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***1. Executive***

# 2010-2011

## Executive Accomplishments

### *Vicki L. Barber, Ed.D., County Superintendent*

In addition to providing overall leadership and support for the various functions of the County Office of Education and the educational community throughout El Dorado County, the following constitutes specific accomplishments for the County Superintendent:

- ❖ **Represented the County Office of Education on a variety of boards, committees, and organizations, including:**
  - First 5 El Dorado Commission;
  - El Dorado Community Foundation Board;
  - Boys and Girls Club Board, Chair Board Development;
  - El Dorado County Economic Development Council, Chairperson;
  - El Dorado Women's Center Auction Fund Raising Committee, Co-Chair;
  - County Chamber of Commerce Board, Liaison to the Education Council;
  - El Dorado County Chamber of Commerce Joint Chambers, Chair;
  - El Dorado County Chamber Leadership Committee;
  - California County Superintendents' Educational Services Association, Board Member, Chair of Business Partnership Standing Committee, Mentor to New Superintendents in Sutter and Yuba Counties, Member of the Finance Committee, Member of the CalPERS Task Force;
  - Chapman College Advisory Board;
  - California School Boards Association - Superintendent's Advisory Committee;
  - Association of California School Administrators, El Dorado County Charter, Program Chair;
  - California Department of Education Public Schools Accountability Act Task Force, Member ;
  - Statewide Alternative Accountability Sub-Committee, Chair;
  - Sugarloaf Foundation Board;
  - Placerville Kiwanis;
  - Los Rios Community College Foundation Board;
  - National Forest Counties Coalition;
  - El Dorado County Investment Policy Committee, Member;
  - Sheriff's Posse, Member;
  - Hwy 50 Women's Group;
  - M.O.R.E. Board, Secretary, and By-Laws Committee, Chair;
  - Appointed by the State Board of Education to serve on the California Advisory Commission for Charter Schools;
  - Hands 4 Hope Board, El Dorado Hills, Member.

- ❖ **Provided support to a variety of educational groups throughout El Dorado County, including:**
  - County Board of Education;
  - Superintendents' Council;
  - County School Boards Association, Council of Representatives;
  - School Facilities Task Force, Chair;
  - ROC/ROP Executive Council;
  - Child Protective Services, Superior Court, and Education Representatives meetings;
  - School Attendance Review Board In-service Trainings;
  - Personnel Commission;
  - Sugarloaf;
  - El Dorado Hills Vision Coalition Executive Committee Chair;
  - El Dorado County Mental Health Advisory Committee;
  - Leadership Team for the County Office of Education.
  
- ❖ **Visited all school sites throughout El Dorado County.**
  
- ❖ **Participated in a number of graduation exercises, scholarship nights, award nights, retirements, and other significant events scheduled throughout the year, such as the Academic Decathlon, Chamber Wine Tasting/Art Auction, Eagle Scout recognition ceremonies, Head Start graduations, and a variety of fund raising functions on behalf of the educational community.**
  
- ❖ **Participated as a fellow in the American Leadership Forum.**
  
- ❖ **Served with the national Educational Research Development Institute.**
  
- ❖ **Addressed a number of groups, discussing the role and function of the County Office of Education, educational issues, and the future trends in public education; a sample of speaking engagements include:**
  - Conducted a variety of Budget Forums for EDCOE Employees;
  - El Dorado County Taxpayers Association;
  - El Dorado County Board of Realtors;
  - Cameron Park Optimists;
  - El Dorado County Grand Jury;
  - State Board of Education on Alternative Schools Accountability Model, Charter Schools and Special Education Issues;
  - El Dorado County Board of Supervisors;
  - El Dorado County ACSA events, including Welcome Back, Administrators Recognition, Women in Leadership, etc.;
  - School Attendance Review Board Orientation;
  - Bus Driver Awards Event;
  - County School Boards Association Trustee Awards Dinner;
  - Continued Channels 2 and 15 Programs - Spotlight on Education;
  - Pioneer Oral Interpretation Festival;
  - New Employee Orientations held quarterly within the County Office of Education;
  - Hosted Community Based Organization breakfast for El Dorado County;
  - CCSESA Student Programs Steering Committee and the CCSESA Pre-School Committee;
  - School Board Presentations as needed;
  - Open Door meetings for EDCOE staff;
  - El Dorado County Democrats Essay Contest;

- El Dorado County Retired Teachers;
- Served as a member of the Inter Agency Council for El Dorado County;
- Numerous Community Based Organizations including Association of Realtors, Builder's Exchange, Big Brothers/Big Sisters Board, Champions for Children, United Outreach, and a variety of fundraising events.

❖ **Provided support and leadership statewide on special education issues with involvement in the following:**

- Continued to provide leadership on the issue of Special Education and Charter Schools;
- Provided leadership in the implementation of a Charter SELPA and worked with CDE and the State Board in the implementation of our Local Plan for the largest Charter School SELPA in the state, including supporting the new governance structure through an Executive CEO Council. In addition, we continued to work a great deal with the Los Angeles Unified School District and their Consent Decree Administrator to accommodate the implementation of 18 charter schools from their school district joining the Charter SELPA. The Charter SELPA increased to approximately 140 charters moving into the 2011-12 fiscal year;
- Provided staff development and workshops statewide regarding the special education funding reform legislation;
- Conducted sessions for the California Institute for Special Education;
- Participated on ACSA Charter Task Force;
- Continued the development and implementation of a funding formula under AB 602 provisions within the El Dorado County SELPA;
- Provided input and coordinated efforts regarding the California Alternate Performance Assessment through the ASAM Sub-Committee;
- Provided training to statewide SELPA administration organization;
- Testified on special education issues before the Assembly Education Committee;
- Worked with Superintendents' Council regarding special education Allocation Plan which was updated in 2010-11;
- Coordinated revising MOU with El Dorado County around the AB 3632 funding provisions;
- Supported the analysis of special education data to review NPS/A placements and costs, speech and language services, and occupational therapy services.

❖ **Provided support and leadership on the issue of violence prevention and ensuring safe schools with involvement in the following:**

- Worked with Public Health Service regarding several health issues;
- Assisted the Placerville Union School District in addressing the tragedy that occurred with the shooting of their principal at Schnell School;
- Continued to facilitate the development of a Memorandum of Understanding between education and law enforcement entities throughout the county;
- Worked with the District Attorney on SARB issues, as well as working with the Judicial Commissioners and Superior Court Judges regarding SARB and Foster Youth issues;
- Supported the conduct of various safety drills;
- Supported efforts to address emergency preparedness with schools throughout the county;
- Supported United Outreach, an effort to support homeless within the county with support from the Faith Community;
- Participated in the National Night Out;

❖ **Agreed to again serve as Chairperson of the El Dorado County Economic Development Council (EDC2) Board and supported the implementation of the One-Stop Centers at both Lake**

**Tahoe and on the Western Slope. Worked on behalf of EDC2 with the Workforce Investment Board and the Sacramento Workforce Committee. In consultation with the Board and the CEO worked to reframe the organization to be fiscally sustainable, as well as hosting the Board Retreat. Supported Career Technical Education efforts being facilitated by EDCOE with linkages to the business community, including supporting the SB70 Career Fair efforts. Continued to support the development and expansion of the Pro-Teens project in conjunction with the Superior Court Judges, Teen Court and many businesses throughout the county. Participated on the Pollock Pines business walk. In addition, served on the Linking Education and Economic Development (LEED) Board in an effort to ensure El Dorado County was included in regional efforts.**

- ❖ **In collaboration with statewide organizations, CCSESA, ACSA, AVID, CASBO, and CCSA addressed employment issues with CalPERS and CalSTRS. Met on numerous occasions with CalSTRS administrative staff and the CalSTRS Board to work through the issues of allowing 14 visiting educators to receive STRS credit. During the 2009-10 fiscal year, CalSTRS conducted an audit on EDCOE and the visiting educators. We prepared voluminous documentation to support the visiting educators employed by EDCOE. In 2010-11, met with the CalSTRS Board and was able to confirm approval for all 14 educators to be granted CalSTRS service credit, retroactively and through June 30, 2012. With respect to CalPERS, we worked with CCSESA to prepare for an administrative hearing which was completed during the 2009-10 and continued through 2010-11 fiscal year. Although the Administrative Law Judge ruled in favor of CCSESA, the CalPERS Board did not accept the decision, causing this issue to continue through additional litigation.**
  
- ❖ **Met with state and federal elected officials, representing El Dorado County and meeting with Assemblymembers Huber and Gaines, Senator Gaines, and Congressman McClintock regarding a wide array of educational issues. Also testified before Assemblymember Huber's legislative committee regarding lowering drop-out rates and successful programs. In addition, hosted a meeting with legislative staff, Legislative Analyst Office staff, and Legislative Counsel staff at EDCOE to discuss statewide policy issues.**
  
- ❖ **Provided leadership and support on charter school issues, with involvement in the following:**
  - Participated as a member of the statewide Advisory Committee for Charter Schools and continued efforts to reform funding cycle for charter schools under SB 740 provisions;
  - Continued to pursue the disclosure of names and addresses of students from El Dorado County being served in charter schools;
  - Served on the CDE Charter Schools and Special Education Work Group;
  - Featured speaker at both the State and National Charter Conferences;
  - Recognized with the Vision Award at the first Charter – Special Education Conference.
  
