

Twin Ridges Home Study Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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
Grade Span	K-8
County-District-School (CDS) Code	29 10298 0126227

2025-26 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	twinridgeshomestudy.org

2025-26 School Description and Mission Statement

Twin Ridges Home Study Charter School empowers parents and students to choose educational goals aligned with their values, interests, and social-emotional needs while addressing academic goals through personalized learning plans. Twin Ridges Home Study Charter School provides an inclusive, and family-friendly school that offers effective educational practices 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 academic, social emotional, and physical activity based on enrichment offerings, field trips and extensive vendor opportunities. Credentialed Supervising Teachers meet with the families often throughout each school year. A generous educational budget of \$1,000 per semester is provided per student to address

2025-26 School Description and Mission Statement

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 and educational philosophies.

The TRHS Program:

- One-on-one teacher student relationships
- Consideration for how students learn and access information
- Increase parent involvement via networking and mutual support
- Additional learning opportunities: field trips, assemblies, group enrichment opportunities, workshops, and access to a variety of vendors
- 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
- Provide Online Intervention Programs as appropriate

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	23
Grade 2	23
Grade 3	21
Grade 4	22
Grade 5	36
Grade 6	20
Grade 7	15
Grade 8	9
Total Enrollment	208

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.8
Male	57.2
American Indian or Alaska Native	1.9
Black or African American	1.4
Filipino	0.5
Hispanic or Latino	7.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.8
White	78.4
English Learners	0.5
Socioeconomically Disadvantaged	48.1
Students with Disabilities	12

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.

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)	9.1	100	113.4	61.34	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13	7.08	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	51.8	28.03	11953.1	4.28
Unknown/Incomplete/NA	0	0	6.5	3.54	15831.9	5.67
Total Teaching Positions	9.1	100	184.9	100	279044.8	100

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.

2022-23 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)	10.7	100	110.8	64.68	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.17	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.5	8.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	40	23.38	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.8	2.24	14303.8	5.15
Total Teaching Positions	10.7	100	171.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	11.7	100	112.3	58.28	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7	3.68	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	19	9.88	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	49.4	25.65	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.8	2.51	13705.8	4.91
Total Teaching Positions	11.7	100	192.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

TRHS provided curriculum is adopted by the TRHSCS Board of Directors. TRHS standards based curriculum is selected to provide various options for students and families. 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 the opportunity for supplemental curriculum based on the student's needs and goals.

Year and month in which the data were collected

December 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Moving Beyond the Page, All About Spelling, Explode the Code, Jack Kris Series, Mos Dos, Phonics to Reading, Zaner Bloser Handwriting, Saxon Grammar and Writing, 180 Days of Spelling	0
Mathematics	William Sadler Math, Singapore Math, Key To Math	0
Science	Elemental Science, Elevate Science, Science Weekly	0
History-Social Science	Story of the World, Social Studies Weekly	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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 Conditions and Planned Improvements

Year and month of the most recent FIT report				October 2025
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		Staff is in process of looking at a new play structure option

Overall Facility Rate

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	38	45	44	47	48
Mathematics (grades 3-8 and 11)	28	22	30	29	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	138	108	78.26	21.74	37.96
Female	54	43	79.63	20.37	48.84
Male	84	65	77.38	22.62	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	54.55
White	107	85	79.44	20.56	38.82
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	76	61	80.26	19.74	32.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	18	78.26	21.74	38.89

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	138	107	77.54	22.46	22.43
Female	54	43	79.63	20.37	20.93
Male	84	64	76.19	23.81	23.44
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	27.27
White	107	84	78.50	21.50	22.62
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	76	61	80.26	19.74	14.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	18	78.26	21.74	27.78

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.42	38.46	--	4.76	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	39	81.25	18.75	38.46
Female	19	17	89.47	10.53	35.29
Male	29	22	75.86	24.14	40.91
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	30	78.95	21.05	40.00
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	25	21	84.00	16.00	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	50%	50%	60%	60%	60%
Grade 7	70%	70%	70%	70%	70%
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.

2025-26 Opportunities for Parental Involvement
<p>The nature of the TRHSCS Homeschool model requires a high degree of parental involvement. In this unique program, parents are consistently working together with their children and the 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 enrichment 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.</p> <p>TRHSCS parents are encouraged to get involved in school activities by participating in enrichment opportunities, school clubs, workshops, gatherings, and also by attending and participating in the TRHS Board of Directors meetings.</p> <p>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 play an essential role in school guidance. Parties interested in joining the Board of Directors should contact the School Director, Jennifer Dearduff at jdearduff@trhs.us.</p> <p>The public is always welcome to attend Board Meetings. The meetings are regularly scheduled for the second Thursday of each month.</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	268	261	24	9.2
Female	116	112	10	8.9
Male	152	149	14	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	21	2	9.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	16	2	12.5
White	206	205	17	8.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	136	130	20	15.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	35	9	25.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	1.16	0.6	1.46	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 reviewed once a year by the TRHS Board of Directors and Nevada County Office of Education. Safety plans are located at each site. Plans for exiting the building are posted, each EXIT is marked, emergency drills are conducted and all emergency numbers for Nevada County and contiguous counties are posted in the office. Annually, the school nurse provides vision and hearing screenings for students. The school nurse is also an integral part of the health team that consults on health related matters. The school participates in the California Healthy Kids survey each year. This survey gives the staff, students and parents the opportunity to evaluate school safety to help ensure a healthy school culture. The TRHSCS School Safety Plan was most recently approved by the TRHSCS Board of Directors in February 2025. 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	2	7	0	0
6	1	3	0	0
Other	7	19	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	1	2	0	0
6	1	1	0	0
Other	7	24	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	3		
1	1	1		
4	1	1		
5	2	8		
6	1	6		
Other	7	22		

2024-25 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

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,155.93	\$2,719.90	\$8,436.03	\$62,959.60
District	N/A	N/A	\$1,115.73	
Percent Difference - School Site and District	N/A	N/A	153.3	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-27.7	

Fiscal Year 2024-25 Types of Services Funded

TRHS is 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 TRHS enrichment opportunities on site, or in the community, as well as lessons, tutoring, and vendor 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 providers that work with TRHS special education students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 take part in professional development during staff meetings held each month. During staff meetings, the staff is able to discuss work samples and student data which informs the need for follow-up professional development to focus on individual student needs. Since the TRHS program is home study based, staff are also able to take part in other scheduled professional development opportunities throughout the year as well as before school starts in August and after school ends in June. 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, student academic interventions 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, and bloodborne pathogens. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0