

## School Accountability Report Card Reported Using Data from the 2010-11 School Year Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

### I. Data and Access

#### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

### II. About This School

#### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Golden Ridge	<b>District Name</b>	El Dorado County Office of Education
<b>Street</b>	6767 Green Valley Rd.	<b>Phone Number</b>	530.622.7130
<b>City, State, Zip</b>	Placerville, CA 95667-8984	<b>Web Site</b>	<a href="http://www.edcoe.org">www.edcoe.org</a>
<b>Phone Number</b>		<b>Superintendent</b>	Vicki Barber
<b>Principal</b>	Sue Roth,	<b>E-mail Address</b>	<a href="mailto:vlbarber@edcoe.org">vlbarber@edcoe.org</a>
<b>E-mail Address</b>	<a href="mailto:sroth@edcoe.org">sroth@edcoe.org</a>	<b>CDS Code</b>	09100900930016

#### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Golden Ridge School is the court school for El Dorado County. The student population consists of court incarcerated youth that generally range between grades 6-12. About 92% of these students are high school age. The school operates 248 days per year in 2 self-contained classrooms. The male/female ratio of the student body is nearing 4:1. Sixty-two percent of our students were enrolled less than 20 school days during the 2010/11 school year. About 36% of students were enrolled between 1 and 6 months and 2% were enrolled for more than 6 months. About half of our students have been enrolled with us at least one prior time. In the 2010-11 year, enrollment of Special Education students was 21% of the total population and enrollment of English Learners was 2% of the population. Growth of student population is limited by court order and by the constraints of building capacity.

The Golden Ridge staff consists of two full time teachers and 2 part time instructional assistants. In addition, a full time

principal and a part time psychologist make up the staff of Golden Ridge School. The director of the program is the Director of Special Services for the County Office of Education. The school is located within the Juvenile Hall facility, which provides the opportunity to form partnerships with Probation, Juvenile Hall, Mental Health and Health Care staff. These partnerships focus on the emotional, physical and academic well being of our clientele.

Golden Ridge School serves a community with little ethnic diversity but a greater socio-economic diversity.

Golden Ridge School is a small school where consistency is required throughout the program because of the nature of the students. The advantage to staff being readily available includes the following:

- Communication is ongoing.
- Program decisions are made by all staff.
- Curriculum guidelines are consistently followed.

#### Mission Statement

We are committed to creating an environment for learning and a safe atmosphere where positive experiences enrich alternatives and choices.

#### Mission Goals

To assign each student an academic program that best supports his/her achievement of the state content standards and coordinates his/her present and future educational needs including passage of the California High School Exit Exam (CAHSEE).

- To deliver instruction that accommodates learning differences including students who are English Learners.
- To provide self-esteem building learning experiences based upon the acquisition of authentic skills and positive attitudes and behavior.
- To create a safe and productive atmosphere where students learn to interact in a positive manner with others.
- To help students identify their own vocational interests and aptitudes as they then plan a more positive course for their future.
- To enable students to deal effectively with conflict resolution, anger control and appropriate decision-making skills.
- To provide a safe, structured, well-defined instructional program that gives students a clear message that all staff stand firmly together on standards of behavior and academic performance.

Golden Ridge School Mission Goals were developed by the school staff and are the foundation for all of our programs, grants and plans. These goals commit our program to increasing opportunities, alternatives and choices by:

- Accommodating individual learning differences
- Enhancing vocational interests
- Facilitating life skills acquisition
- Coordinating individual educational needs
- Teaching/Modeling positive interaction skills

#### **Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parental Involvement is encouraged in order to improve student achievement and school performance. Because of the unique nature of the Golden Ridge School, the Probation Staff members, who are responsible for the daily care and supervision of the students, assume representation for the purposes of:

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

Representation for involvement in these processes is made annually when the new School Site Council is selected for the coming year. The School Site Council is composed of the following representation:

- 1 teacher, 1 probation staff, 1 school administrator, 1 student

The School Site Council meets routinely for the purpose of discussion and recommendation regarding use of resources to improve student programs which will lead to increased student achievement.

Parents/guardians of the Title I students are provided the opportunity to have meaningful consultation regarding school program planning and design. This invitation for involvement is mailed to each parent upon their child's enrollment during the year. This invitation includes the contact person's telephone information; encourages parental support and involvement and makes the opportunity for involvement immediate. Parents will receive an explanation of curriculum and performance expectations upon request.