- ❖ **Promoted public education and focused on improving our public information efforts through the following:**
  - Wrote monthly articles for the El Dorado Hills newspaper and quarterly articles for the Serrano Magazine regarding educational issues;
  - Spoke before a number of organizations and groups, including: ACSA Women's Leadership Conference, Retired Leaders in El Dorado County, Cameron Park Rotary, Newcomers Luncheon, and Board of Supervisors;
  - Worked with the Board of Supervisors and County Administrative Officer to address the issues around Forest Reserve funding, including working to ensure that El Dorado County

- receives a fair share of funding for California;
  - Coordinated a breakfast for Community Based Organizations to share information with the public schools and to enhance networking opportunities;
  - Coordinated the “Golden Star Students” showcase and education booth at the 2011 El Dorado County Fair, which included working with the Fair Director and staff;
  - Assisted with the El Dorado Rose;
  - Increased the distribution of information regarding the positive and successful efforts of public education through media and public service announcements, including conducting meetings with print media representative on specific topics and school district coverage;
  - Participated in the Ag in the Classroom program at the Fairgrounds;
  - Supported the Regional Occupational Program by participating on the Executive Committee;
  - Supported County Office of Education student programs;
  - Supported the Local Child Care and Development Planning Council;
  - Supported the El Dorado Arts Council through a variety of actions;
  - Worked with the Community College to enhance communication and network opportunities;
  - Facilitated meetings with a number of elected officials and candidates for elected office to discuss educational issues, including Board of Supervisors;
  - Featured in magazine articles published by Serrano.
- ❖ **Responded to legal issues and provided input regarding education bills that were proposed through the legislative process, including working with Peter Birdsall and Associates on legislative issues that would affect El Dorado County.**
- ❖ **Provided support to the County Committee on School District Organization regarding boundary line adjustments and potential reorganization efforts being considered throughout the county. Specifically worked with the Committee to successfully transition the responsibilities to the County Board of Education. Provided additional workshop opportunities for Superintendents to explore the option of consolidation of school districts by bringing in Superintendent speakers from Twin Rivers and the Loomis/Penryn/Ophir School Districts. Authorized the conduct of the first countywide study to explore options on consolidation of school districts with School Services of California. Conducted community forums and met with several District Governing Boards to discuss issues related to consolidation of school districts. Also began the discussions regarding the need to consider the creation of board member districts under the California Voting Rights Act provisions.**
- ❖ **Worked extensively with new Superintendents in the County, as well as facilitating mentor support for new Superintendents.**
- ❖ **Supported School Districts throughout the county on a variety of issues, including the following sample of areas addressed:**
- Worked with the Mother Lode School District and the College to evaluate impacts that the Greenwood Hills project would potentially have on programs and sites;
  - Assisted the Gold Oak Union, Black Oak Mine Unified and Buckeye Union School Districts in the conduct of their search for a Superintendent;
  - Worked with the Black Oak Mine Unified School District to facilitate Board Training;
  - Worked with Lake Tahoe Unified and Alpine County to facilitate an agreement for the ongoing collaboration between the two entities as a SELPA;
  - Continued to work with the Gold Trail Union School District regarding audit issues;
  - Worked with the Rescue and Buckeye Union School Districts on special education issues;

- Worked with EID to develop reasonable timelines and processes regarding the testing of water backfill at school sites, also worked on rate issues;
  - Worked with Placerville City to review water rates in collaboration with the Placerville Union School District;
  - Worked with school boards including providing Brown Act training and prospective Board member training;
  - Facilitated Administrative meetings with the Lake Tahoe Unified School District and the El Dorado Union High School District;
  - School Facilities Task Force, including providing input regarding the County General Plan, addressing the updating of Developer Fee Justification Documents, developing capital facility plans, auditing developer fee funds, etc.;
  - Coordinating consideration for the initiation of charter schools within the county;
  - Facilitated the review and revision of inter-district attendance agreements;
  - Assisted in the review and recognition of El Dorado County Distinguished Schools, specifically assisted Sierra Ridge in the local recognition program;
  - Continued efforts to ensure reasonable and appropriate implementation of NCLB provisions, including drafting letters regarding specific issues and working with school site councils to identify issues and focus efforts at state and federal levels;
  - Continued to support the agreement with the Indian Diggings School District to provide for the operation of programs at the Gallion property;
  - Provided professional development activities for Superintendents including fiscal issues, specific speakers, charters, etc.;
  - Supported El Dorado County pursuing transportation grant funds to enhance Safe Routes to Schools in the county;
  - Facilitated First 5 Grant funds to be made available to elementary schools for literacy development, and creation of infrastructure to support early care services throughout the county, including the adoption of KSEP screening for all kindergarten teachers and the purchase of iPads for supporting the data requirements, as well as working through reductions of staff as a result of reduced funding availability;
  - Provided leadership in assuring compliance with Williams provisions in conducting site visits, reporting complaints, and fulfilling all compliance areas.
- ❖ **Served on the El Dorado County Proposition 10 Commission and worked to address the Children First Initiative, including working with the Commission as chair of the Evaluation Committee, as well as addressing the School Readiness Initiative. Assisted in the planning and implementation of First 5 Initiatives, including providing an infrastructure for family literacy in supporting all elementary schools with funding for kindergarten leads, transition planning and early care leads in the elementary school attendance areas. Also supported the merger of the Early Childhood Specialists under the Together We Grow initiative with the High 5 for Quality initiative. Funding reductions caused a reduction in staffing levels.**
- ❖ **Supported school districts throughout the county in addressing difficult financial issues by attending Board meetings, scheduling individual meetings with administration, and providing written support documents.**
- ❖ **Supported EDCOE student programs through a variety of means, including the following sample of activities:**
- Continued to work with Charter Community School and Extended Day programs to ensure financial viability and quality services;
  - Recognized maintenance and IT staff that were so instrumental in facilitating successful

- moves and retooling necessary to implement the facility relocations that were implemented this past year;
  - Also worked with the Mother Lode School District and EDCOE Home Study and Child Development Programs to move programs into the vacated Charles Brown site;
  - Also helped facilitate the movement of Family Connections to the Smith Flat site;
  - Continued the provision of leadership and assistance in the reduction of child development programs in the area of infant and toddlers, the merger of programs and the expansion of the Child Development Program at selected school sites;
  - Worked with the Child Development program to address needs in the Lake Tahoe area related to licensing issues of a child care provider;
  - Supported the recruitment and selection of administrative staff for Program Specialist positions and the hiring of a new SELPA Director;
  - Provided leadership in the implementation of a Charter SELPA with El Dorado County serving as the Administrative Unit to accept out-of-geographic-area charter schools;
  - Conducted Retreats for Administrative Staff;
  - Facilitated discussions with school district representatives and COE staff regarding Special Education services provided by EDCOE.
  
- ❖ **Assisted in the implementation of revised agreements in partnership with the Cameron Park/Shingle Springs Rotary, the El Dorado Center (Community College), and the El Dorado County Office of Education for the operation of the Observatory on El Dorado County Office of Education property and the building of an amphitheater. Assisted in the conduct of Observatory Open Houses, as well as assisting in addressing insurance issues. Also worked with the Master Gardeners to develop an agreement for their participation on the Veerkamp Park site.**
  
- ❖ **Continued the provision of leadership in the implementation of a scholarship website that showcases scholarship availability for El Dorado County students.**
  
- ❖ **Worked with Child Development leadership, both within EDCOE and statewide, to develop a proposal to revise child development funding provisions. Met with various child development organizations to discuss recommended changes to the funding issues, including addressing quality funds, alternative payments, resource and referrals, local planning councils, etc.**

## 2. Educational Services

## Educational Services

### 2010-2011 Accomplishments

#### Jeremy Meyers, Associate Superintendent

It is the goal of the Educational Services Division to provide the leadership, support, and collaboration opportunities to ensure districts, schools and programs have the necessary tools to operate the most effective, efficient, and successful instructional programs for all students in El Dorado County. In that light, the following is a summary of our 2010-11 accomplishments:

- Served as the Chairperson and Coordinator of the El Dorado County Curriculum and Instructional Leaders Council (CILC). Provided leadership to ensure that instructional services activities met and supported the stated needs of our client districts, schools, and programs. Along with our continued efforts to provide appropriate guidance to schools and districts to ensure API/AYP success for all, we also provided leadership and guidance specific to anti-bullying, common core standards, instructional technology and transitional kindergarten.
- Served as member of the Superintendent's Cabinet and Superintendents' Council. Provided information and leadership in the areas of curriculum and instruction, student programs and information technology to accommodate the demands brought about by budget, credentialing, and instructional requirements.
- Participated in CCSESA Curriculum and Instruction Steering Committee (CISC) and Student Programs and Services Steering Committee (SPSSC) meetings.
- Participated in the Capital Service Region (CSR) meetings for Educational Services.
- Served as chair for the El Dorado County Chamber of Commerce Education Council.
- Served as the co-chair of the Program Liaisons meetings to facilitate communication between EDCOE administration and program staff.
- Served as the liaison to the Early Care and Education Planning Council and the Community Strengthening Coalition.
- Served as the administrative representative to the Head Start Policy Council.
- Served on the negotiation teams for CSEA and ECTA.
- Served on the Distinguished School Team.
- Served as a judge for the Oral Interpretation and Spelling Bee completions.
- Continued collaborated with First 5 El Dorado to establish Preschool/Kindergarten transition plans for each of the elementary schools within El Dorado County. Facilitated two articulation opportunities for early care and education providers and kindergarten teachers throughout the county.
- Continued collaboration with the Folsom Lake College, El Dorado Center to implement three SB70 grants for a total of \$484,670 which provide Career and Technical Education opportunities to middle and high school teachers/students throughout the county.
- Collaborated with the El Dorado Center of Folsom Lake College, the Western Slope Boys and Girls Club, and the El Dorado Community Foundation on the *Credential by 26 Project* to assess the type and mix of services available to young adults seeking to complete their formal academic or vocational training as a key milestone in their journey to become fully involved and connected citizens.
- With assistance from the Special Projects Liaison, collaborated with the El Dorado County Health Services Department – Mental Health Division on the MHS A Prevention and Early Intervention (PEI) Component Three-Year Program and Expenditure Plan; provided Afterschool Program support to Placerville, Pollock Pines, Black Oak Mine and South Lake Tahoe as part of the Regional After School Technical Assistance System (RASTAS); and collaborated with the Folsom Lake College, El Dorado

Center and the Cameron Park Rotary to provide administrative oversight for the Community Observatory.

- Provided Williams Act, and QEIA oversight to districts.
- Provided administrative oversight to the Sugarloaf Fine Arts Camp.
- Provided general support and supervision to the following programs:
  - Central Sierra Regional Occupation Program (CSROP)
  - Charter Rite of Passage
  - Charter Community School, Home Study Academy and Extended Day
  - Child Development
  - Curriculum, Instruction, and Accountability
  - Early Childhood Specialists
  - Foster Youth Services
  - Indian Education
  - Information Technology
  - Print Shop
  - SARB
  - Special Services
  - Testing



## SARB Accomplishments 2010-2011

The School Attendance Review Board (SARB) is a multi-disciplinary group defined by Education Code as providing the intensive guidance and coordinated services to meet the special needs of pupils with school attendance or school behavior problems. Comprised of representatives from law enforcement, district attorney, welfare, probation, public health, youth serving and education agencies, the SARB's goal is to improve student attendance and academic achievement by direct intervention with students and their families. SARB attempts to maximize the use of all available resources and services, avoid duplication of services and divert students and families from juvenile probation or prosecution. Students are referred to SARB when they have persistent attendance problems and schools have been unsuccessful with their interventions. SARB utilizes their expertise and resources to collaboratively work on uncovering the underlying causes of the truancy and linking families to services or recommending alternative interventions to address the causes. Ultimately, if unsuccessful, students or families may be referred to Juvenile Probation or the District Attorney for prosecution.

During the 2010-2011 school year, SARB served **33** schools from **12** districts. During this year SARB changed several protocols to be more responsive to the changing needs of our community partners, including limiting the number of hearing dates, structuring the schedule according to agency need, limiting and strictly adhering to hearing times, and offering a county SARB diversion option to schools in lieu of a full board hearing. As you can see from the following data, there was no significant loss of service and the survey results from referring schools showed a high degree of satisfaction with the program. Other data related to SARB activities is listed below.

