

Blue Ridge School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Blue Ridge School
Street	1041 Al Tahoe Blvd.
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	530.295.2316
Principal	Carey Buchanan
Email Address	cbuchanan@edcoe.org
School Website	https://www.edcoe.org/DistrictsSchools/EDCOE-Charter-Alternative-Programs/Blue-Ridge-School
Grade Span	6-12
County-District-School (CDS) Code	09100900106047

2025-26 District Contact Information

District Name	El Dorado County Office of Education - Blue Ridge School
Phone Number	530-622-7130
Superintendent	Ed Manansala, Ed.D.
Email Address	emanansala@edcoe.org
District Website	www.edcoe.org

2025-26 School Description and Mission Statement

Blue Ridge School is the court school in El Dorado County designed to serve the Lake Tahoe Region. The student population consists of court incarcerated youth that generally ranges between grades 6 -12. The school operates approximately 225 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 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 advocate for their present and future educational needs and goals.

Providing differentiated instruction that allows access to standards-based curriculum, innovative use of technology, and development of 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 regarding standards of behavior, academic performance, and the success of each and every student.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	2
Grade 7	2
Grade 8	5
Grade 9	15
Grade 10	19
Grade 11	25
Grade 12	18
Total Enrollment	86

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.5
Male	67.4
American Indian or Alaska Native	3
Black or African American	1
Hispanic or Latino	28
Two or More Races	7.2
White	50
English Learners	11.1
Foster Youth	10.4
Socioeconomically Disadvantaged	100
Students with Disabilities	44

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	50	71	61.39	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	2.59	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6	5.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	50	21.4	18.51	11953.1	4.28
Unknown/Incomplete/NA	0	0	14.1	12.24	15831.9	5.67
Total Teaching Positions	2	100	115.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0	0	71.9	59.16	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.8	1.48	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.9	10.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	100	18.2	15.03	11746.9	4.23
Unknown/Incomplete/NA	0	0	16.6	13.71	14303.8	5.15
Total Teaching Positions	1	100	121.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	50	93.6	64.91	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.5	3.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.8	11.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.7	10.91	12112.8	4.34
Unknown/Incomplete/NA	1	50	12.4	8.65	13705.8	4.91
Total Teaching Positions	2	100	144.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.00	1	0
Total Out-of-Field Teachers	1.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	BrightThinker, Online Curriculum Character Based Literacy, Santa Clara University IXL, Supplemental Online Material Reading with Relevance, Moving Forward Institute Edge Reading, Writing & Language, Levels A, B, C & Fundamental, 2014 Holt Literature: Literature & Language Arts, Fifth Course, Holt, Rinehart & Winston, 2003 Holt Literature: Literature & Language Arts, Sixth Course, Holt, Rinehart & Winston, 2003 Inside Writing, Levels C & D, 2009 Inside Reading & Language, Levels C & D, 2009 Inside Reading, Writing & Language, Levels A & B, 2009 Inside Language & Vocabulary Newcomer Level, 2010 Odysseyware	0
Mathematics	Algebra 1 - McDougal Littell 2001 Algebra 1 Common Core, Pearson, 2015 Algebra 2 Common Core Algebra 2, Houghton Mifflin Harcourt Big Math Ideas Advanced 1, Big Learning Ideas, 2015 BrightThinker, Online Curriculum Consumer Mathematics, American Guidance Services, Inc., 2003 IXL, Supplemental Online Material Geometry, Holt, Rinehart & Wilson, 2004 Geometry Common Core, Pearson Integrated Mathematics Course 1, McGraw-Hill Integrated Mathematics Course 2, McGraw-Hill Key to Algebra, Key Curriculum Press Key to Decimals, Key Curriculum Press Key to Fractions, Key Curriculum Press Key to Percents, Key Curriculum Press	0

	Odysseyware	
Science	Biology, Holt McDougal, Stephen Nowicki, 2015 BrightThinker, Online Curriculum Concepts and Challenges Life Science – Globe Fearon, 2003 Earth Science: Geology, then environment, and universe CA Edition, McGraw-Hill Environmental Science, AGS Globe, 2007 Gizmos, Online Curriculum Holt CA Life Science - Holt, Rinehart & Winston, 2007 Holt CA Physical Science - Holt, Rinehart & Winston, 2007 Odysseyware World of Chemistry, Cengage Learning, 2013	0
History-Social Science	American Odyssey - McGraw Hill Glencoe, 2004 BrightThinker, Online Curriculum Government Alive! Power, Politics, and You, Teacher's Curriculum Institute, 2006 History Alive! Pursuing American Ideals, Teachers' Curriculum Institute, 2008 Odysseyware United States History, Pearson, 2016 World Geography - Glencoe/McGraw-Hill, 2000 World History, Pearson AGS Globe, 2008 Economics, Pearson, 2016 World History in the Modern Era, Pearson, 2016	0
Foreign Language	N/A	0
Health	BrightThinker, Online Curriculum Glencoe Health, Glencoe McGraw-Hill, 2007 Lifetime Health, Holt, Rinehart, and Winston, 2004 Health, Pearson, 2014 Odysseyware	0
Visual and Performing Arts	Odysseyware, Online Curriculum BrightThinker, Online Curriculum	0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

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. Full custodial services and daily surface sanitation is provided for all buildings, touchpoints, equipment, supplies, restrooms, classrooms, and office spaces. Our facilities provide Personal Protective Equipment (PPE) to all employees and students and require that it be used in accordance with CDC and state policies or mandates. 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 regularly maintained, 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 cameras, radio systems, and "emergency buttons." All efforts to ensure the building's safety, cleanliness, and adequacy have been satisfactory.

