

Golden Ridge

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 (School Year 2018-19)

School Contact Information	
School Name	Golden Ridge
Street	6767 Green Valley Rd.
City, State, Zip	Placerville, CA 95667-8984
Phone Number	530.626.4356
Principal	Carey Buchanan
E-mail Address	cbuchanan@edcoe.org
Web Site	
CDS Code	09100900930016

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

School Description and Mission Statement (School Year 2018-19)

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 228 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 clients.

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 2017-18)

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

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	10.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	20.0
Native Hawaiian or Pacific Islander	0.0
White	60.0
Socioeconomically Disadvantaged	100.0
English Learners	0.0
Students with Disabilities	40.0
Foster Youth	20.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	2	2	2	89
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

Odysseyware implementation is in place. Students are using state/district adopted textbooks and curriculum as needed to support Odysseyware.

Subject	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
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)

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 (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Water heaters replaced 4/13/16
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	inspected monthly by Probation staff
Structural: Structural Damage, Roofs	Fair	periodic leak in classroom 2 prior to roof repair.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		No playground at this facility. All windows and doors are in good working condition. All fences are secure

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	37.0	51.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	22.0	33.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% 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	61

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--	--	41.7	22.7	17.4	19.5	10.7	9.7	9.1
Graduation Rate	--	--	25.0	61.3	62.1	54.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	76.7	88.7
Black or African American	0.0	83.3	82.2
American Indian or Alaska Native	0.0	75.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	50.0	62.0	92.1
Two or More Races	0.0	54.6	91.2
Socioeconomically Disadvantaged	60.0	79.8	88.6
English Learners	0.0	100.0	56.7
Students with Disabilities	50.0	54.0	67.1
Foster Youth	100.0	100.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.7	4.4	0.0	5.3	4.7	4.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Safety Plan for the 2018 - 2019 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	2.0	9			2.0	8			2.0	8		
Mathematics	2.0	7			4.0	4			2.0	5		
Science	2.0	7			2.0	6			2.0	5		
Social Science	2.0	10			2.0	8			4.0	4		

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 2017-18)

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 (non-teaching)	0	N/A
Other	1.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	30557	9301	21256	76976
District	N/A	N/A	7956	71478
Percent Difference: School Site and District	N/A	N/A	91.1	7.4
State	N/A	N/A	\$7,125	79128
Percent Difference: School Site and State	N/A	N/A	99.6	-2.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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 the most recent California State 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 training 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.