### **SARB Statistics for 2010-2011**

Total Number of individual students served during 2010-2011 =	<b>213</b>
Initial Hearings:	<b>93</b>
Follow Up Hearings:	<b>160</b>
Case Management Hearings:	<b>210</b>
SARB Diversion (referred, handled by Coordinator):	<b>11</b>

<b>Grade Level</b>	<b>Cases 10-11</b>	<b>Sub Totals</b>
K	2	
1	11	
2	7	
3	13	
4	6	
5	10	Elementary (1-5) <b>49</b>
6	10	
7	20	
8	28	Middle (6-8) <b>58</b>
9	27	
10	29	
11	42	
12	8	High School (9-12) <b>106</b>
<b>TOTAL</b>	<b>213</b>	<b>213</b>

2010-2011 Cases referred to Juvenile Probation and/or District Attorney for Prosecution

Referrals to Juvenile Probation	<b>19</b> (654=11, 601=2, Closed at intake=2, 602=4)	Cases '09-'10 30
Referrals to District Attorney	<b>15</b> (6 cases held at referral [4 moved out of county, 2 suddenly improved], 5 were filed on)	17
Referrals to both DA and Probation	<b>1</b>	5

<b>Referring District/School</b>	<b>Cases '10-'11</b>
<b>Black Oak Mine</b>	<b>13</b>
Divide	2
Georgetown	1
Golden Sierra	5
Northside	5
<b>Buckeye</b>	<b>36</b>
Blue Oak	8
Buckeye	2
Camerado	6
Oak Meadow	3
Rolling Hills	16
Silva Valley	1
<b>El Dorado Union High School District</b>	<b>86</b>
El Dorado	22
Independence	20
Oak Ridge	10
Ponderosa	26
Shenandoah	1
Union Mine	6
<b>Gold Oak</b>	<b>1</b>
Pleasant Valley	1
<b>Gold Trail</b>	<b>3</b>
Gold Trail	2
Sutter's Mill	1
<b>Mother Lode</b>	<b>21</b>
Herbert Green	14
Indian Creek	7
<b>Pioneer</b>	<b>14</b>
Mountain Creek	2
Pioneer	12
<b>Placerville</b>	<b>12</b>
Markham	4
Schnell	1
Sierra	7
<b>Pollock Pines</b>	<b>5</b>
Pinewood	3
Sierra Ridge	2
<b>Rescue</b>	<b>2</b>
Green Valley	1
Pleasant Grove	1
<b>EDCOE-Charter Community School</b> (these referrals often start at another school and then student is transferred to CCS)	<b>18</b>



## Central Sierra ROP Accomplishments 2001-11

The Central Sierra ROP (Regional Occupation Program) is one of seventy-four Regional Occupation Centers or Programs within California. It is comprised of three sections representing the three school districts in El Dorado County which offer high school programs; Black Oak Mine Unified School District, El Dorado Union School District, and Lake Tahoe Unified School District. Each section develops and facilitates their specific course offerings. The purpose of Regional Occupation Programs is to prepare students to (1) enter the workforce with the skills and competencies necessary to succeed, (2) pursue advanced training in higher educational institutions, and/or (3) upgrade existing skills and knowledge. The programs within the three sections of the Central Sierra ROP are an important component in the continuum of sequenced CTE courses. The ROP courses are often the capstone course that students take during grades eleven and twelve. The instructional delivery system in ROP courses is directly linked to business and industry through advisory committees and provides work-based learning opportunities for students.

### ***2.3 Foster Youth***

# Foster Youth Services Program Accomplishments 10-11

**El Dorado County Foster Youth Services (FYS)**, developed with CDE grants and Title I funds, focuses on alleviating the problems leading to low academic performance and the subsequent long-term affects for foster youth. One of the statewide goals is to reduce the time foster youth spend out of school due to the many placement changes they experience. To attain this goal, **FYS** assists districts in meeting the requirements of immediate enrollment and two day transfer of records mandated by AB490. In addition, **FYS** is asked to create services to improve academic achievement for foster youth. In El Dorado County, **FYS** received 200 referrals from across the county, including all school districts, during the 10-11 school year, and provided the following services:

- **RECORDS ASSISTANCE:** In general, El Dorado County schools are transferring records within the county well within the guidelines of AB490 and without assistance. **FYS** did assist local school districts in locating and transferring 51 foster youth records directly, (indirectly, through the database, 244 additional records were transferred or updated), this last school year from numerous counties across California. With our membership in the regional database operated by Sacramento County FYS, and our statewide FYS collaboration, we are positioned to assist any district with records problems.
- **TRAINING AND CONSULTATION:** **FYS** offered all school districts training and consultation on recent laws related to the education of foster youth, especially relating to AB 490 and the new law, AB167, as well as links to other services and programs to assist with any foster youth issues that arise. In addition, **FYS** trains other foster youth serving agencies such as group and foster home care providers, CASA's, and social workers on how to appropriately encourage and advocate for foster youth with regard to their education. During this year **FYS** provided consultation on 200 individual cases.
- **INDIVIDUALIZED SERVICES:** **FYS** received 78 referrals for services for individual foster youth in El Dorado County public schools who needed assistance to improve their academic performance in the 10-11 school year. Outreach also occurred to educate placement workers, CASA workers, schools and other groups that work with foster youth about the program and to encourage referrals. An IEP or SST with school, care provider and placement worker is necessary to establish the strengths and needs of the student. The Program Coordinator attends and this year provided the following services:

✓ Case management through multiple school and placement worker changes	12
✓ Appropriate placement/ enrollment assistance:	54
✓ Foster parent training on supporting school success (usually home to school communication and accountability as well as structuring homework success:	3
✓ Links to other services:	25
✓ Behavioral/ Incentive plan assistance/funding:	2
✓ Tutoring	18
- **TARGET SITES ACADEMIC SUPPORT SERVICES:** Another component of the project is providing services to targeted sites with large concentrations of foster youth. During the 10-11 school year, **FYS** provided a group home based tutoring program for Tahoe Turning Point group home and a school based program for Charter Community School.
- **EDUCATIONAL LIAISON FOR CHILD PROTECTIVE SERVICES:** In an effort to further streamline coordination and communication between education and Child Protective Services, the Coordinator has been placed at CPS two afternoons a week since 09-10. This has provided more timely and effective intervention regarding educational issues for all children involved with CPS.

***2.4 BTSA Cluster -  
Region One***

# BTSA Cluster Region One

## 2010-2011 Accomplishments

Lisa Danielson, Cluster Region Director

Julie Irwin, Regional Assistant

### Cluster One Leadership

El Dorado County Office of Education continues to serve as the LEA for one of the BTSA Cluster Regional Grants during the fourth of a four-year term. The network developed by county office leadership provides a venue of access and influence that is beneficial and necessary to the work of the Cluster Region Director. The proven ability of this LEA to successfully implement programs that have been on the reforming edge of education makes it very well suited as the LEA for this Cluster Region Director grant. Lisa Danielson continues to fulfill the responsibilities of this grant. A second grant continues to reside in Tehama County Office of Education and the implementation is jointly developed.

Cluster Region One BTSA Induction Programs 2010/2011	
1. Antioch USD BTSA	13. Sacramento BTSA Consortium – Sacramento COE
2. Butte COE BTSA	14. Sacramento City USD BTSA
3. El Dorado COE BTSA	15. San Juan USD BTSA
4. Elk Grove USD BTSA	16. Santa Rosa City Schools BTSA
5. Fairfield/Suisun USD BTSA	17. Stockton USD BTSA
6. Far East Contra Costa BTSA	18. Tracy USD BTSA
7. Lodi USD BTSA (Inactive until 2012-13)	19. Tri County BTSA - Sutter COE
8. Marin BTSA Induction	20. Vallejo City USD
9. Napa COE BTSA	21. West Contra Costa USD BTSA
10. North Coast Beginning Teacher Program BTSA	22. Yolo/Solano BTSA – Davis Joint USD
11. North State BTSA – Tehama COE	23. Washington USD
12. Placer County BTSA	

### Cluster One District Affiliations

The goal of BTSA is to provide participating teachers with high quality professional development to hone their teaching skills thereby improving student achievement. The achievement of this goal relies on the availability of a BTSA program to qualifying teachers. BTSA has established affiliations with 100% of the school districts in Cluster Region One. Although BTSA Induction is in Tier III in the State funding structure all Cluster Region One programs continue to operate. Lodi USD teacher candidates are being served by San Joaquin COE during their period of inactive status.

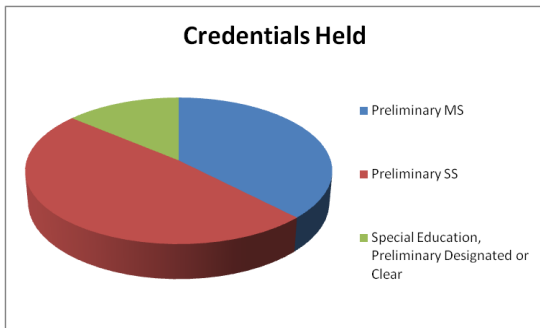
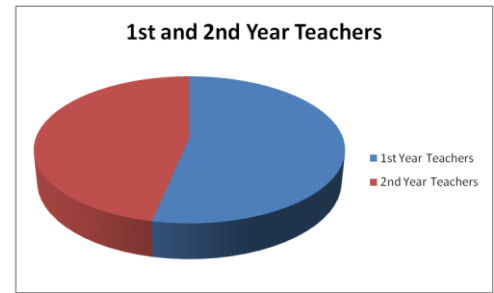
### Cluster One Statistics

Twenty-three BTSA Induction programs are located in the twenty-nine counties of this Cluster Region. Cluster Region One is geographically large with a land area of 56,888 square miles out of total state land area of 155,959 square miles. Cluster Region One spans County Superintendent Regions 1, 2, 3, part of 4, and 6. The smallest district in the state, as well as some of the largest in the state, are found in Cluster Region One.

Counties in Cluster Region One					
Alpine	El Dorado	Marin	Placer	Sierra	Trinity
Butte	Humboldt	Mendocino	Plumas	Siskiyou	Yolo
Colusa	Glenn	Modoc	Sacramento	Solano	Yuba
Contra Costa	Lake	Napa	San Joaquin	Sonoma	
Del Norte	Lassen	Nevada	Shasta	Tehama	

2,185 Participating Teachers served in Cluster Region One:

- 1,164 First Year Teachers
- 1,021 Second Year Teachers



- 797 Participating Teachers hold Preliminary Multiple Subject teaching credentials.
- 1,024 hold Preliminary Single Subject teaching credentials.
- 295 hold Special Education, Preliminary Designated or Clear teaching credentials.

The retention rate for BTSA participating teachers in Cluster One is 82% over five years. BTSA is making a positive impact on the knowledge, skills, and retention of new teachers.