Year and month of the most recent FIT report

January 2026

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No playground at this site.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	--	--	55	59	47	48
Mathematics (grades 3-8 and 11)	--	--	38	46	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	--	--	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Blue Ridge staff, in partnership with probation staff, provide individualized transition/career preparation opportunities focusing on successful transitions and reducing recidivism. Additionally, students have access to curriculum-based career preparation through Odysseyware online curriculum and Goodheart-Wilcox Financial Literacy and Soft Skills for the Workplace. Blue Ridge also collaborates with Lake Tahoe Community College's Rising Scholars Program to offer dual/concurrent enrollment to students enrolled at Blue Ridge. Courses include "Culinary Arts" and "Leave No Trace, " an intensive certificate program that is part of a larger certification process for Wilderness Leadership offered at the college. Students can choose to continue on in this career path once they are released from custody. We also offer the College Success course for dual enrollment. A Creative Hope Music Studio was purchased and installed on January 14th, 2025, providing students with access to a real-life music studio and the opportunity to learn about the music industry and careers within it.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7		--	--		
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The School Site Council is composed of: <ul style="list-style-type: none">One principal/lead teacher designated by the El Dorado County Office of Education

2025-26 Opportunities for Parental Involvement

- One classroom teacher from either school site selected by peers.
- One Parent and one community member selected by peers

The School Site Council will address the following:

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

*LCAP input and review

The School-Parent Involvement Policy and Parent Compact for Blue Ridge School allows 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.

*Visit their child's classroom and meet with the teachers.

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
- Make deliberate effort to 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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	20.9	14.8	14.6	8.2	8.9	8
Graduation Rate	--	--	--	70.1	78.7	71.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	86	24	--	16.7
Female	28	--	--	--
Male	58	18	--	11.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	48	14	--	28.6
English Learners	--	--	--	--
Foster Youth	23	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	86	24	--	16.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	15	--	13.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.31	2.25	1.89	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.09	0	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan for the 2025-26 school year was updated in December 2025 and approved by the School Safety Committee of the Blue Ridge School Site Council in December 2025.

Blue Ridge and EDCOE require that all staff undergo annual safety-related courses specific to their position within the organization, such as those related to Bloodborne Pathogens, the Healthy Schools Act, and each person's role as a Mandated Reporter. The CSSP and the Injury Illness Prevention Policy can be found at each school campus and on the website. Full custodial services and daily surface sanitation are provided for all buildings, touchpoints, equipment, supplies, restrooms, classrooms, and office spaces. Our facilities provide Personal Protective Equipment to all employees and students and require that it is used according to CDC and state guidelines and/or mandates.

The School staff uses protocols for safety in coordination with facility staff. All teachers and staff on campus, including substitutes and special education personnel, are regularly trained by Blue Ridge staff on Blue Ridge Juvenile Treatment Facility safety protocols.

Blue Ridge's behavior management program operates on a daily point/weekly level system. Positive behavior is reinforced with LiveSchool points. With points, students can purchase educationally focused items, such as educational films and letter-writing materials, 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 the use of alternatives to suspension.

Good citizenship is tied to the point-and-level system. Additionally, "Student of the Week" awards are presented 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) for 30 consecutive days earn an additional incentive.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	1	0	0
Mathematics	5	1	0	0
Science	5	1	0	0
Social Science	5	1	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	1		
Mathematics	6	1		
Science	6	1		
Social Science	6	1		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	1		
Mathematics	6	1		
Science	6	1		
Social Science	6	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	1.0
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	130430	30996	99435	99233
District	N/A	N/A	12521	
Percent Difference - School Site and District	N/A	N/A	155.3	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

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 School Plan for Student Achievement.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	61,854	55,248
Mid-Range Teacher Salary	94,173	80,746
Highest Teacher Salary	126,092	109,655
Average Principal Salary (Elementary)	126,950	133,828
Average Principal Salary (Middle)	139,963	142,253
Average Principal Salary (High)	154,307	149,893
Superintendent Salary		155,954
Percent of Budget for Teacher Salaries		6.12%
Percent of Budget for Administrative Salaries		25.26%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

Professional Development

At Blue Ridge School, Staff is offered ongoing opportunities for professional development based on their input. Previous PD opportunities have included: Writing Compliant IEP Goals, Mental Health First Aid, Verbal De-Escalation, new math software (IXL), new online curriculum software (BrightThinker), ongoing Odysseyware training, training on a new virtual reality career exploration (TRANSFR) program, and JCCASAC workshops at their request. In addition, PD was offered with a focus on Technology.

All SELPA and EDCOE training offered throughout the year is also available to staff.

Special Education teachers attend professional development offered through the SELPA.

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

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3