

Blue Ridge School
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)

School Contact Information	
School Name	Blue Ridge School
Street	1041 Al Tahoe Blvd.
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	530.541.4126
Principal	Amy Andersen
E-mail Address	cploszaj@edcoe.org
Web Site	
Grades Served	varies
CDS Code	09100900106047

District Contact Information	
District Name	El Dorado County Office of Education
Phone Number	530-622-7130
Superintendent	Jeremy M. Meyers
E-mail Address	emanansala@edcoe.org
Web Site	www.edcoe.org

School Description and Mission Statement (Most Recent Year)

Blue Ridge School is the court school in El Dorado County designed to serve the Lake Tahoe Region. Student population consists of court incarcerated youth that generally range between grades 7-12. The school operates 247/248 days per year.

The school is located within the Juvenile Treatment Center in South Lake Tahoe. Partnering with Probation, Juvenile Hall, Mental Health and Health Care staff is essential. These partnerships focus on the emotional, physical and academic well-being of our clientele.

Mission Statement: The Court School Program staff, in partnership with Probation staff at both Golden Ridge School (Placerville) and Blue Ridge School (South Lake Tahoe) are dedicated to creating safe and productive learning environments, where positive experiences enrich student alternatives and choices.

We are committed to...

Providing individualized academic programs for each student that best advocates for their present and future educational needs and goals.

Providing differentiated instruction that allows access to standards-based curriculum, innovated use of technology and development of 21st century skills needed to be college and/or career ready, upon graduation.

Creating a positive and productive learning environment that promotes social and emotional skill development by engaging students in activities that improve self-esteem; help students learn to interact in a positive manner with others; and utilize appropriate conflict resolution, anger management and decision-making strategies.

Creating a safe, structured, well-defined instructional program that communicates high expectations, provides high levels of support and demonstrates staff unity in standing firmly together on standards of behavior, academic performance and, ultimately, the success of each and every student.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
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Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
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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	2.0	2.0	2.0	70
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	6.0	0
Total Teacher Misassignments *	0	0.0	0
Vacant Teacher Positions	0	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
All Schools in District	100	0
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

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	Odysseyware Online Curriculum; Edge and Inside English Learner Reading Curriculum (2009/ 2014); Accelerated Reader (AR); Road Trip Nation	Yes	0
Mathematics	Odysseyware Online Curriculum	Yes	0
Science	Odysseyware Online Curriculum	Yes	0
History/Social Science	Odysseyware Online Curriculum	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Odysseyware Online Curriculum	Yes	0
Health	Odysseyware Online Curriculum	Yes	0
Visual and Performing Arts	Odysseyware Online Curriculum	Yes	0
Science Laboratory Equipment (grades 9-12)	Odysseyware Online Curriculum	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Blue Ridge School has two classrooms and an administrative office. The school facilities are located inside the El Dorado County Juvenile Treatment Center in South Lake Tahoe. Each classroom is designed to hold 20 students. Classrooms are cleaned weekly. There are restroom facilities for both boys and girls located within the building. These facilities are well maintained and clean. The roof, plumbing and electrical systems are also maintained on a regular basis as specified by Title 24 of the California Code of Regulations. Safety and emergency procedures are enforced and updated annually in the Safe School Plan. School staff safety is secured via security camera and radio systems and "emergency buttons." All efforts to ensure building safety, cleanliness, and adequacy have been acceptable.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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			No playground at this site.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: August 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		
	School	District	State
English Language Arts/Literacy (grades 3-8 and 11)			
Mathematics (grades 3-8 and 11)			

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	All*	6	4	66.7	*	*	*	*
	11	6	4	66.7	*	*	*	*
Male	All*	6	4	66.7	*	*	*	*
	11	6	4	66.7	*	*	*	*
Hispanic or Latino	All*	6	1	16.7	*	*	*	*
	11	6	1	16.7	*	*	*	*
White	All*	6	3	50.0	*	*	*	*
	11	6	3	50.0	*	*	*	*
Socioeconomically Disadvantaged	All*	6	4	66.7	*	*	*	*
	11	6	4	66.7	*	*	*	*
English Learners	All*	6	1	16.7	*	*	*	*
	11	6	1	16.7	*	*	*	*
Students with Disabilities	All*	6	3	50.0	*	*	*	*
	11	6	3	50.0	*	*	*	*

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.

All grades refers to grades 3-8 and 11 respectively.

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	All*	6	4	66.7	*	*	*	*
	11	6	4	66.7	*	*	*	*
Male	All*	6	4	66.7	*	*	*	*
	11	6	4	66.7	*	*	*	*
Hispanic or Latino	All*	6	1	16.7	*	*	*	*
	11	6	1	16.7	*	*	*	*
White	All*	6	3	50.0	*	*	*	*
	11	6	3	50.0	*	*	*	*
Socioeconomically Disadvantaged	All*	6	4	66.7	*	*	*	*
	11	6	4	66.7	*	*	*	*
English Learners	All*	6	1	16.7	*	*	*	*
	11	6	1	16.7	*	*	*	*
Students with Disabilities	All*	6	3	50.0	*	*	*	*
	11	6	3	50.0	*	*	*	*

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.