### Cluster One State Level Responsibilities

Lisa Danielson, as the Cluster One BTSA Regional Director, continues to serve in oversight of the FACT System (Formative Assessment for California Teachers) website and video model development. During the 2010-2011 year, the training materials were successfully put into a professional format distributed to all programs in the state. The new website for the FACT System will continue to be found at [www.btsa.ca.gov/fact](http://www.btsa.ca.gov/fact).

Other statewide responsibilities include development of professional development for credentials, Directors Academy and development and pilot of the Continuum of Teaching Practice.

### Commission Teacher Preparation Accreditation System

All BTSA Induction programs are part of the statewide credentialing structure. CRD's have begun work with the CTC to prepare Induction programs for their role in the Accreditation Cycle.

The BTSA Induction programs moved into the Commission on Teacher Credentialing's Accreditation system for Teacher Preparation programs. BTSA Induction programs serve the second tier preparation of teaching credentials for Multiple and Single Subject teachers. During the 2010-2011 year, Lisa Danielson served at the request of the Commission in the role of State Consultant to oversee two visits in the Anaheim Unified High School and Fremont Unified School Districts' BTSA Induction General Education programs.

### 3. Child Development Programs

## El Dorado County Office of Education Child Development Programs Program Accomplishments 2010/2011

The following summarizes the major activities accomplished during the 2010-2011 program year for the Child Development Programs (CDP).

- A major remodel was completed at the Placerville site. The project included new carpet, vinyl and paint as well as an extensive remodel of the children’s bathroom.
- An additional California State Preschool Program classroom was opened on the Green Valley Elementary School Campus.
- For the 2010-2011 program year all preschool children were assessed using the Desired Results Developmental Profile (DRDP). The data was used to assist with individualized and group curriculum planning and shows significant growth from fall to spring particularly among the kindergarten eligible group. The DRDP results show that the majority of children moved beyond the “Not Yet” and “Exploring” categories with many at the “Integrating” level by spring. The highest level of rating is “Integrating” and is included in the table below to summarize growth from fall to spring among all children.

	DR1 Self & Social Development		DR2 Language & Literacy Development		DR3 English Language Development		DR4 Cognitive Development		DR5 Mathematical Development		DR6 Physical Development		DR7 Health	
	All	K-Elig.	All	K-Elig.	All	K-Elig.	All	K-Elig.	All	K-Elig.	All	K-Elig.	All	K-Elig.
Fall 2010	8.3%	11.1%	7.2%	9.7%	29%	40.2%	7.1%	9.6%	6.3%	8.8%	24.1%	32.7%	7.3%	10.2%
Spring 2011	33%	47%	29.2%	43.2%	52.8%	70%	32.4%	51.7%	28.9%	41.4%	56.4%	73.4%	32.6%	46.4%

- Staff development and training begins each July and continues throughout the program year. The following training topics were provided during the 2010-1011 year: Program Procedures and Content Areas, Child and Adult Care Food Program (CACFP), Positive Parenting, Observations and Portfolios, Handwriting without Tears, Creative Curriculum, Cultural Competency, Conscious Discipline, 2<sup>nd</sup> Step, Mandated Child Abuse Reporting, Preschool Learning Foundations and English Language Development, and Community Services. Outside conferences attended included Teen Now, California Head Start Association, California Association for the Education of Young Children, and Becoming Trauma Informed. Management staff attended two days of reliability training for the Classroom Assessment Scoring System (CLASS).
- 44 or 10.28% of enrolled Head Start children ages 3-5 received intervention services through an active Individualized Education Plan (IEP) and 22 or 10.14% of enrolled Early Head Start children ages birth to 3 received intervention services through an active Individualized Family Service Plan (IFSP). The federal mandate for early intervention services to Head Start and Early Head Start children is 10%.
- The El Dorado Children’s Dental Van provided comprehensive dental services to 506 children ages 0-5 throughout El Dorado County. Additionally in this area, 98% of children enrolled in the Head Start program received dental exams. The dental van is a collaboration between: First 5 El Dorado Children and Families Commission, the Shingle Springs Tribal Health Program, the El Dorado County Health Services Department, and the El Dorado County Office of Education.
- As a result of vision screenings performed on 412 children, 34 children were referred to their health care provider for additional evaluation. Of the 34 children, 30 were prescribed glasses. This is a remarkable increase from last year’s total of 12 children referred.

- All Early Head Start home visiting teachers received training on the Importance and Benefits of Breastfeeding provided by El Dorado County Public Health Nurses. Information and resources provided will assist teachers in improving the successful breastfeeding rates for Early Head Start families.
- Our immunization rate for children in our programs reached 100% this year and again exceeds the El Dorado County Immunization rate of 86%.
- The Child Care Food Program provided meals to children in child development programs. There were 48,398 breakfasts, 57,728 lunches and 69,696 snacks served.
- National School Lunch Program provided 5,120 breakfasts and 15,287 lunches to Charter Community School students.
- Cooking classes were offered for Early Head Start families during the monthly Socializations. Parents helped to prepare the foods that the group ate at the Social which facilitated learning about healthy cooking techniques. The cooking sessions also introduced healthy food choices, such as whole grains and fresh fruits and vegetables to incorporate into EHS families' daily diets.
- In December of 2010, the Child Development Programs, Choices for Children and Family Connections coordinated efforts to organize the Community Gift Tree Program. The Community Gift Tree program provided 320 nominated families with gifts for the holidays. Additionally, eighteen families enrolled in our Child Development Programs also received holiday food and gifts through the El Dorado Hills Garden Club and the Emblem Club. Four children were adopted by People First and individual community members to receive gifts and Child Development staff worked closely with the El Dorado County Office of Education Superintendent's Office to connect families to the TOYS for TOTS program.
- Other community organizations that provided donations to our Child Development Programs during the Holiday Season include: Stymeist Auto Detailers who donated 45 coats to enrolled children, The Young Mom's Club provided gifts to enrolled children and their siblings at the Charles Brown center, Marshall Hospital provided 25 Thanksgiving food baskets and The Don Andrews Lunch Bunch and the El Dorado County Chamber of Commerce provided funds to distribute an additional 120 holiday food baskets to Child Development families and Charter School families.
- Throughout 2010-2011 there were 39 community volunteers including students from the Career Academy at El Dorado High School, Folsom Lake Community College students and retired seniors who enjoyed working with children.

***3.1 Early Care and Education  
Planning Council***

## **El Dorado Early Care and Education Planning Council 2010-2011 Program Accomplishments**

The Early Care and Education Planning Council is a public-private partnership of business, education, child care providers and consumers, community and government. The fifteen member council ensures that the county's child care needs are assessed and a strategic plan is developed to meet those needs. In addition, the Council establishes local priorities for child care funding and develops policies to meet the needs identified within these priorities. Mandates include developing priorities for state subsidized child care and development services, creating a comprehensive plan to address early care and education needs, enhancing collaborations and partnerships in the child care community and linking part-day programs to offer full day care. The Superintendent of Schools and the Board of Supervisors serve as authorities to the Council.

The Council experienced a tumultuous year in 10-11 with a California budget signed in October with a 50% reduction in State funding for local planning activities. The council reprioritized its activities based upon this new level of funding.

### **Strategic Plan Goals**

- ❑ Early care and education is recognized as an essential element to our social, educational and economic infrastructure and must be considered in all aspects of planning, development and decision making in El Dorado County.
- ❑ El Dorado County children are cared for and educated in high quality settings.
- ❑ Early care and education programs have highly trained and educated staff to provide quality care.

### ***Advocacy, Outreach and Policy Development-***

***Council Goal:*** Early care and education is recognized as an essential element to our social, educational and economic infrastructure and must be considered in all aspects of planning, development and decision making in El Dorado County.

***Desired Outcomes:*** El Dorado County government, business, and education effectively support early care and education services and public policy in El Dorado County reflects the needs of all children and families.

- ❑ With the reduction of Stage 3 funding, the Council advocated for restoration of Stage 3 funding with state and local elected officials and supported Choices for Children in their request for First 5 El Dorado funding to bridge the funding gap for Stage 3 families.
- ❑ Council representatives participate in Chamber of Commerce and Economic Development Committee
- ❑ Council maintains a positive relationship and provides information and resources to El Dorado County Board of Supervisors
- ❑ Council collaborated with local stakeholders to address center based closures in a high need area of South Lake Tahoe

## *-Quality-*

**Council Goal:** El Dorado County children are cared for and educated in high quality settings.

**Desired Outcomes:** Ensure that early care and education providers have access to training and professional development through collaboration with agencies/programs and services and achieve locally defined Quality standards.

- ❑ Council launched the School Age Care Workgroup, gathering after school providers to discuss access, outreach and quality issues and to collect data on the availability and attendance at after school programs
- ❑ The School Age Workgroup coordinated two professional development workshops for school age providers.
- ❑ Facilitated a meeting to discuss collaboration and coordination between after school provider programs in Cameron Park
- ❑ Council disseminated information and resources to licensed providers regarding professional development opportunities

### *-Workforce Development and Training –*

- ❑ Awarded Professional Development Scholarships to 58 early childhood staff working in State funded programs under the AB 212 Professional Development Program
- ❑ Awarded 19 Professional Development Scholarships to Head Start and Early Head Start Staff
- ❑ Hosted and coordinated the CSUS College of Continuing Education -EDCOE on-site Bachelors Degree Program in Early Development, Care and Education with 20 participants, including three participants in South Lake Tahoe. 20 Cohort participants completed the program in May 2010, 15 graduated with a Bachelors Degree, and 5 have completed all upper division work, but have unfulfilled lower division requirements.
- ❑ Recruited 20 new participants for the Fall 2011 BA Cohort Program
- ❑ Distributed the “Careers Options in Child Development” document for workforce recruitment and professional development at the Union Mine High School Career Fair, Folsom Lake College, Kids Expo and Day of the Young Child
- ❑ Provided leadership and planning for the First 5 CA CARES Plus grant application with collaboration with First 5 El Dorado, Choices for Children, Folsom Lake College, private child care providers, El Dorado County Office of Education and the El Dorado County Child Development Program
- ❑ Coordinator participates in the Statewide ECE Registry Planning Committee

*- Collaborative Community Partnerships –*

Council Members and Staff actively participated with numerous community organizations addressing issues related to young children and families, developing collaborative partnerships and providing leadership, facilitation and support.