**Parent Compact: Golden Ridge School**

While a student is enrolled in the Golden Ridge School Program, the parents will have the opportunity to be involved in the improvement of their child's academic achievement. While at Golden Ridge School, students will receive Title I services which will primarily be delivered through tutorial services and instruction specific to accomplish credit recovery and the passing of the California High School Exit Examination (CAHSEE).

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 their enrollment.
- Provide one-on-one instruction as needed
- Upon request, discuss with parents, their child's performance

This compact is designed to support ongoing communication between the parent and school staff for the benefit of the student.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Grade 9	2
Grade 10	4
Grade 11	6
Grade 12	10
<b>Total Enrollment</b>	<b>22</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.5	White	59.1
American Indian or Alaska Native	0	Two or More Races	13.6
Asian	0	Socioeconomically Disadvantaged	100
Filipino	0	English Learners	0
Hispanic or Latino	22.7	Students with Disabilities	36.4
Native Hawaiian/Pacific Islander	0		

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

Subject	2008-09			2009-10			2010-11				
	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+		
English											
Mathematics											
Science											
Social Science											

- \* 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.

### III. School Climate

#### School Safety Plan (School Year 2010-11)

This section provides information about the 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.

The School Safety Plan for the 2011-12 school year was approved by the School Safety Committee of the Golden Ridge School Site Council on 8/29/2011. Changes to the plan include an evaluation for possible upgrades to the school surveillance system.

Golden 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.

All-day suspensions are rare due to the structure of behavior expectations. Partial day suspensions occur when students are placed on more than 30 minutes of time out in a day. Golden Ridge has a no expulsion policy.

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 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 a theater-size candy.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	113.33	139.13	163.64	8.68	17.92	31.74
<b>Expulsions</b>	0	0	0	0	0	0

- \* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides 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

**Year and month in which data were collected:** December 12, 2011

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 rest room 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 2011-12)

This section provides 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)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	2	2	2	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence</b>	1	1	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	1	1	0
<b>Total Teacher Misassignments</b>	1	1	0
<b>Vacant Teacher Positions</b>	0	0	0

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

\*\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	0	100
<b>All Schools in District</b>	95.14	4.86
<b>High-Poverty Schools in</b>	79.31	20.69

<b>District</b>		
<b>Low-Poverty Schools in District</b>	100	0

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.10	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

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

Year and month in which data were collected: December 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Timeless Voices, Timeless Themes, (2002); Holt Rinehart Winston, Literature and Language Arts (2003); Globe Fearon, American Literature (2005), World Literature (2006), Writer's Choice (2001).	Yes	0
Mathematics	American Guidance Services, AGS Algebra, (1998); American Guidance Services, AGS Geometry, (2001); American Guidance Services, Consumer Mathematics (1997); Holt Rinehart Winston, Holt California Mathematics, Course 1, (2008), Course 2 (2008), Algebra I, 8th grade (2008); Holt Rinehart Winston, Practical Mathematics (1998);Prentice Hall/Algebra 2 CA ed (2008);People's	Yes	0

	Education/Measuring Up to the CA Content Standards (2005).		
<b>Science</b>	Prentice Hall, Focus on Earth Science, Focus on Life Science, Focus on Physical Science (2008); Prentice Hall, Exploring Physical Science, (1999); Glencoe McGraw-Hill, Biology, (2004); Globe Fearon, Concepts and Challenges Physical Science (2003), Concepts and Challenges Life Science (2003), Concepts and Challenges Earth Science (2003); AGSGlobe/Environmental Science (2007).	Yes	0
<b>History-Social Science</b>	Prentice Hall, Ancient Civilizations, (2006); Medieval and Early Modern Times (2006); Glencoe/McGraw Hill, Discovering Our Past, The American Journey, grade 8, (2006); Globe Fearon /World History, (2002); Glencoe McGraw Hill, Geography, the World and its People, (1998); Globe Book Co., Exploring World History, (1994); Globe Fearon, US History, American Government, (2001); Globe Fearon, US History Foundation Series (1999); California History, Harland Davidson (2008); Glencoe Economics (2008); Prentice Hall, Magruder's American Government (2006);AGS Globe/World History (2008).	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			