**Blue Ridge Academy**
955 Stanislaus Street, Maricopa, CA 93252
Ph (661) 525-1178 | Fax (661) 465-4544

# Special Board Meeting
# Blue Ridge Academy
# January 30, 2020 – 5:30 pm
# 1740 Huntington Dr. #205
# Duarte, CA 91010

## Through Teleconference

**Jessie Maron**
**627 N Jansen Avenue**
**San Dimas, CA 91773**

**Nikki Sanchez**
**5060 California Avenue #420**
**Bakersfield, CA 93309**

**Nicole Zolfo**
**1740 Huntington Dr. #205**
**Duarte, CA 91010**

**Arlene Nelson**
**1444 S Dodsworth Ave**
**Glendora, CA 91740**

**May Hampton**
**1740 Huntington Dr. #205**
**Duarte, CA 91010**

## AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Discussion and Potential Action on the School Accountability Report Card (SARC)
5. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

**Blue Ridge Academy**
955 Stanislaus Street, Maricopa, CA 93252
Ph (661) 525-1178 | Fax (661) 465-4544

Note: Blue Ridge Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 818-207-3837 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

# Blue Ridge Academy

## School Accountability Report Card
## Reported Using Data from the 2018—19 School Year
### California Department of Education

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

## 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.

## Hollie Smith

Principal, Blue Ridge Academy

### About Our School

Dear Families,

Welcome to Blue Ridge Academy! Education is our passion and we know it is yours too! We also acknowledge that families choose to homeschool for a variety of reasons. No matter your motivation, we desire to support, encourage, and equip you on your journey.

We would like to hear from you to ensure the website continues to be both relevant and valuable. Please send us an email or give u a call to share your thoughts, ideas, and questions with us!

Partnering with you,

Hollie Smith
Principal, Blue Ridge Academy
hollie@theblueridgeacademy.org

### Contact

*Blue Ridge Academy*
*955 Stanislaus St.*
*Maricopa, CA 93252-9779*

*Phone: 661-465-4544*
*Email: hollie@theblueridgeacademy.org*

# About This School

## Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|---|---|
| **District Name** | Maricopa Unified |
| **Phone Number** | (661) 769-8231 |
| **Superintendent** | Scott Meier |
| **Email Address** | smeier@musd.email |
| **Website** | www.maricopaschools.org |

| School Contact Information (School Year 2019—20) | |
|---|---|
| **School Name** | Blue Ridge Academy |
| **Street** | 955 Stanislaus St. |
| **City, State, Zip** | Maricopa, Ca, 93252-9779 |
| **Phone Number** | 661-465-4544 |
| **Principal** | Hollie Smith |
| **Email Address** | hollie@theblueridgeacademy.org |
| **Website** | www.inspireschools.org |
| **County-District-School (CDS) Code** | 15636280134312 |

*Last updated: 1/27/2020*

## School Description and Mission Statement (School Year 2019—20)

The Blue Ridge Academy is a tuition-free, public charter school serving transitional kindergarten through 12th grade students in San Bernardino, Los Angeles, Ventura, Kern and Tulare Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. We are here to serve, support, and inspire community within our school and all families on an educational journey with their children.

**Mission**

The Blue Ridge Academy provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

**Vision**

The Blue Ridge Academy develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

**Schoolwide Learner Outcomes**

At Blue Ridge Academy, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

**The Blue Ridge Academy Students Are**:

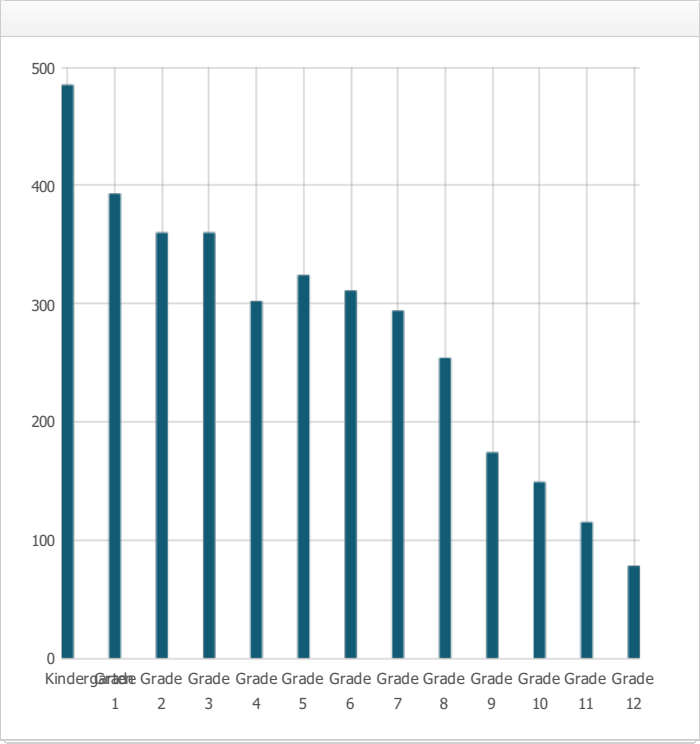
- Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.

- Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

*Last updated: 1/27/2020*

## Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 485 |
| Grade 1 | 393 |
| Grade 2 | 360 |
| Grade 3 | 360 |
| Grade 4 | 302 |
| Grade 5 | 324 |
| Grade 6 | 311 |
| Grade 7 | 294 |
| Grade 8 | 254 |
| Grade 9 | 174 |
| Grade 10 | 149 |
| Grade 11 | 115 |
| Grade 12 | 78 |
| Total Enrollment | 3599 |




*Last updated: 1/25/2020*

## Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 2.90 % |
| American Indian or Alaska Native | 0.50 % |
| Asian | 1.70 % |
| Filipino | 0.40 % |
| Hispanic or Latino | 32.30 % |
| Native Hawaiian or Pacific Islander | 0.10 % |
| White | 51.40 % |
| Two or More Races | 7.90 % |
| **Student Group (Other)** | **Percent of Total Enrollment** |
| Socioeconomically Disadvantaged | 39.80 % |
| English Learners | 1.50 % |
| Students with Disabilities | 13.20 % |
| Foster Youth | 0.10 % |
| Homeless | 2.10 % |

# A. Conditions of Learning

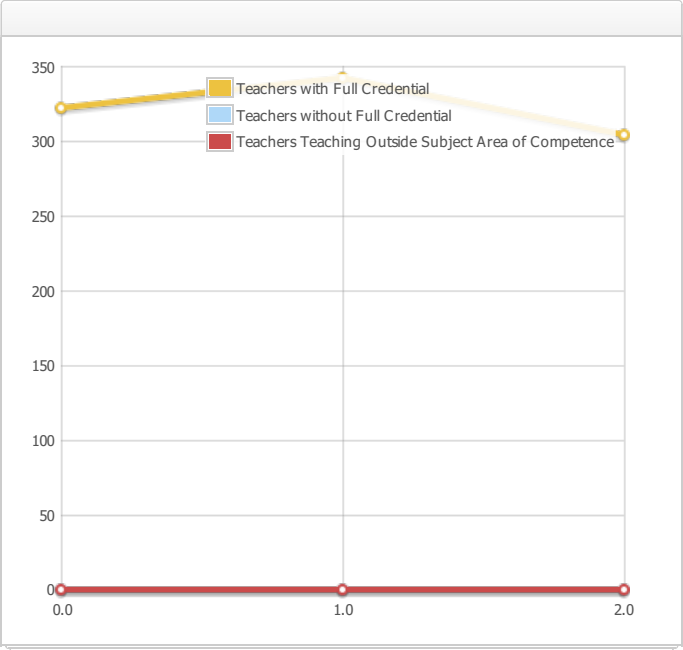
# State Priority: Basic

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

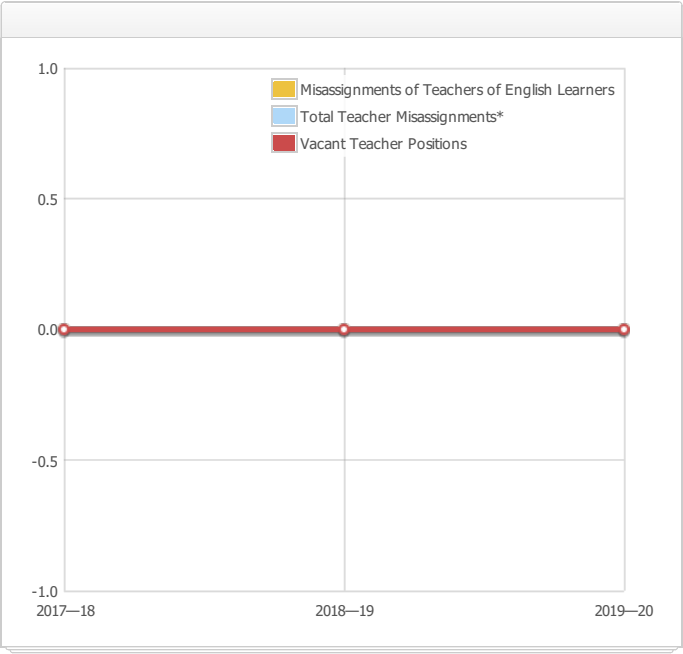
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|---|---|---|---|
| With Full Credential | 322 | 342 | 304 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |




*Last updated: 1/29/2020*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|---|---|---|---|
| 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.

