

Honey Run Academy Secondary

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Honey Run Academy Secondary
Street	622 Pearson Rd
City, State, Zip	Paradise, Ca 95969
Phone Number	(530) 872-6461
Principal	Dena Kapsalis
E-mail Address	dkapsalis@pusdk12.org
Web Site	www.honeyrun.pusdk12.org/
CDS Code	04-61531-0430108

District Contact Information	
District Name	Paradise Unified School District
Phone Number	(530) 872-6400
Superintendent	Roger Bylund
E-mail Address	jrobbins@pusdk12.org
Web Site	www.pusdk12.org

School Description and Mission Statement (Most Recent Year)

Honey Run Academy Secondary is a community day school that serves students in grades 7th through 12th. The school was created by Paradise Unified School District in response to Assembly Bill 922. Students may enter the program as directed by their education expulsion order, their probation referral, a school attendance review board referral, or by administrative order. Everything we do must be for the expressed purpose of improving the relationship between the student and their learning, and transitioning students to their home schools. Therefore our mission is to provide an educational environment that reinforces responsibility, personal accountability, and respect for self and others. These goals are achieved through a careful selection of caring staff, innovative teaching strategies that underscore the relationship between cause and effect, and a step and level system that daily reinforces academic and behavioral success. Students are encouraged to practice self-regulation skills.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	2
Grade 8	1
Grade 9	2
Grade 10	2
Grade 11	4
Grade 12	3
Total Enrollment	14

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	14.3
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.0
White	42.9
Two or More Races	28.6
Socioeconomically Disadvantaged	85.7
English Learners	0.0
Students with Disabilities	35.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	2	2	2	210
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September, 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Literature, McDougal Littell, 2000	Yes	0%
Mathematics	Algebra: Tools for a Changing World, Prentice Hall, 2001 Geometry: University of Chicago Math Project, Scott Foresman, 1998 CPM Geometry, Foresman/Wesley, 2005 Algebra II-Trigonometry, Glencoe, 1995	Yes	0%
Science	Holt Science Spectrum-A Physical Approach Holt, Rinehart & Winston, 2001 Holt Biology: Visualizing Life, Holt, Rinehart & Winston, 1998 Biology, McDougal Littell, 2008 Modern Chemistry, Holt, Rinehart & Winston	Yes	0%
History-Social Science	World History: Connections to Today - Modern Era, Prentice Hall, 2003 US History: American-Pathways to the Present, Prentice Hall, 2002 Magruder's American Government, Prentice Hall, 2005 Economics, South Western, 1997	Yes	0%
Health	Glencoe, 1998	Yes	0%
Science Laboratory Equipment (grades 9-12)	Annual review of availability and quality		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	None detected at the time of inspection. 50% of all systems on automated controls. Filters changed regularly. Maintenance is continuous.
Interior: Interior Surfaces	[X]	[]	[]	Wall surfaces and class rooms painted and repairs done continuously.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Site is in good repair and maintained in a clean condition. None observed at this time.
Electrical: Electrical	[X]	[]	[]	Exit and Emergency lighting checked regularly and noted monthly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	In good order, clean and well stocked. Drinking fountains receive regular maintenance and cleaned frequently.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	None identified, chemical cleaners are stored out of reach of children. MSDS on site and updated regularly. Fire Extinguishers serviced yearly and checked monthly (as per Paradise Fire Dept).
Structural: Structural Damage, Roofs	[X]	[]	[]	I did not see any at the time of inspection
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Grounds are checked and recorded monthly. Some minor adjustments on all hardware being done by Maintenance Dept.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	18			67	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	33	11		49	55	54	54	56	55
Mathematics		17		40	44	44	49	50	50
History-Social Science	8	8		44	46	46	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
% of pupils completing a CTE program and earning a high school diploma	n/a
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

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

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				52	51	49	56	57	56
Mathematics				48	52	53	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	27	22	47	38	15
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

HRA parents are invited to meet with the principal for an in-take meeting to discuss educational needs, behavioral needs, and exit strategies for students transitioning back to their comprehensive sites. Parents are encouraged to participate in transition meetings and celebrate success with their student's success with step and level achievement.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	50.0	11.6	10.2	8.6	11.6	14.7	13.1	11.4
Graduation Rate	0.00	0.00	85.26	85.61	85.91	85.26	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	24.8	35.1	29.1	8.9	9.4	8.9	5.7	5.1	4.4
Expulsions	1.0	1.1	0.0	0.5	0.6	0.4	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Last reviewed: March, 2013

Key elements: Communication strategies per building; staffing arranged to maximize supervision; evacuation procedures practiced and reviewed

Fire drills, intruder drills, earthquake drills per district policy.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	80.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								5	1			
Mathematics								5	1			
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	n/a
Counselor (Social/Behavioral or Career Development)	n/a	---
Library Media Teacher (Librarian)	n/a	---
Library Media Services Staff (Paraprofessional)	n/a	---
Psychologist	n/a	---
Social Worker	n/a	---
Nurse	n/a	---
Speech/Language/Hearing Specialist	n/a	---
Resource Specialist	n/a	---
Other	n/a	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	20288	2733	17555	53826
District	---	---	4941	\$58,306
Percent Difference: School Site and District	---	---	255.3	-10.2
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	217.0	-14.8

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Although Honey Run Academy-Secondary will never be in PI status because it does not receive Title I Funds, the following programs to assist students are: ATOD (alcohol, tobacco, and other drugs) counseling, and ART (aggression replacement training).

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,340	\$38,920
Mid-Range Teacher Salary	\$50,504	\$59,803
Highest Teacher Salary	\$75,335	\$78,096
Average Principal Salary (Elementary)	\$79,472	\$95,836
Average Principal Salary (Middle)	\$89,440	\$99,849
Average Principal Salary (High)	\$90,980	\$107,599
Superintendent Salary	\$165,000	\$151,912
Percent of Budget for Teacher Salaries	37	37
Percent of Budget for Administrative Salaries	5	6

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

Advanced Placement Courses (School Year 2013-14)

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

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

Professional development opportunities were available through Paradise Unified School District, Butte County Office of Education and other providers. Content consisted of a variety of subject matter including English language arts, math, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education.