

# Honey Run Academy Secondary

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Honey Run Academy Secondary
<b>Street</b>	622 Pearson Rd
<b>City, State, Zip</b>	Paradise, CA 95969
<b>Phone Number</b>	(530) 872-6461
<b>Principal</b>	Dena Kapsalis
<b>E-mail Address</b>	dkapsalis@pusdk12.org
<b>Web Site</b>	<a href="http://honeyrun.pusdk12.org/">http://honeyrun.pusdk12.org/</a>
<b>Grades Served</b>	7-12
<b>CDS Code</b>	04-61531-0430108

<b>District Contact Information</b>	
<b>District Name</b>	Paradise Unified School District
<b>Phone Number</b>	(530) 872-6400
<b>Superintendent</b>	Donna Colosky
<b>E-mail Address</b>	jrobbins@pusdk12.org
<b>Web Site</b>	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 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 8	1
Grade 10	4
Grade 11	2
Grade 12	2
<b>Total Enrollment</b>	9

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	11.1
Hispanic or Latino	11.1
White	55.6
Two or More Races	22.2
Socioeconomically Disadvantaged	100
Students with Disabilities	22.2
Foster Youth	11.1

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	2	2	2	184
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

Year and month in which data were collected: September, 2015

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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	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 CPM Educational Programs, ©2014	Yes	0%
<b>Science</b>	Biology, Prentice Hall, ©2007 Chemistry, Holt, Rinehart & Winston ©2000 Physics, Addison Wesley, ©2002 Earth Science, Pearson, ©2013	Yes	0%
<b>History-Social Science</b>	World History: Connections to Today - Modern Era, Prentice Hall, ©2003 US History: American-Pathways to the Present, Prentice Hall, ©2001 American Government, Wadsworth, ©2012	Yes	0%
<b>Health</b>	Glencoe, ©2008	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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: February 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Facility is in good working order. Filter changed regularly.
<b>Interior:</b> Interior Surfaces	X			All the interior is in good repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			District wide IPM plan for pest control.
<b>Electrical:</b> Electrical	X			Exit and emergency lighting is checked regularly.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Some ongoing repairs to restroom custodial.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Fire extinguishers checked monthly.
<b>Structural:</b> Structural Damage, Roofs	X			Ongoing maintenance to roofs, no structural damage.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Ongoing repairs for Custodial and Maintenance.

## Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: February 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	35	44
Mathematics	--	23	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	8	8	4	50.0	--	--	--	--
	11	6	2	33.3	--	--	--	--
Male	8		3	37.5	--	--	--	--
	11		2	33.3	--	--	--	--
Female	8		1	12.5	--	--	--	--
	11		0	0.0	--	--	--	--
Hispanic or Latino	11		1	16.7	--	--	--	--
White	8		3	37.5	--	--	--	--
	11		0	0.0	--	--	--	--
Two or More Races	8		1	12.5	--	--	--	--
	11		1	16.7	--	--	--	--
Socioeconomically Disadvantaged	8		4	50.0	--	--	--	--
	11		2	33.3	--	--	--	--
Students with Disabilities	8		1	12.5	--	--	--	--
	11		0	0.0	--	--	--	--
Foster Youth	8		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	8	8	4	50.0	--	--	--	--
	11	6	2	33.3	--	--	--	--
Male	8		3	37.5	--	--	--	--
	11		2	33.3	--	--	--	--
Female	8		1	12.5	--	--	--	--
	11		0	0.0	--	--	--	--
Hispanic or Latino	11		1	16.7	--	--	--	--
White	8		3	37.5	--	--	--	--
	11		0	0.0	--	--	--	--
Two or More Races	8		1	12.5	--	--	--	--
	11		1	16.7	--	--	--	--
Socioeconomically Disadvantaged	8		4	50.0	--	--	--	--
	11		2	33.3	--	--	--	--
Students with Disabilities	8		1	12.5	--	--	--	--
	11		0	0.0	--	--	--	--
Foster Youth	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	60	58	57	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	--
Male	--
Female	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Career Technical Education Programs (School Year 2014-15)**

**Career Technical Education Participation (School Year 2014-15)**

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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 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 Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				51	49	50	57	56	58
Mathematics				52	53	53	60	62	59

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 2014-15)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50	26	24	47	38	15
All Students at the School	0			0		

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 Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	50.00	11.60	9.30	8.60	11.60	9.30	13.10	11.40	11.50
Graduation Rate	.00	85.26	88.10	85.91	85.26	88.10	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State



## 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	35.11	29.11	14.14	9.40	8.88	9.41	5.07	4.36	3.80
<b>Expulsions</b>	1.06	0.00	0.00	0.65	0.41	0.45	0.13	0.10	0.09

### 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. HRA access is monitored by school site staff.

## 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 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	No	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	No	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	N/A	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	80.0

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15					
	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			7	1			
Mathematics				5	1			5	2			
Science								2	3			
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 2014-15)**

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	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist	N/A	N/A
Other	N/A	N/A

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,179	\$2,732	\$4,447	\$62,355
District	N/A	N/A	\$5,023	\$61,262
Percent Difference: School Site and District	N/A	N/A	-11.5	1.8
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-16.8	-4.5

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

**Types of Services Funded (Fiscal Year 2014-15)**

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 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,370	\$40,379
Mid-Range Teacher Salary	\$53,200	\$62,323
Highest Teacher Salary	\$79,000	\$81,127
Average Principal Salary (Elementary)	\$84,835	\$99,192
Average Principal Salary (Middle)	\$94,135	\$91,287
Average Principal Salary (High)	\$100,397	\$112,088
Superintendent Salary	\$165,000	\$159,821
Percent of Budget for Teacher Salaries	38%	36%
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 (AP) Courses (School Year 2014-15)**

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

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

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.