*Last updated: 1/29/2020*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | McGraw-Hill<br>Edgenuity<br>StrongMinds<br>Acellus<br>Odysseyware<br>Lincoln Empower<br>K12<br>ALEKS | Yes | 0.00 % |
| Mathematics | McGraw-Hill<br>Edgenuity<br>StrongMinds<br>Acellus<br>Odysseyware<br>Lincoln Empower<br>K12<br>ALEKS | Yes | 0.00 % |
| Science | McGraw-Hill<br>Edgenuity<br>StrongMinds<br>Acellus<br>Odysseyware<br>Lincoln Empower<br>K12<br>ALEKS | Yes | 0.00 % |
| History-Social Science | McGraw-Hill<br>Edgenuity<br>StrongMinds<br>Acellus<br>Odysseyware<br>Lincoln Empower<br>K12<br>ALEKS | Yes | 0.00 % |
| Foreign Language | McGraw-Hill<br>Edgenuity<br>StrongMinds<br>Acellus<br>Odysseyware<br>Lincoln Empower<br>K12<br>ALEKS | Yes | 0.00 % |
| Health | McGraw-Hill<br>Edgenuity<br>StrongMinds<br>Acellus<br>Odysseyware<br>Lincoln Empower<br>K12<br>ALEKS | Yes | 0.00 % |
| Visual and Performing Arts | McGraw-Hill<br>Edgenuity<br>StrongMinds<br>Acellus<br>Odysseyware<br>Lincoln Empower<br>K12<br>ALEKS | Yes | 0.0 % |

| | | | |
|---|---|---|---|
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

*Last updated: 1/29/2020*

## School Facility Conditions and Planned Improvements

Blue Ridge Academy is a non-classroom-based charter school.

*Last updated: 1/30/2020*

# 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 ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | 36.0% | 39.0% | 35.0% | 36.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 16.0% | 16.0% | 15.0% | 15.0% | 38.0% | 39.0% |

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.

*Last updated: 1/29/2020*

**CAASPP Test Results in ELA by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 2036 | 1801 | 88.46% | 11.54% | 38.89% |
| Male | 1000 | 881 | 88.10% | 11.90% | 34.62% |
| Female | 1036 | 920 | 88.80% | 11.20% | 42.98% |
| Black or African American | 76 | 72 | 94.74% | 5.26% | 31.94% |
| American Indian or Alaska Native | 12 | 12 | 100.00% | 0.00% | 16.67% |
| Asian | 32 | 30 | 93.75% | 6.25% | 70.00% |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 658 | 582 | 88.45% | 11.55% | 32.01% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 1058 | 933 | 88.19% | 11.81% | 42.77% |
| Two or More Races | 162 | 140 | 86.42% | 13.58% | 38.57% |
| Socioeconomically Disadvantaged | 814 | 709 | 87.10% | 12.90% | 30.08% |
| English Learners | 45 | 44 | 97.78% | 2.22% | 27.27% |
| Students with Disabilities | 314 | 263 | 83.76% | 16.24% | 15.65% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 53 | 50 | 94.34% | 5.66% | 28.00% |

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.

*Last updated: 1/29/2020*

**CAASPP Test Results in Mathematics by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 2036 | 1794 | 88.11% | 11.89% | 16.13% |
| Male | 1000 | 879 | 87.90% | 12.10% | 17.29% |
| Female | 1036 | 915 | 88.32% | 11.68% | 15.01% |
| Black or African American | 76 | 72 | 94.74% | 5.26% | 5.56% |
| American Indian or Alaska Native | 12 | 12 | 100.00% | 0.00% | 0.00% |
| Asian | 32 | 30 | 93.75% | 6.25% | 46.67% |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 658 | 581 | 88.30% | 11.70% | 10.00% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 1058 | 928 | 87.71% | 12.29% | 19.31% |
| Two or More Races | 162 | 139 | 85.80% | 14.20% | 18.71% |
| Socioeconomically Disadvantaged | 814 | 704 | 86.49% | 13.51% | 10.10% |
| English Learners | 45 | 44 | 97.78% | 2.22% | 11.36% |
| Students with Disabilities | 314 | 262 | 83.44% | 16.56% | 4.58% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 53 | 50 | 94.34% | 5.66% | 8.00% |

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.

