

Twin Ridges Home Study Charter School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

2022-23 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	Jennifer Dearduff
Email Address	jdearduff@trhs.us
School Website	twinridgeshomestudy.org
County-District-School (CDS) Code	29 10298 0126227

2022-23 District Contact Information

District Name	Twin Ridges Home Study Charter School
Phone Number	(530) 478-1815
Superintendent	Jennifer Dearduff
Email Address	jdearduff@trhs.us
District Website Address	twinridgeshomestudy.org

2022-23 School Overview

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 and individual site and all school community field trips. Credentialed Supervising Teachers meet with the families often, 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 as 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

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	26
Grade 1	18
Grade 2	28
Grade 3	20
Grade 4	27
Grade 5	16
Grade 6	23
Grade 7	24
Grade 8	10
Total Enrollment	192

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.0
Asian	0.5
Black or African American	2.6
Filipino	0.0
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	8.3
White	73.4
English Learners	0.0
Foster Youth	0.0
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	29.7
Students with Disabilities	7.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.60	71.94	103.20	60.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	26.85	11.40	6.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	1.12	48.70	28.47	12115.80	4.41
Unknown	0.00	0.00	5.70	3.34	18854.30	6.86
Total Teaching Positions	10.60	100.00	171.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.10	
Total Out-of-Field Teachers	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	34.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 as well as selections best suited to the homeschool learning experience. All students have their own assigned textbooks and/or instructional materials. As a home study program TRHS transitional kindergarten through grade 8 (TK-8) students are supplied supplemental curriculum based on the student's needs and goals.

Year and month in which the data were collected January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All About Reading, All About Spelling, Sequential Spelling, Well Trained Mind, Explode the Code, Learning Without Tears, Jack Kris Series, Bob Books	Yes	0
Mathematics	William Sadler Math, Singapore Math, Key To Math	Yes	0
Science	Moving Beyond the Page, Elemental Science, Elevate Science, Science Weekly	Yes	0
History-Social Science	Moving Beyond the Page, Story of the World, Social Studies Weekly, Howard Zinn-A Young People's History	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	45	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	33	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	119	101	84.87	15.13	45.36
Female	58	49	84.48	15.52	39.58
Male	61	52	85.25	14.75	51.02
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	18	13	72.22	27.78	38.46
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	10	83.33	16.67	--
White	84	73	86.90	13.10	44.93
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	19	14	73.68	26.32	53.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	10	90.91	9.09	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	119	102	85.71	14.29	32.65
Female	58	49	84.48	15.52	18.75
Male	61	53	86.89	13.11	46.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	18	13	72.22	27.78	15.38
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	10	83.33	16.67	--
White	84	74	88.10	11.90	37.14
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	19	14	73.68	26.32	15.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	10	90.91	9.09	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	42.86	42.11	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	21	87.5	12.5	42.11
Female	14	12	85.71	14.29	41.67
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	33.33
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	77	77	77	77	77
Grade 7	57	67	67	67	67
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 15-20 hours a week, depending on grade level, 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.

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 community members. 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. The meetings are regularly scheduled for the second Thursday of each month.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	220	216	5	2.3
Female	102	100	3	3.0
Male	118	116	2	1.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	5	5	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	27	27	3	11.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	22	0	0.0
White	159	156	2	1.3
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	74	72	4	5.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	19	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.58	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.02	0.81	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 COVID Protocols, vaccination; and annually, the school nurse provides vision and hearing screenings. 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 2022. 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 Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	2		
5	1	5		
Other	8	15		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1		
1	2	1		
2	2	2		
3	1	2		
4	3	1		
5	3	2		
6	1	2		
Other	7	17		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1		
1	3	1		
2	1	1		
3	2	1		
4	4	1		
5	1	5		
6	2	3		
Other	8	17		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

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	
Percent Difference - School Site and District	N/A	N/A	173.2	0.0
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	33.5	-30.4

2021-22 Types of Services Funded

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 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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		
Percent of Budget for Administrative Salaries		

Professional Development

The staff takes part in professional development during staff meetings held each month. During staff meetings, the staff is able to discuss learn more about work samples and student data which informs the need for follow-up professional development which focuses on individual student needs. For example, Supervising Teachers have been using staff meeting time to discuss student accommodations during testing so that student data is accurate and reliable.

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 focuses for staff development are the California State Standards, homeschool teaching strategies and analyzing student assessment data . 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 harassment, bullying, bloodborne 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0