All grades refers to grades 3-8 and 11 respectively.

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)				45	47		59	60	

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

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)

Blue Ridge staff, in partnership with probation staff provide individualized transition/career preparation opportunities that focus on successful transitions and the reduction of recidivism. Additionally, students have access to curriculum-based career preparation through Odesseware online curriculum, as well as Road Trip Nation.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	0

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				42	53		57	56	
Mathematics				36	47		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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced

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)

The School Site Council is composed of:

- One principal/lead teacher designated by the El Dorado County Office of Education
- One classroom teacher from either school site selected by peers.
- Two Parents / community members selected by peers

- One student from either site selected by peers

The School Site Council will address the following:

- School Achievement (Single Plan for Student Achievement)
- School program reviews (Federal Program Monitoring)
- School safety (School Safety Plan)
- English Learner Programs

The School-Parent Involvement Policy and Parent Compact for Golden Ridge School allow the parents of enrolled students the opportunity to be involved in the improvement of their child’s academic achievement through open communication with school staff.

Parents have the opportunity to:

- Receive a list of currently used textbooks.
- Discuss their child’s progress.
- Provide concerns about their child’s learning needs.

Sharing in the responsibility of improving academic achievement, the Golden Ridge Staff will

- Meet weekly with each student to evaluate their progress and make adjustments as necessary to maximize achievement during enrollment
- Provide one-on-one instruction as needed
- Upon request, discuss with parents the performance of their child

While at Blue Ridge School, students will receive Title I services which will be delivered through supplemental services designed to achieve the following goals:

- * proficiency in English Language Arts and Mathematics
- * credit recovery
- * transition to employment

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		6.3			6.3			11.4	
Graduation Rate		89.16			89.16			80.44	

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
Suspensions	6.8	3.7		4.4	2.6		5.1	4.4	
Expulsions	0.0	0.0		0.0	0.0		0.1	0.1	

School Safety Plan (Most Recent Year)

The School Safety Plan for the 2013/14 school year was approved by the School Safety Committee of the Blue Ridge School Site Council.

Blue Ridge behavior management program operates on a daily point/weekly level system. Positive behavior is reinforced with “Gotchas” and “Stars.” With Stars, students can purchase educationally focused items such as educational films and letter writing on a daily basis. Negative behavior results in loss of points, levels, and timeouts.

Because Blue Ridge students are incarcerated, there are no expulsions. Full-day suspensions are rare due to the structure of behavior expectations. Partial-day suspensions result when students receive more than 30 minutes of time out in a day.

Good citizenship is tied into the point and level system. In addition, “Student of the Week” awards are given in each classroom. All students have the opportunity to earn extra credit while they are enrolled at Blue Ridge. Students who maintain the highest school level (based on citizenship and academic performance) in increments of 50 consecutive days earn an additional incentive.

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
Made AYP Overall			
Met Participation Rate: English-Language Arts			
Met Participation Rate: Mathematics			
Met Percent Proficient: English-Language Arts			
Met Percent Proficient: Mathematics			
Met Attendance Rate			
Met Graduation Rate			

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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	2	7			1	9						
Mathematics	2	7			2	7						
Science	1	3			1	5						
Social Science	2	9			1	8						

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	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	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	17,125	13,364	3,760	56,022
District	N/A	N/A	5,718	66,802
Percent Difference: School Site and District	N/A	N/A	-34.2	-16.1
State	N/A	N/A	NA	NA
Percent Difference: School Site and State	N/A	N/A	NA	N/A

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

Types of Services Funded (Fiscal Year 2014-15)

The following categorical funds provide supplemental services for students at Blue Ridge School:

Federal Programs – Title I-A, Title I-D, Title III English Learner

These funding sources provide direct services to students as specified in the requirements of each individual funding source. Services provided are done primarily through extended use of an Instructional Assistant and an extended school day. For details, refer to Blue Ridge School’s Single Plan for Student Achievement.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	42,083	
Mid-Range Teacher Salary	68,496	
Highest Teacher Salary	85,789	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	103,870	
Superintendent Salary	187,019	
Percent of Budget for Teacher Salaries	22.74	
Percent of Budget for Administrative Salaries	9.35	

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		

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

Professional Development (Most Recent Three Years)

Determination of professional development needs is based on student achievement results; changes in legislative requirements and individual requests from the instructional staff. The School Site Council provides input regarding these decisions.

It is understood that the main focus of professional development for the next two years will focus on implementation of Common Core Standards.

Both Golden Ridge and Blue Ridge schools have one full day of staff development annually.

All school staff annually attend mandatory training for Crisis Prevention Intervention (CPI).

Special Education teachers attend professional development offered through the SELPA.

All staff were required by El Dorado County Probation Department to attend a mandatory 8 hour training pertaining to the regulations and adherence of the Prison Rape Elimination Act (PREA). Staff attended trainings as they were made available.

Teachers are supported during implementation of professional development by the school principal and by formal and informal collaboration with other teaching staff.