- ❖ Child Abuse Prevention Council
- ❖ Cal SAFE
- ❖ Community Strengthening Coalition and Ready by 5 Subcommittee
- ❖ First 5 El Dorado School Readiness Committee and Articulation
- ❖ Lake Tahoe Community College and Folsom Lake College– Early Childhood Education Advisory Committee
- ❖ El Dorado High School ROP Careers With Children Advisory Committee
- ❖ El Dorado Chamber of Commerce Education Council
- ❖ EL Dorado County Economic Development Corporation
- ❖ El Dorado County Mental Health Services Act Community Capacity Building
- ❖ El Dorado County Community Action Council Member
- ❖ Sponsored Kids Expo
- ❖ Day of the Young Child in South Lake Tahoe
- ❖ Revised and printed and distributed the El Dorado County Family Service Guide





## CAPC Accomplishments 10-11

The Child Abuse Prevention Council is a community council whose primary purpose is to coordinate the community's efforts to prevent and respond to child abuse and neglect. It is comprised of 15 members of the community, each appointed by the El Dorado County Board of Supervisors. The Council acts as an independent entity and is coordinated through a contract between the El Dorado County Department of Human Services and the El Dorado County Office of Education. The Child Abuse Prevention Council functions include:

- acts as the Children's Trust Fund Commission
- provides a forum for interagency communication and coordination,
- facilitates the training and education for professionals in the detection and treatment of child abuse and neglect
- recommends improvements in services to families and victims
- promotes public awareness of abuse and neglect of children and the resources available for intervention and treatment.

During 2010-2011 the Council focused on Community Education and Training and Outreach.

- Coordinated and Conducted nine Mandated Reporter Trainings
- Coordinated and Conducted three Shaken Baby Prevention Trainings
- Supported Shaken Baby at Infant Parent Center, Family Connections, and EDHS
- Coordinated and conducted two Safe Sleeping Habits trainings
- Bridges Out of Poverty Training – Trained 24 staff over 4 days, one Community Presentation
- Poverty to Prosperity Conference in SLT with over 92 community members in attendance
- Planned and conducted two Strengthening Families by Building Protective Factors one in South Lake Tahoe and one in Placerville, each at capacity of 40 individuals
- Awarded eight community members Champions for Children Award
- Planned the Parent Leadership Training Program
- Developed CAPC Website [www.eldoradocapc.org](http://www.eldoradocapc.org)
- Distributed Educational Materials at Kids Expo and Day of the Young Child, including positive parenting calendar and strengthening families tip sheets
- Maintained CAPC Membership through recruitment of two new CAPC members including one new parent member from Georgetown.
- Attended Parent Engagement Conference in Ontario
- Attended Parent leadership Workshop at Sierra Health Foundation
- Maintained active presence and leadership at Regional Meetings
- Provided funding for the Child Abuse Prevention Education Program in Schools in South Lake Tahoe and the Western Slope in contracts with The Center and the South Lake Tahoe Women's Center.
- Complied with all Welfare and Institution Code requirements including a public hearing on the Children's Trust Fund and presentations at the Board of Supervisors.

#### 4. Special Services

## 2010-11 Program Accomplishments

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2010-11 certainly had its ups and downs for the Special Services Department and our county in general. We continued to focus on providing quality educational opportunities to our students with special needs and to work collaboratively with our districts in the implementation of special education programs.

As is usually the case, there were a number of accomplishments which should be noted:

The Resource Team continued working on our Program Quality Review process. In 2010-11, we reviewed all seven of our preschool programs.

Our transportation department used 25 van drivers and 6 small yellow bus drivers to safely transport 254 students a total of 1.25 million home to school miles.

Parent satisfaction data, which was collected at the end of each annual or triennial review meeting, indicated that most parents felt they were included as a partner in the educational process, that the instruction was focused on the needs of their children, that their children were making satisfactory progress, and that they were satisfied with the educational program (please see chart at the end of the Special Services section).

The WorkAbility program served a total of 47 students during the school year, with a record high 20 students being placed in jobs. Students were employed through our grant at the Front Yard Nursery, TJ Maxx, Sequoia Restaurant, Ken Lowry Child Development Center, Treasures Thrift Store, and the El Dorado Hills Public Library. Students also worked in recycling jobs on school campuses, which were not included in the grant.

Specific classroom and student accomplishments include:

1. A new vocational training program was implemented at Ponderosa High School. Our students have become the new Cafeteria Crew, assisting in cleaning and lunch set-up.
2. In our class for students with Physical Health Impairments, one student learned to walk and no longer has to use a wheelchair! She has also begun to use her augmentative communication device to communicate effectively at school.
3. We successfully opened a new middle school class at Rolling Hills School for students with severe disabilities and/or autism. It was an incredibly collaborative undertaking, with Rolling Hills administration, teachers and students all taking a part in the creating a successful program.
4. After several years of preparation, we were able to launch our new in-home Early Autism Treatment program for children from birth to 5 years of age. This program is funded through Alta California Regional Center.
5. A new credentialing requirement for an Added Authorization in Special Education –

Autism was developed by the Commission on Teacher Credentialing. We were able to develop an in-service program which will allow teachers to earn this added authorization through EDCOE with college credit being granted by Brandman University. We started implementation in June of 2011.

6. With the purchase of some i-Pads for classroom use, many of our students increased their ability to access technology in the classroom.
7. Our class at El Dorado High School, which has the fewest number of students on the entire campus, won the canned food drive and earned a pizza party.

Finally, our students were able to attend many field trips and visit places they may not have been able to visit otherwise. Field trips included :

- All Star Gym
- All Star Gymnastics Center –Diamond Springs
- Alpaca Ranch & Pioneer Park
- Apple Ridge Farm – Camino
- Bouncetown – EDH
- Camino Fire Station
- EDHS - Yoga
- El Dorado County Library
- Fit 4 Life
- Folsom H.S. Theater
- Folsom Lake Bowl
- Folsom Zoo & Rodeo Park
- Front Yard Nursery
- Henningsen’s Lotus Park
- High Hill & other Apple Hill Destinations
- Honey Bear Ranch – Camino
- Kids Inc., Apple Ranch
- Ice House snowshoe area
- Knotty Pines Bowl
- McDonalds
- Mel’s Diner
- Memory Lane Chocolate Store
- Nimbus Fish Hatchery
- Nugget Market
- Old Town Sacramento
- Orr Brothers Martial Arts – Placerville
- Pioneer Park
- Placerville City Park
- Ponderosa Resort – Gold Panning
- Retiredice Alpaca Ranch
- Rolling Hills Middle School
- Safetyville
- Shenandoah High School Cosmetology – Hair Cuts/Manicures
- Silent Sleigh – La Sierra Community Center (DHOH)
- Snow Trip near Sierra-At-Tahoe
- Three Stages
- Tyler Tree Farm
- Union Mine High track & field trips

**PARENT SATISFACTION SURVEY RESULTS  
2009-10**

This survey is provided to parents at the conclusion of each IEP meeting. An administrator calls parents who have indicated “disagree” or “strongly disagree” on any question.

QUESTIONS	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
My family is respected and included as a partner in my child's education.	48	11			
Instruction is focused on my child's needs.	43	15	3		
My child is making satisfactory progress toward his/her goals and objectives.	36	20	2	1	
I am satisfied with my child's program.	42	15	5	2	

A total of 71.31% of all responses were in the “Strongly Agree” category, and another 25.74% were in “Agree.”

**ENROLLMENT DATA**

**Total Students by Disability by Year—SDC students only**

Year	Autistic	CH	DHOH	Inclusion	OI	Preschool	ED	SH	SMI	VI	TOTAL
03-04	21	30	13	11	7	45	14	59	9	3	212
04-05	23	24	11	11	8	54	21	62	13	2	229
05-06	43*	12	12	11	9	42*	25	72	13	3	242
06-07	43	2	11	11	7	44	22	71	13	2	226
07-08	41	2	11	12	7	48	21	78	12	2	234
08-09	42	0	12	11	5	53	23	74	14	2	236
09-10	50	0	7	11	6	54	21	70	14	3	236
10-11	50	0	6	10	15	56	18	57	11	1	224

\* In 05-06, 14 autistic preschool students were moved from the preschool count to the autism count to more accurately depict the number of students with autism. All other preschool students are considered “non-categorical.”

## 2010-2011 Enrollment by District of Residence and Disability Category

District	Aut.	CH	DHOH	Inclusion	OI	Pre	ED	SH	SMI	VI	Itinerant Services			Total	Change from 10-11
											DHOH	VI	OI		
BOM	6				1	7	1	4	1			1	3	24	-2
Buckeye	13			6	1	16	5	5				2		48	+6
Camino	1					5	1		1					8	+1
EDUHSD	9		6		6			31	3			8	5	68	-6
Gold Oak	1					1	1	2	1					6	+1
Gold Trail	1				1	2	1	1		1		3	1	11	+3
Latrobe							1							1	+1
M. Lode	3			1		4	1	2	2					13	-6
Pioneer	1						2	1				2	1	7	-1
Placerville	4					6	2	6	1				1	20	-6
P. Pines	1				2	2		2	2		1	3		13	+1
Rescue	10			3	4	13	3	3				4	5	45	-6
Silver Fork															
out of county															
<b>TOTAL</b>	<b>50</b>	<b>0</b>	<b>6</b>	<b>10</b>	<b>15</b>	<b>56</b>	<b>18</b>	<b>57</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>23</b>	<b>16</b>	<b>264</b>	<b>-11</b>
Change from 09-10	0	0	-1	-1	+9	+2	-3	-13	-3	-2	0	-2	-3	-11	

**KEY:**

AUT = Autism

CH = Communicatively Handicapped

DHOH = Deaf or Hard of Hearing

Inclusion = K-5 SH students in fully included environment

OI = Orthopedic Impairments

Pre = Preschool Classes

ED = Emotionally Disturbed

SH = Severely Handicapped

SMI = Severely Multiply Impaired

VI = Visually Impaired

#### ***4.1. Court Schools***

## Accomplishments 2010-11 Golden Ridge School / Blue Ridge School

Both schools continue to work cooperatively with probation and to increase opportunities for collaboration. This year it was decided to hold semi-annual safety trainings that would coincide with the shift changes at the detention facilities in mid-July and mid-January. The main purpose of the trainings is to focus on safety and security. This is accomplished by reviewing the key procedures of each entity as these procedures relate to student behaviors, discipline and safety. The discussions give probation staff an opportunity review procedures as they relate to interaction with the school and thus increase the effectiveness of the program during school hours.

The CDE is sponsoring English Learner Technical Assistance specifically for court schools. All teachers at both Golden Ridge and Blue Ridge are involved in this training which includes five (5) days of staff development that spans two years, ending in the spring of 2011-12. In the spring 2011, staff attended the first two days of this training. Due to the unique population of court schools, learning is complicated by short and frequent enrollments. For this reason, many commonly used English Learner instructional strategies are not applicable. This training reviews Specifically Designed Academic Instruction in English (SDAIE) techniques with application to short term enrollment. Another benefit of the training is the opportunity to network with other court school programs throughout the state.

Golden Ridge and Blue Ridge schools were both involved in a Verification Review of their Special Education programs by the CDE. As a result of this review, several processes have been revised.

