

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

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 and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides 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. 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](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2019-20\)](#)

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

School Name	Blue Ridge School
Street	1041 Al Tahoe Blvd.
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	530.541.4127
Principal	Carey Buchanan
E-mail Address	cbuchanan@edcoe.org
School Website	
CDS Code	09100900106047

[District Contact Information \(School Year 2019-20\)](#)

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

District Name	El Dorado County Office of Education
Street	6767 Green Valley Rd.
City, State, Zip	Placerville, CA 95667-8984
Phone Number	530-622-7130
Superintendent	Ed Manansala, Ed.D.
Web Site	www.edcoe.org
E-mail Address	emanansala@edcoe.org

School Description and Mission Statement (School Year 2019-20)

Please review and complete 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.

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 228 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 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.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete 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 parental involvement. This section should be kept to 1-2 paragraphs.

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 Blue 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 Blue 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

School Safety Plan (School Year 2019-20)

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

The School Safety Plan for the 2018 - 2019 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 and use of alternatives to suspension.

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 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.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected 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
- 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](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: July 2019

This section should be kept to 1-2 paragraphs.

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 (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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 rate for each system inspected
- The overall rating

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

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No playground at this site.
Overall Rating:	Good	

Teacher Credentials

Please review and complete 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	3	3
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
Teaching Outside Subject Area of Competence 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 complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners '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
Total Teacher Misassignments '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.	0	0	0
Vacant Teacher Positions '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	1

Textbooks and Instructional Materials (School Year 2019-20)

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 instruction 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.

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

Year and month in which the data were collected: October 2019

This section should be kept to 1-2 paragraphs.

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

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; ALEKS Math (2019)	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

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

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

[Expenditures per Pupil and School Site Teacher Salaries \(Fiscal Year 2017-18\)](#)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- 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 17-18.

The most recent data available from CDE is for fiscal year 2017-18. 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 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20688	3770	16918	66741
District	♦	♦	18538	73089
Percent Difference: School Site and District	♦	♦	-9.1	-9.1
State	♦	♦	\$7,506.64	80680
Percent Difference: School Site and State	♦	♦	77.1	-18.9

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

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.

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 2018-19)

Please review and complete 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.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

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 the extended use of an Instructional Assistant and an extended school day.

For details, refer to Blue Ridge School’s Single Plan for Student Achievement.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	2	2

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may 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.)?

This section should be kept to 1-2 paragraphs.

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 also 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 California Content Standards, enhancing academic and instructional rigor in the learning environment and related training focused on assisting youth in detention facilities.

Both Golden Ridge and Blue Ridge schools had one full day of staff development annually in 2017-2018. Golden Ridge closed as on June 30, 2019. Beginning in the 2018 - 2019 school year, Blue Ridge added an additional day of Professional Development raising it to two days. Staff are also offered ongoing opportunities for professional development based on their input. This school year, teachers are attending PD related to Writing Compliant IEP Goals, Mental Health First Aid, Verbal De-Escalation, new math software (ALEKS), on-going Odysseyware training and JCCASAC workshops at their request. In addition, PD was offered with a focus on Technology as new Smart Boards were added in the classrooms.

All SELPA and EDCOE trainings offered throughout the year are also available to staff.

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.

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 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of 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, 18-19, is correct. This section should be kept to 1-2 paragraphs.

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 Odysseyware online curriculum, as well as Road Trip

Nation. We are also in the process of collaborating with Lake Tahoe Community College to offer concurrent enrollment to students enrolled at Blue Ridge. This program will be piloted in January 2020.