are located at each site.. Plans for exiting the building are posted, each EXIT is marked, fire drills are conducted and all emergency numbers for Nevada County and contiguous counties are posted in the office. Health and safety policies include information on vaccination; and annually, the school nurse provides vision hearing and scoliosis screening. The school participates in the California Healthy Kids survey each year. This gives the staff, students and parents the opportunity to evaluate school safety and healthy school culture. The TRHSCS School Safety Plan was most recently approved by the TRHSCS Board of Directors in February 2020. The School Safety Plan will again be looked at for approval in February 2021 by the TRHSCS Board of Directors. Nevada City Police Department, Fire Department and the NCSOS School Nurse were involved in the construction of the School Safety Plan. TRHSCS Staff are trained in different areas of safety through PublicSchool Works.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
		Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32
K									1	2		
5									1	5		
Other**									8	15		

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,738.15	\$1,486.57	\$9,251.58	\$49,787
District	N/A	N/A	\$664.88	\$49,787
Percent Difference - School Site and District	N/A	N/A	173.2	0.0
State	N/A	N/A	\$7,750.00	\$67,638
Percent Difference - School Site and State	N/A	N/A	17.7	-30.4

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

Types of Services Funded (Fiscal Year 2019-2020)

TRHSCS 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, partake in TRHSCS enrichment opportunities on site, or in the community, as well as lessons, tutoring, and field trips. Services are approved by the school as well as the coordination of payment with individual vendors. The parents and supervising teacher 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 providers in the following areas: Educational Psychologist, Educational Related Mental Health provider, a Speech and Language Therapist, and a Resource Specialist. The County Office provides and bills the school for OT, Vision and adaptive PE when required on an IEP.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,729	\$46,965
Mid-Range Teacher Salary	\$53,142	\$67,638
Highest Teacher Salary	\$71,418	\$88,785
Average Principal Salary (Elementary)	0	\$112,524
Average Principal Salary (Middle)	0	\$117,471
Average Principal Salary (High)	0	\$125,317
Superintendent Salary	\$86,974	\$128,853
Percent of Budget for Teacher Salaries	28.99%	29.70%
Percent of Budget for Administrative Salaries	5.26%	6.33%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0

The staff takes part in professional development during staff meetings held each month. During staff meetings, the staff is able to discuss and learn more about work samples and student data which informs the need for follow-up professional development as well as individual student needs. For example, during one staff meeting, staff was trained on Prodigy which will not only help gather mathematics progress data but will target math intervention for students. Staff will be reviewing the new California Arts Standards soon during a staff meeting. The Nevada County Office of Education is very helpful at sharing out any professional development opportunities for staff. Staff can then choose which opportunities they would like to involve themselves with. The major focus for staff development is Common Core Standards as well as homeschool teaching strategies. Staff also work on professional development regarding safety through Public School Works and carry out that training during different times of the day since it is self-paced. These trainings include topics on sexual harrassment, bullying, blodborne pathogens and COVID-19 safety. The staff at TRHS has a primary goal to improve student learning and staff is always looking for professional development opportunities to assist in doing that.