- A special training on transition plans conducted by SELPA has helped us to develop more complete transition plans for all special education students as required.
- We have developed a new plan which will help to insure that parent signatures are obtained in a timely manner.
- We have improved our procedures so that all Special Education departments receive the completed and signed paperwork generated while students are in attendance at Golden Ridge and Blue Ridge.

Two (2) students received their high school diplomas from Golden Ridge during the 2010-11 school-year. While enrolled, three (3) students completed required coursework to earn their diplomas from their regular high school. In addition eight (8) students received GEDs while enrolled.

One (1) student received his high school diploma from Blue Ridge during the 2010-11 school-year and seven (7) students earned their GED while in attendance.

**Blue Ridge School**  
*Summary of Enrollment Information*

**NUMBER OF STUDENTS ENROLLED**

GENDER	2010-11 SCHOOL YEAR		2009-10 SCHOOL YEAR		2008-09 SCHOOL YEAR	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BOYS	120	84%	119	84%	132	88%
GIRLS	23	16%	22	16%	18	12%
TOTALS	143		141		150	

2010-11: English Learners Served = 18 = 13%      Special Ed Served = 25 = 17%

**NUMBER OF STUDENTS BY GRADE**

GRADE	2010-11 NUMBERS	2009-10 NUMBER	2008-09 NUMBER
Below 6th	0	0	0
6th	0	0	1
7th	1	0	2
8th	7	4	5
9th	21	25	24
10th	37	49	34
11th	52	35	45
12th	25	28	39
Totals	143	141	150

**LENGTH OF ENROLLMENT**

Time Enrolled by Days	2010-11 School Year		2009-10 School Year		2008-09 School Year	
	Quantity	Enrollees Attended %	Quantity	Enrollees Attended %	Quantity	Enrollees Attended %
1 - 5	50	35%	53	38%	56	37%
6 - 20	29	20%	30	21%	44	29%
21 - 40	17	12%	14	10%	11	7%
41 - 60	14	9%	9	6%	7	5%
61 - 90	10	7%	11	8%	9	6%
91 - 120	16	12%	14	10%	13	9%
> 120	7	5%	10	7%	10	7%
	143		141		150	

**Golden Ridge School**  
*Summary of Enrollment Information*

**NUMBER OF STUDENTS ENROLLED**

GENDER	2010-11 SCHOOL YEAR		2009-10 SCHOOL YEAR		2008-09 SCHOOL YEAR	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BOYS	201	70%	231	80%	215	77%
GIRLS	86	30%	58	20%	64	23%
<b>TOTALS</b>	<b>287</b>		<b>289</b>		<b>279</b>	

2010-11: English Learners Served = 7 = 2%

Special Ed Served = 60 = 21%

**NUMBER OF STUDENTS BY GRADE**

GRADE	2010-11 NUMBER	2009-10 NUMBER	2008-09 NUMBER
Below 6th	0	2	3
6th	0	0	6
7th	6	14	3
8th	17	16	25
9th	37	45	44
10th	56	68	65
11th	92	79	72
12th	79	65	61
<b>Totals</b>	<b>287</b>	<b>289</b>	<b>279</b>

**LENGTH OF ENROLLMENT**

Time Enrolled by Days	2010-11 School Year		2009-10 School Year		2008-09 School Year	
	Quantity	Enrollees Attended %	Quantity	Enrollees Attended %	Quantity	Enrollees Attended %
1 - 5	117	41%	122	42%	131	47%
6 - 20	61	21%	60	21%	56	20%
21 - 40	39	14%	36	12%	33	12%
41 - 60	26	9%	29	10%	26	9%
61 - 90	27	9%	19	7%	15	5%
91 - 120	11	4%	10	3%	5	2%
> 120	6	2%	13	5%	13	5%
	<b>287</b>		<b>289</b>		<b>279</b>	

5. Curriculum and Instruction

## **Curriculum and Instruction**

### **2010-11 Accomplishments**

**Angie Lind, Director**

**Christina Fischer, BTSA/Professional Development Director**

**Melanie Lohan, Program Assistant**

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### **Beginning Teacher Support and Assessment (BTSA) Induction**

Provided direction and leadership for the El Dorado BTSA Professional Induction Consortium serving teachers in El Dorado and Alpine counties.

22 first and second year general education teachers received coaching, collaboration and consulting from 33 trained support providers.

13 second-year general education teachers completed all the requirements for their California Professional Clear credential through the El Dorado BTSA Professional Induction Consortium.

Implemented the El Dorado BTSA Induction Education Specialist Clear Credential Program for teachers in the existing El Dorado Consortium and the El Dorado County Charter SELPA.

5 special education teachers completed requirements for the Level II education specialist credential.

### **Support for Improved Achievement in English Language Arts**

66 teachers attended the introductory 15-hour Step Up to Writing training for Grades 3-8.

12 teachers from grades 3-5 attended the Level II Step Up to Writing training organized around summary, narrative, and persuasive writing.

20 teachers from grades K-8 attended Step Up to Writing follow-up training at their sites. Training provided instruction on developing pacing guides and assessments in alignment with the California Content Standards.

37 teachers and instructional aides attended training in SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), a research-based reading intervention program.

55 teachers participated in Academic Vocabulary training designed to give teachers the tools to systematically teach vocabulary for long-term retention and engage students in that instruction.

### **Support for Improved Achievement in Mathematics**

10 teachers attended training for Houghton Mifflin Mathematics. Topics addressed were how to create pacing guides and assessments aligned with content standards.

10 teachers attended Active Engagement workshop designed to provide strategies that increase student participation and engagement in the classroom.

## Professional Development to Improve the Achievement of English Learners

Provided required annual training in CELDT administration for district and EDCOE staff

Provided training for district leaders in ELAC/DELAC requirements, recommended procedures and bylaws

Four English Learner Network meetings provided a forum for discussions of issues and best practices related to the achievement of English learners.

Acted as the LEA for the county Title III consortium to secure funds for support services for English learners. Provided training and technical assistance in the Title III Annual Measurable Achievement Objectives (AMAOs) and accountability reports

## Support for Using Assessment Data Effectively

Assisted three districts in the continued use of the Edusoft data management system

Provided training for administrators and teachers from all 5 districts in the consortium in using Data Director's statewide assessment reports, developing benchmark assessments, aligning existing assessments with California student content standards

## Support for Technology Integration to Improve Student Achievement

Six Educational Technology meetings took place where teachers and administrators shared and exchanged ideas and uses for various technology resources, as well as gained insight into new sources of technology tools for use in schools.

19 teachers attended participated in training using the Promethean interactive whiteboards. Effective instructional strategies for using interactive whiteboards and Active Inspire software were provided.

9 teachers attended the online Social Media Tools for Teachers workshop. Instruction was provided for using Web 2.0 tools such as Twitter, Blogs and Wikis to enhance instruction.

## Support for Site Principals

Facilitated eight meetings for Middle School Principals and eight meetings for Elementary School Principals

Provided technical assistance as principals evaluated student achievement data and developed their Single Plan for Student Achievement Assisted schools in development of Distinguished School applications

## Support for Implementation of State and Federal Categorical Programs

Provided monthly meetings for categorical program managers to provide technical assistance related to No Child Left Behind and all Consolidated Application programs, including models and templates for meeting accountability and programmatic requirements for Titles I, II, and III

Provided additional individual assistance in implementing and/or evaluating programs as requested

Provided quarterly meetings for district leadership development and technical assistance related to Title IV Safe and Drug-free Schools and Communities and Tobacco Use Prevention Education (TUPE)

Provided training in Positive Action and support for district adoptions of a scientific research-based program for alcohol, tobacco, other drug and violence prevention.

Provided support for administration of California Healthy Kids Survey, data analysis, and use of performance measures in program planning

Provided trimester meetings for district liaisons for youth in transition (homeless students and foster youth) to provide technical assistance and build district capacity to improve services to identified students. Developed print resources to increase awareness of county services and resources to assist families. Administered McKinney-Vento grant.



**TESTING SERVICES**  
**2010-11**  
**ACCOMPLISHMENTS**

**STAR** (Standardized Testing and Reporting Program): **EAP** (Early Assessment Program) for CSU system – 11<sup>th</sup> grade, **CAPA** (California Alternate Performance Assessment), **CMA** (California Modified Assessment), **STS** (Standards-based Tests in Spanish). **CAHSEE** (California High School Exit Exam), **CELDT** (California English Language Development Test).

- Created and submitted student pre-identified and expanded demographic files to ETS for districts in our county; met all requirements imposed by publisher and state for STAR, CELDT, and CAHSEE.
- District Coordinator Responsibilities - worked with publisher/state and program administrators to ensure proper administration and test security, implementation and completion of testing process for COE programs. Attended all scheduled workshops/webinars. Held STAR information workshops prior to testing for all COE programs. Acted as coordinator for CAHSEE and CELDT. Presented CAHSEE Census Administration Workshop.
- Verified data for STAR and CAHSEE results for state API (Academic Performance Index) and federal AYP (Adequate Yearly Progress) accountability. Consultation and support of districts, schools, and county programs regarding the state and federal accountability systems. Reporting information and interpretation of the APR (Accountability Progress Reporting) released each fall, API, AYP, and PI (Program Improvement) as applied to Title I schools.
- In 2011, 93 percent of elementary schools, 82 percent of middle schools and 66 percent of high schools in the County met or surpassed the State API target of 800. The recently released API is a part of the Accountability Progress Report which is made up of the API and the federal accountability measure, the Adequate Yearly Progress (AYP).
- In order to meet federal accountability requirements, LEAs (Local Educational Agency-District or County Office) and schools must meet AYP criteria for testing participation and academic proficiency. Schools and LEAs receiving Title I funds not meeting their AYP criteria as a consequence may ultimately receive Program Improvement (PI) status.

**Number and Percent of El Dorado County Schools/LEAs  
Meeting 2011 AYP Criteria**

<i>Percentage of Schools At or Above Target of 800</i>					
<b>El Dorado County</b>	<b>2010</b>	<b>2011</b>	<b>State</b>	<b>2010</b>	<b>2011</b>
Elementary	93	93	Elementary	51	55
Middle	92	82	Middle	40	43
High	66	66	High	25	49

- Produced news releases and companion reports for STAR/CAHSEE/API/AYP/PFT/CELDT including district, county, and state, for local media, CILC, County Board, and District Superintendents. Prepared multi-year academic performance charts by district and county.

**California High School Exit Exam  
Combined Results 2010-11**

	English Language Arts		Mathematics	
	# Tested	Passing	# Tested	Passing
<b>El Dorado County</b>	2,939	82%	2,895	81%
<b>State of California</b>	752,485	65%	746,432	64%
<b>EDCOE Districts</b>				
Black Oak Mine	200	77%	212	76%
EDCOE Programs	353	60%	387	52%
El Dorado Union	1,954	89%	1,886	91%
Lake Tahoe	431	71%	424	73%

The performance of all students countywide compared to the state resulted in a higher percent passing both English/Language Arts and the Math portions of the test. The overall results indicate that our county schools are on track in their efforts to increase the academic achievement of all students.

