

## 2017 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information (School Year 2017-18)**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

| School Information |                            |
|--------------------|----------------------------|
| School Name        | Golden Ridge               |
| Street             | 6767 Green Valley Rd.      |
| City, State, Zip   | Placerville, CA 95667-8984 |
| Phone Number       | 530.626.4356               |
| Principal          | Christy Ploszaj            |
| E-mail Address     | cploszaj@edcoe.org         |
| School Website     |                            |
| CDS Code           | 09100900930016             |

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

| District Information    |                                      |
|-------------------------|--------------------------------------|
| <b>District Name</b>    | El Dorado County Office of Education |
| <b>Street</b>           | 6767 Green ValleyRd.                 |
| <b>City, State, Zip</b> | Placerville, CA 95667                |
| <b>Phone Number</b>     | 530-622-7130                         |
| <b>Superintendent</b>   | Ed Manansala, Ed.D.                  |
| <b>Web Site</b>         | www.edcoe.org                        |
| <b>E-mail Address</b>   | emanansala@edcoe.org                 |

### School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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Golden Ridge School is the court school in El Dorado County designed to serve the western slope 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 in Placerville, CA. Partnerships 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.

### Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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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 Golden 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

### School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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The School Safety Plan for the 2017-2018 school year was reviewed by the School Safety Committee of the Golden Ridge School Site Council.

Golden Ridge behavior management program operates on a daily point/weekly level system. Positive behavior is reinforced using a token economy. 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.

All-day suspensions are rare due to the structure of behavior expectations and are typically reserved for fighting or other severe infractions. Golden Ridge has a no expulsion policy.

Good citizenship is tied to 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 Golden Ridge. If they excel well above the average amount of credits possible to earn, their name is engraved on the "Incredible Credits Award" plaque and receive a gift certificate. A school-wide celebration is held for this award. Students who maintain the highest school level (based on citizenship and academic performance) in increments of 50 consecutive days earn an additional incentive.

### School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

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**Year and month of the most recent FIT report:** June 2017

This section should be kept to 1-2 paragraphs.

Golden Ridge School has two classrooms, a library, administrative office, and an attendance office. The school facilities are located inside the El Dorado County Juvenile Hall. 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 updated annually in the Safe School Plan and periodic drills enforced. School staff

safety is secured via security cameras, radios, and “emergency buttons.” All efforts to ensure building safety, cleanliness, and adequacy have been successful.

**School Facility Good Repair Status (School Year 2017-18)**

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

| System Inspected   | Repair Status<br>(the marks should match your most recent inspection) |      |      | Repair Needed and Action Taken or Planned  |
|--|---|------|------|--|
|  | Good  | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                             | X   |      |      | Water heaters replaced 4/13/16   |
| <b>Interior:</b><br>Interior Surfaces  | X   |      |      |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/<br>Vermin Infestation          | X   |      |      |  |
| <b>Electrical:</b><br>Electrical   | X   |      |      |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                       | X   |      |      |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                               | X   |      |      | inspected monthly by Probation staff   |
| <b>Structural:</b><br>Structural Damage, Roofs                                   |   | X    |      | periodic leak in classroom 2 prior to roof repair.   |
| <b>External:</b><br>Playground/School Grounds,<br>Windows/<br>Doors/Gates/Fences |   |      |      | No playground at this facility. All windows and doors are in good working condition. All fences are secure |

| System Inspected      | Repair Status<br>(the marks should match your most recent inspection) |      |      |      |
|-----------------------|---|------|------|------|
|                       | Exemplary   | Good | Fair | Poor |
| <b>Overall Rating</b> |   | X    |      |      |

### Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Teachers at this School  | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| <b>With Full Credential</b>  | 2       | 2       | 2       | 93       |
| <b>Without Full Credential</b><br>Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)  | 0       | 0       | 0       | 4        |
| <b>Teaching Outside Subject Area of Competence</b><br>CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments). | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Indicator  | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b><br>'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0       | 0       | 0       |
| <b>Total Teacher Misassignments</b><br>'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.                   | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b><br>'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.          | 0       | 0       | 0       |

**Academic Counselors and Other Support Staff (School Year 2016-17)**

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

| <b>Title</b>   | <b>Number of FTE Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|--|---|--|
| <b>Academic Counselor</b>                                  | 0                                       | N/A  |
| <b>Counselor (Social/Behavioral or Career Development)</b> | 0                                       | ♦  |
| <b>Library Media Teacher (Librarian)</b>                   | 0                                       | ♦  |
| <b>Library Media Services Staff (paraprofessional)</b>     | 0                                       | ♦  |
| <b>Psychologist</b>  | .10                                     | ♦  |
| <b>Social Worker</b>                                       | 0                                       | ♦  |
| <b>Nurse</b>   | 0                                       | ♦  |
| <b>Speech/Language/Hearing Specialist</b>                  | 0                                       | ♦  |
| <b>Resource Specialist (non-teaching)</b>                  | 0                                       | ♦  |
| <b>Other</b>   | 1.0                                     | ♦  |

♦ means data is not required. The fields are intentionally not provided.

### Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2017

This section should be kept to 1-2 paragraphs.

| Core Curriculum Area       | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|----------------------------|---|-------------------------------------|--|
| Reading/Language Arts      | Odesseyware Online Curriculum; Edge and Inside English Learner Reading Curriculum (2009/ 2014); Accelerated Reader (AR); Road Trip Nation | Yes                                 | 0  |
| Mathematics                | Odesseyware Online Curriulum  | Yes                                 | 0  |
| Science                    | Odesseyware Online Curriulum  | Yes                                 | 0  |
| History-Social Science     | Odesseyware Online Curriulum  | Yes                                 | 0  |
| Foreign Language           | Odesseyware Online Curriulum  | Yes                                 | 0  |
| Health                     | Odesseyware Online Curriulum  | Yes                                 | 0  |
| Visual and Performing Arts | Odesseyware Online Curriulum  | Yes                                 | 0  |



| Core Curriculum Area  | Textbooks and Instructional Materials/<br>Year of Adoption | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|---|--|-------------------------------------|--|
| Science Laboratory<br>Equipment<br>(grades 9-12 schools only) | ♦  | ♦                                   | 0  |

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

| Level   | Expenditures Per Pupil |  |                                   | Average<br>Teacher<br>Salary |
|---|------------------------|--|-----------------------------------|------------------------------|
|   | Total                  | Supplemental/<br>Restricted<br>Sources | Basic/<br>Unrestricted<br>Sources |                              |
| School Site                                     | 24,967                 | 4,920                                  | 20,047                            | 85,029                       |
| District  | ♦                      | ♦                                      | 7,848                             | <b>72,219</b>                |
| Percent Difference: School Site and<br>District | ♦                      | ♦                                      | 155.4                             | 17.7                         |
| State   | ♦                      | ♦                                      | <b>NA</b>                         | <b>77,179</b>                |
| Percent Difference: School Site and<br>State    | ♦                      | ♦                                      |                                   | 10.2                         |

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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The following categorical funds provide supplemental services for students at Golden 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 Instructional Assistants and an extended school day. For details, refer to Golden Ridge School's Single Plan for Student Achievement.

### Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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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.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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Golden 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 Odesseyware online curriculum, as well as Road Trip Nation.

### Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

| Measure   | CTE Program Participation |
|---|---------------------------|
| <b>Number of pupils participating in CTE</b>  | 11                        |
| <b>% of pupils completing a CTE program and earning a high school diploma</b><br>The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program                         | 0                         |
| <b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b><br>The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school | 61                        |