*Last updated: 1/27/2020*

**CAASPP Test Results in Science for All Students**
**Grades Five, Eight and High School**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/27/2020*

## Career Technical Education (CTE) Programs (School Year 2018—19)

Blue Ridge Academy continues to develop and implement Career Technical Education (CTE) pathways to help prepare students for rapidly shifting workplace requirements. In alignment with the statewide Doing What Matters Initiative (DWMI), we will strive to develop a CTE program that is responsive to the needs of regional economies. Thus, we actively collaborate with local college and industry representatives to implement CTE course pathways, internships, and/or industry certificates that will help prepare students for the regional labor market needs. Our CTE program is also intended to prepare students for college simultaneously. As such, we are actively aligning our CTE courses with the University of California A-G subject-area requirements. Further, our CTE program provides access to all students regardless of gender, socio-economic status, special needs, and/or English proficiency.

*Last updated: 1/29/2020*

## Career Technical Education (CTE) Participation (School Year 2018—19)

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | 102 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | -- |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 3.70% |

*Last updated: 1/27/2020*

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission | 10.31% |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | 1.30% |

# 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

## California Physical Fitness Test Results (School Year 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| 5 | 20.10% | 26.50% | 24.70% |
| 7 | 22.30% | 22.30% | 25.20% |
| 9 | 22.10% | 21.50% | 18.60% |

Note: 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.

*Last updated: 1/27/2020*

# 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 2019—20)

Blue Ridge Academy ensures parents, legal guardians, and teachers have an opportunity to participate in governance of the school. Some of the voting members of the board of directors are parents/guardians. The parent representatives provide insight of students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school related activities. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from variety of in-house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enrich the students' educational experience.

# State Priority: Pupil Engagement

*Last updated: 1/30/2020*

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

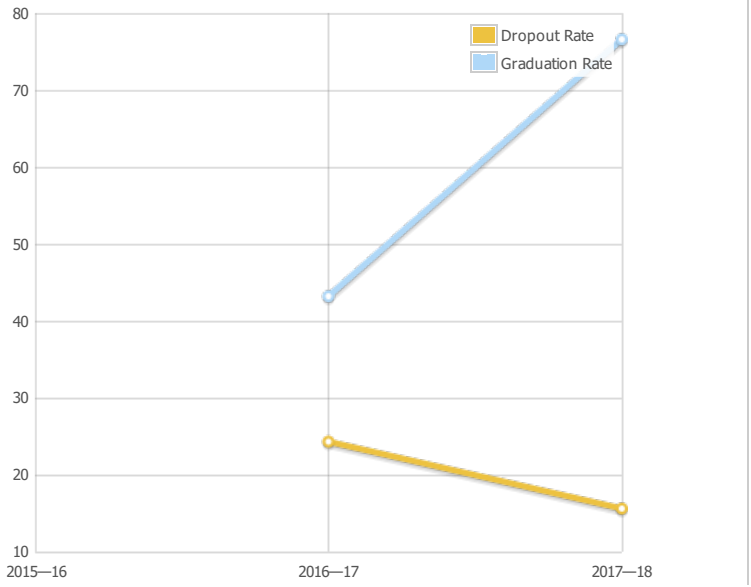
- High school dropout rates; and
- High school graduation rates

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

| Indicator | School 2015—16 | District 2015—16 | State 2015—16 |
|---|---|---|---|
| Dropout Rate | -- | 10.00% | 9.70% |
| Graduation Rate | -- | 85.00% | 83.80% |

| Indicator | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|---|---|---|---|---|---|---|
| Dropout Rate | 24.30% | 15.60% | 26.30% | 28.90% | 9.10% | 9.60% |
| Graduation Rate | 43.20% | 76.60% | 56.20% | 68.10% | 82.70% | 83.00% |

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

*Last updated: 1/27/2020*

# 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 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.00% | 0.00% | 0.00% | 0.60% | 0.20% | 0.40% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

*Last updated: 1/27/2020*

## School Safety Plan (School Year 2019—20)

Blue Ridge Academy has a Comprehensive Safety Plan which is reviewed, updated, and discussed every fall before school resumes. The safety plan includes emergency procedures and contact information, evacuation routes, incident command system procedures, and an injury and illness prevention plan.

*Last updated: 1/27/2020*

# D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|---|---|
| Counselors* | 400 |

*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.
**Average Number of Pupils per Counselor

*Last updated: 1/29/2020*

## Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 3.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 6.00 |
| Social Worker | |
| Nurse | 4.00 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 14.00 |
| Other | 20.00 |

*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.