STAR results for 2011 show El Dorado County students had a significantly higher percentage in the proficient or advanced levels in comparison to statewide performance.

**2010 & 2011 STAR RESULTS  
EL DORADO COUNTY AND STATE COMPARISON**

		2010		2011	
		<i>Numbers indicate students scoring Percent Proficient or Above</i>			
Test	Grade	EDC	State	EDC	State
English/Language Arts	2	62	54	63	56
	3	56	44	56	46
	4	77	63	75	64
	5	74	58	73	59
	6	69	56	68	55
	7	72	55	73	57
	8	69	54	71	57
	9	72	54	71	55
	10	58	45	60	48
	11	54	43	56	45

Mathematics	2	74	62	74	66
	3	77	65	75	68
	4	79	68	79	71
	5	73	60	71	63
	6	65	52	64	53
	7	61	49	58	50
General Math	EOC*	30	27	24	28
Algebra I	EOC*	47	31	45	32
Geometry	EOC*	40	27	44	31
Algebra II	EOC*	50	31	50	33
HS Summative	EOC*	75	54	74	55
Science	5	72	56	72	58
Science	8	74	59	75	63
Science	10	62	46	67	50
Biology	EOC*	65	46	74	49
Chemistry	EOC*	58	37	55	38
Physics	EOC*	76	49	76	52
Earth Science	EOC*	56	33	54	35
History/Social Science	8	61	47	62	50
World History	EOC*	53	42	56	44
U.S. History	11	56	45	60	48

- Produced various reports including custom reports/graphs and significant subgroup reports as requested by districts.
- Physical Fitness Testing (PFT) - Work with program administrators to insure physical fitness testing is completed according to state requirements for all county-operated programs. Prepared files with state-required physical fitness testing results and submitted to the state's scoring contractor for nine participating districts and their schools.

#### **CILC** (Curriculum Instructional Leadership Council)

The director, as the assessment representative on the Curriculum and Instruction team, participated in all meetings during the school year, facilitating STAR, CAPA, CMA, CAHSEE, CELDT, Physical Fitness testing processes and provided information on all assessment and accountability issues.



## **El Dorado County SELPA**

**2010-11**

### **Accomplishments**

During the 2010-11 school year the El Dorado County SELPA accomplished the following:

- Hired an Assistant Director
- Hired two Program Specialists
- Hired additional support staff to address additional workload
- Developed Assistive Technology Guidelines
- Broadcast three CAC trainings via the Illuminate Virtual Classroom
- Developed uniform 504 forms and procedures

In addition to the Charter SELPA work, the SELPA staff continued to support all districts of the SELPA which included:

- Providing compliance information and support
- IEP attendance and/or facilitation
- Parent information and support
- Staff Development Trainings – CPI, SEIS, RSP, Rtl, DCN, CAPA, IEP Process, BICM, Adaptations
- Sponsored Staff Development Events
- Facilitated inter-agency meetings
- Assisted with contracts – NPS/NPA placements, MOUs
- SEIS Help Desk support
- Coordinated SELPA Steering activities
- CASEMIS
- Published the CAC Parent Handbook in Spanish
- Participated in 50+ Individual Family Service Plans (IFSP) at P.R.I.D.E. & Joy
- Facilitated Due Process Resolution Sessions
- Facilitated ADR Panels
- Assisted districts in the successful submission of their Self-Review Monitoring Plan
- Coordinated CAC meetings that included in-services and speakers
- Chaired the SELPA-wide Growth Task Force
- Chaired the 504 Task Force, which led to uniform forms and procedures
- Representatives attended the 3 Region 3 Conferences which included the Parent Conference
- Chaired the SELPA-wide Mental Health Task Force

**Professional Development – EDCOE SELPA:**

<b>Trainings/Workshops</b>	<b>Number of Trainings</b>	<b>Total Trainings Enrollment</b>
SEIS/Educational Benefit	3	25
Diagnostic Center Trainings	7	113
CPI	5 – Full day 1 – 2-day w/ASD Emphasis 10 – Half day Recertification	249
RSP	1	3
Region 3: “504 Workshop”	1	47
BICM	1	22
Surrogate Parent Training ROPES Transition Compliance ADR Conference	1 1 – 2-day 1 1	6 12 22 16

## ***6.1. Charter SELPA***

## **El Dorado County Charter SELPA**

**2010-11**

### **Accomplishments**

During the 2010/2011 school year the El Dorado County Charter SELPA accomplished the following:

- Increased Charter SELPA membership from 46 to 106
- Increase Charter SELPA ADA from 13,700 to 38,595
- Hired additional clerical staff (1.0) to provide continued support to both SELPA's
- Completed Self-Review Monitoring Plans and submitted to CDE
- Co-Sponsored and Co-Hosted the 1<sup>st</sup> Annual Charter Special Education Conference on 4/13/11 in Southern California under the "provided continued support to all SELPA members"
- Created a Web-based Resource Library
- Coordinated and participated in:
  - Charter CEO Council Meetings
  - Charter Executive Committee Meetings
  - Charter Selection Meetings
  - Charter Steering Committee Meetings
  - Charter CAC Meetings

Provided continued support to all SELPA members. This assistance includes:

- Providing compliance information and support
- IEP attendance and/or facilitation
- Parent information and support
- Staff Development – CPI, SEIS, Rtl, Fiscal, CAPA, MOE
- Staff Development sponsored events
- Facilitated inter-agency meetings
- Assistance with contracts – NPS/NPA placements, MOU's
- SEIS Help Desk support
- Coordinated SELPA Steering activities
- CASEMIS
- Developed uniform 504 forms and procedures
- Provided Elluminate trainings
- Assistance with Charter SELPA Application & Application Process

**Professional Development – EDCOE CHARTER SELPA:**

<b>Trainings/Workshops</b>	<b>Number of Trainings</b>	<b>Total Trainings Enrollment</b>
SEIS/Educational Benefit	6	110
SEIS	4	101
Administrator Training	1	17
CPI	1 – Full day 1 – Half day Recertification	123
LRP	1	11
Region 3: “504 Workshop”	1	47
BICM/BSP	2	86
ROPES	4	34
Transition Compliance	2	58
ADR Conference	2	30
Rtl	1	13
Finance Workshop	5	41
Special Education Conference	1	75
Special Education Review	1	19
Trainings: Handwriting Without Tears	1	38
Vision Efficiency	1	17
Kindergarten Sound Club	1	25

**7. Rite of Passage**  
**Charter High School**

**Rite of Passage Charter High School  
Silver State Academy  
Sierra Ridge Academy  
Graduation (Qualifying) Houses**

**2010-2011**

**Program Accomplishments**

***Russ Colletta, Principal, submitted by  
James Woods, Principal, effective 6/20/11***

**Introduction**

Rite of Passage Charter High School (ROPCHS) serves alternative High School students from California and several other states by providing an opportunity to earn high school credit, pass the General Educational Development test, or earn a high school diploma in an instructional program specifically designed to meet their needs. Traditionally students are placed within the ROPCHS system via the court system and in some cases through the Division of Family Services. The school operates under a state-approved charter through El Dorado County Office of Education (EDCOE) and functions in cooperation with Rite of Passage, a private non-profit corporation.

The students we serve are fourteen- to eighteen-year-old, court-adjudicated young men who have typically failed in other placements and have committed a variety of criminal offenses. Their skill levels are very disparate, with reading and math skill levels from first to twelfth grade. Teachers are able to provide a great deal of one-on-one support as the class size typically averages sixteen students. These young men also have the opportunity to participate in life skills development classes, weekly individual counseling sessions with a licensed clinician, vocational training, and daily group processing opportunities as they work through their personal psycho-social issues in conjunction with their academic growth. The school is in operation 251 days a year, and conducts classes seven hours each day.

***Demographics***

ROPCHS served approximately 700 total students on three campuses over the course of the 2010-2011 academic year, with an average length of stay in the program of approximately eight to twelve months. Due to the extended school day and extended school year, many students are able to accelerate their credit acquisition to a level commensurate with their peers in regular high school settings. The typical student enters the program functioning at about the sixth grade level in math and reading, but

makes significant progress in core academic skills in a relatively short period of time. During the 2010-2011 school year ROPCHS granted 114 diplomas to students who completed the requirements for graduation.

**Accreditation**

The school was fully accredited by the Western Association of Schools and Colleges (WASC) in June 2006. During the 2008-2009 school year, the school hosted a WASC visiting committee that conducted a three –year review of the progress made on the school’s plan to improve student learning. The school staff designed and implemented a plan to focus and clearly articulate its curriculum, ensure instruction is based on research proven methods and provides multiple opportunities to learn, and uses assessment data for monitoring and adjusting the instructional program, also to provide feedback to students to increase their learning. The visiting team affirmed the school’s success in achieving its initiatives. The school was awarded the maximum three year extension of its full accreditation status.

**Adequate Yearly Progress/Academic Performance Index**

During the 2010-2011 school year, ROPCHS met the criteria for participation rate, met the AMOs for English-Language Arts proficient rate criteria, and the target graduation rate criteria. ROPCHS failed to meet the Mathematics rate of proficient students which caused the school to not meet the yearly AYP criteria.

School Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
API	376	442	525	596	634	646	578	595	594
AYP	N/A	Yes	Yes	Yes	Yes	No	No	No	No

**Instruction of State Content Standards**

The school staff completed a process to define essential, standards-based content and skills in all core academic content areas. The staff reached agreement on the critical need to focus instruction on key skills and content areas due to the limited amount of time students are enrolled in the program.

The staff uses published versions of standardized tests, assessment blueprints, and other resources to determine the content focus and level of difficulty of their instruction. This process ensures that instruction will be provided on content and skills that are frequently assessed and have been identified as essential for success in “real life” settings. An analysis was also done of the actual content instruction in order to provide feedback about how comprehensively essential skills are being taught.

Math and other core classes have been structured to allow for more effective instruction to a wider range of student abilities. Higher level math classes are further differentiated by small group instruction on various levels of content. Teachers in all subject areas have been encouraged to try alternatives to whole group instruction, such as peer tutoring, small group instruction, and project based activities.

The school offers a spectrum of remedial classes in reading and mathematics in order to provide appropriately challenging instruction for students when they enter the program. The goal of all remedial classes is to accelerate learning as much as possible student in order to have most students functioning at high school level. Additionally, ROPCHS receives students who have advanced skills in particular areas which require instruction that challenges the student to reach their full potential. Policies on issuing credit and other functions have helped support this process.