*Last updated: 1/29/2020*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $8501.84 | $538.16 | $7963.68 | $52699.00 |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | $7506.64 | $64732.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

*Last updated: 1/27/2020*

## Types of Services Funded (Fiscal Year 2018—19)

The Blue Ridge Academy provides comprehensive services to support students' academic development. Eligible students receive special education services to support their individualized Education Plan (IEP), students are provided resources such as textbooks, technology and related educational materials. In addition, the school regularly measures student proficiency in English Language Arts and Mathematics regularly through a variety of metrics including online benchmark assessment twice per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support including a specialized curriculum, tutoring, and/or an academic coach. Individualized supports focus on a student's demonstrated area of need and are available in virtual tutoring or online intervention program. The school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enrich the students' educational experience.

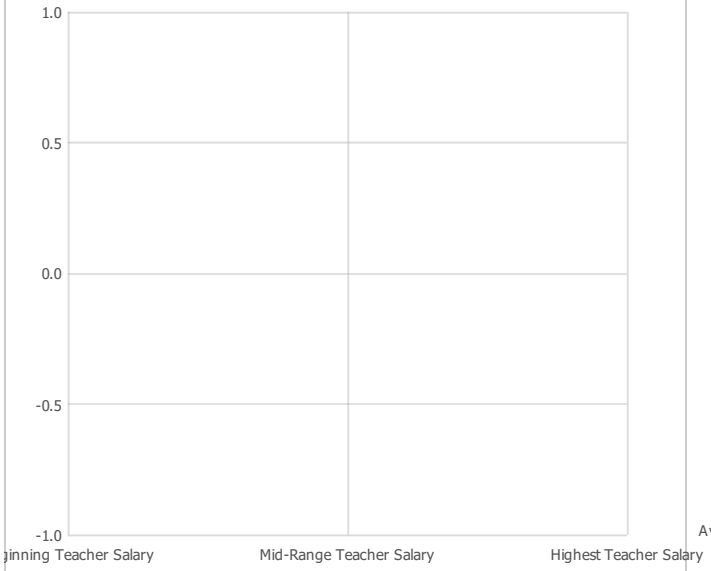
*Last updated: 1/30/2020*

## Teacher and Administrative Salaries (Fiscal Year 2017—18)

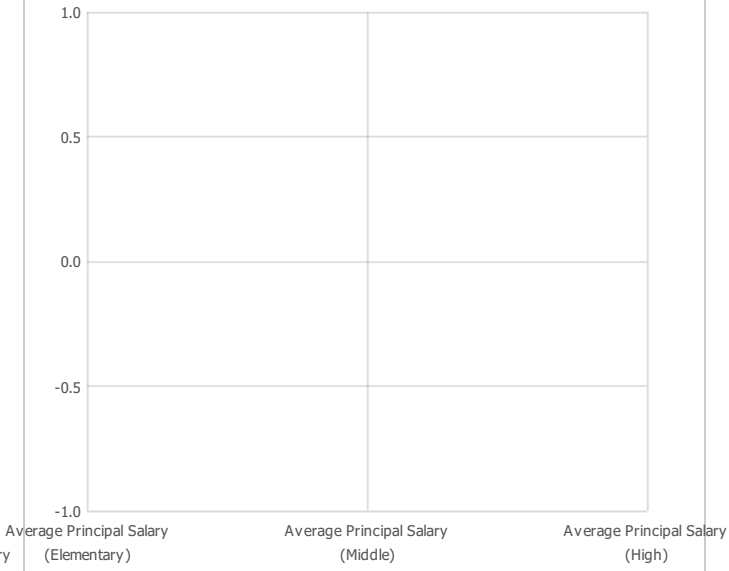
| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | -- | $43,574 |
| Mid-Range Teacher Salary | -- | $63,243 |
| Highest Teacher Salary | -- | $86,896 |
| Average Principal Salary (Elementary) | -- | $103,506 |
| Average Principal Salary (Middle) | -- | $108,961 |
| Average Principal Salary (High) | -- | $108,954 |
| Superintendent Salary | -- | $136,125 |
| Percent of Budget for Teacher Salaries | 21.00% | 30.00% |
| Percent of Budget for Administrative Salaries | 1.00% | 6.00% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

**Teacher Salary Chart**




**Principal Salary Chart**




*Last updated: 1/27/2020*

## Advanced Placement (AP) Courses (School Year 2018—19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | 0 | N/A |
| English | 1 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 1 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 3 | N/A |
| All Courses | 5 | 0.10% |

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

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

*Last updated: 1/27/2020*

## Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 14 | 14 |