The school has implemented and embedded a three-tiered Response to Intervention structure in order to provide a systematic way for students who need additional help to be identified and served. All students receive differentiated instruction to meet their particular needs. Teachers meet weekly to report students who need the focused interventions available at tiers two and three of the school's system. This new practice has had a profound effect on teaching and learning. It has help to establish a success orientation for both teachers and students, and provides multiple opportunities for students to become successful in learning essential content and skills.

The school has also worked to improve its first tier of instruction (the level of instruction all students initially receive) to include research proven strategies. There are systems in place to provide students with information about their progress in learning, not just a summative assessment of their learning. The school also focuses instruction on key content vocabulary as identified in the Tennessee Academic Vocabulary lists, and common assessment terms.

### **Vocational Training**

Depending on which campus the student was enrolled, students continued to achieve new skills in welding/manufacturing technology, culinary arts, construction trades, automotive technology, digital imaging, computer technology, animal husbandry, and facility maintenance. Students earned college credit through Columbia College and through articulation agreements with Western Nevada College. Additionally, students can earn national certification in welding through the American Welding Society. Students were also able to earn OSHA and CPR certification. Over half the students who exited the program completed at least 500 hours of training in a vocational trade.

### **Student Assessment and Achievement**

An analysis of statewide assessments results has been accomplished and distributed to staff and stakeholders. Skill area strengths and needs have been identified. Special study sessions were provided to prepare students for the assessments. The entire school curriculum is specifically focused on content and skills necessary for success of the California High School Exit Exam and the general Education Development test. This is due to the relatively short amount of time students are enrolled in the school and the fact that the placing agency's typical academic goal for a student is proficiency on these assessments. Incentives from the school and the group living programs were established to improve student cooperation with the assessment process.

The school continues to use the Renaissance STAR testing program to conduct a school-wide evaluation of growth in individual student achievement three times a year. A detailed analysis of the data from these assessments is conducted and distributed to stakeholders and staff at the end of each grading period. The analysis revealed that students typically make more than one grade level growth in both math and reading in each four month grading term. The staff also reviewed the alignment of these assessments to the state standards to ensure student achievement on this measure could reasonably translate to achievement on other measures.

Further analysis also revealed that approximately 50% of the students achieved the growth level set as a target in the accreditation action plan, as determined by the Alternative Schools Accountability Model (ASAM) pre/post testing system.

As stated above, a detailed analysis of Renaissance STAR testing results is conducted at the end of each grading period for both math and reading. Individual student growth and school-wide trends are both carefully vetted. These data do suggest significant growth in student skills; and currently available state-wide assessment results confirms this conclusion.

## **Staff**

The staff at ROPCHS are highly trained professionals, many with advanced degrees and years of experience. In the vocational programs ROPCHS employs a group of individuals who have considerable business experience as well as state and national certifications.

## **Staff Development**

The staff participates in weekly training sessions that are focused on effective instructional strategies, especially those with a high yield for disadvantaged learners, effective assessment strategies, and other methods such as effective classroom management, serving youth of poverty, etc. The focus was not just on assessments *of* learning, but designing and using assessments *for* learning. The staff received training on interpreting data, classroom assessment design, and methods for giving students feedback on their learning that will help them make progress rather than become frustrated. This information is especially needed when working with this at-risk population and has already had positive effects. During the 2010-2011 school year there was also a heavy emphasis on the developing the WASC report and school site visit for the 2011-2012 school year. Staff developed ESLRS, review data, and designed action plans to meet the needs of the students.

This training provided a foundation for defining Performance Level Descriptors, a rubric based system, to give students feedback on what they have learned as well as what they need to learn next. The school will continue to develop this system in the coming school year. During the 2010-2011 the administration and staff identified key areas to develop. The first area will be in developing new technology based instructional methods. Each classroom with the ROPCHS schools will receive Polyvision Smartboards and instructional technology to assist in student engagement. The second

area identified will be to train additional staff in Differentiated Instruction in order to meet each student's individual needs within a mainstream classroom. Further in-depth professional development will be identified and an action plan to meet the needs of the staff will be developed and implemented during the 2010-2011 school year.

## **Student Activities**

Students were provided the opportunity to participate in over eight different interscholastic activities and sports, including Football, Basketball, Baseball, Wrestling, Track, Cross Country, and Soccer. During the 2010-2011 school year Sierra Ridge Academy (SRA) won the CCAA league championship and finished as sectional runners up. SRA also won the CCAA league basketball championship and qualified for the state playoffs. Silver State Academy (SSA) finished second in the Nevada Northern AA league, qualified for a state playoff berth eventually losing in the quarterfinals. SSA qualified for the AA soccer playoffs. Additionally, the SSA track team won the Northern Nevada AA Championship and placed third at the Nevada State Championship. Awards Assemblies were held during the 2010-2011 academic year as students were honored for their academic, athletic, personal growth and vocational training achievements. Students also participated in writing contests, vocational skill activities and contests, and community service activities.

## **Conclusion**

The teaching staff at Rite of Passage Charter High School looks forward to another year of growth and success as we continue to serve our students in a collaborative relationship with the Rite of Passage Program. During the 2010-2011 school year, the staff will further implement and refine its initiatives in curriculum, instruction, and assessment. The staff will use an on-going process to monitor student success in both academic and social development so that the troubled youth population we serve will have the very best hope and opportunity for a productive, successful future.

## 8. Human Resources

## HUMAN RESOURCES 2010-2011 HIGHLIGHTS

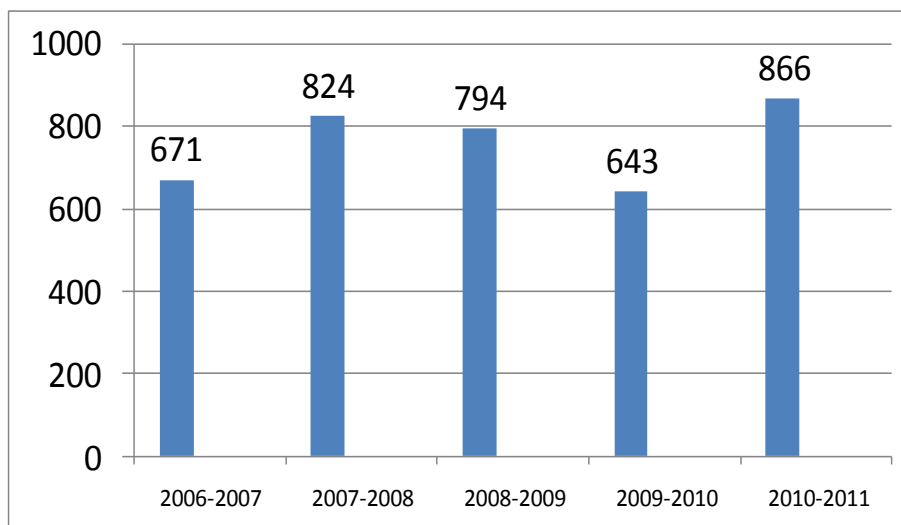
### Recruitment

Recruitment remains a major ongoing focus and concern for the Human Resources department and one of the “up sides” to a down economy is the improved number of applicants for employment. In 2010-2011, HR continued to see a large number of applications for most positions. Human Resources conducted 109 active recruitments in 2010-2011, up from 81 in 2009-2010. The number of applicants per recruitment was an average of 26.1. A total of 2,842 applications were processed last year. These numbers include four “specialty recruitments” (Superintendent or Executive searches).

	Recruitments	Applications Processed	Number of Applications per Recruitment
2006-2007	127	2535	20.0
2007-2008	71	1953	27.5
2008-2009	79	2598	32.9
2009-2010	78	2326	29.8
2010-2011	109	2842	26.1

### Fingerprinting

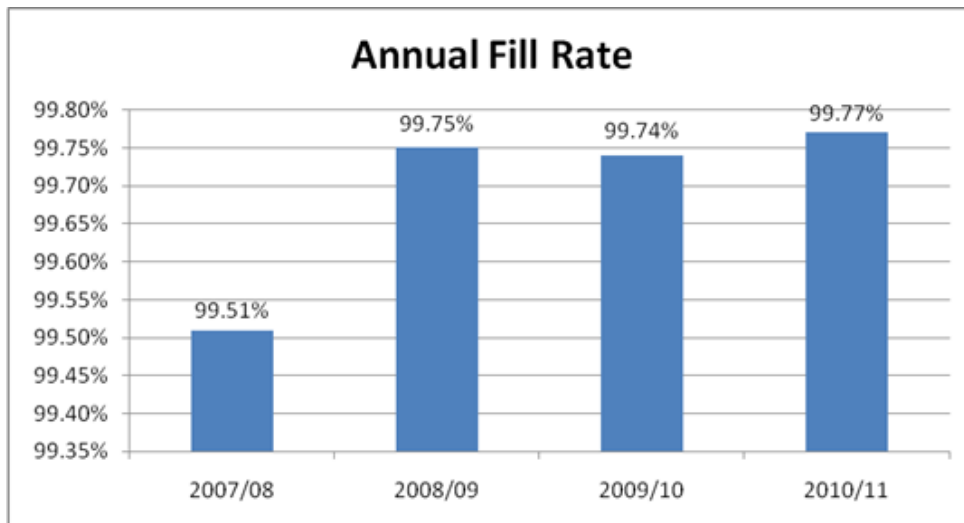
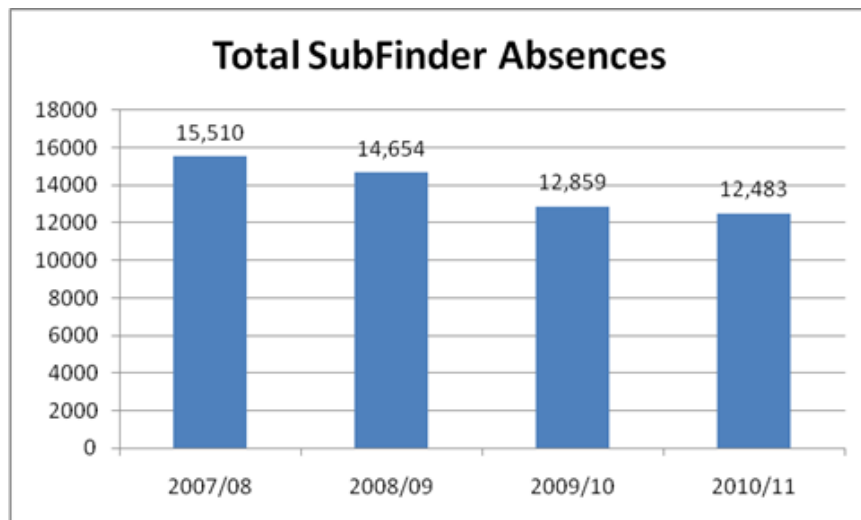
The HR department provided fingerprinting (Livescan) services to all of EDCOE and to all districts within the County for both employment purposes and for volunteers. HR staff processed 866 sets of prints in 2010-2011; see below for a comparison of recent years’ Livescan processing.



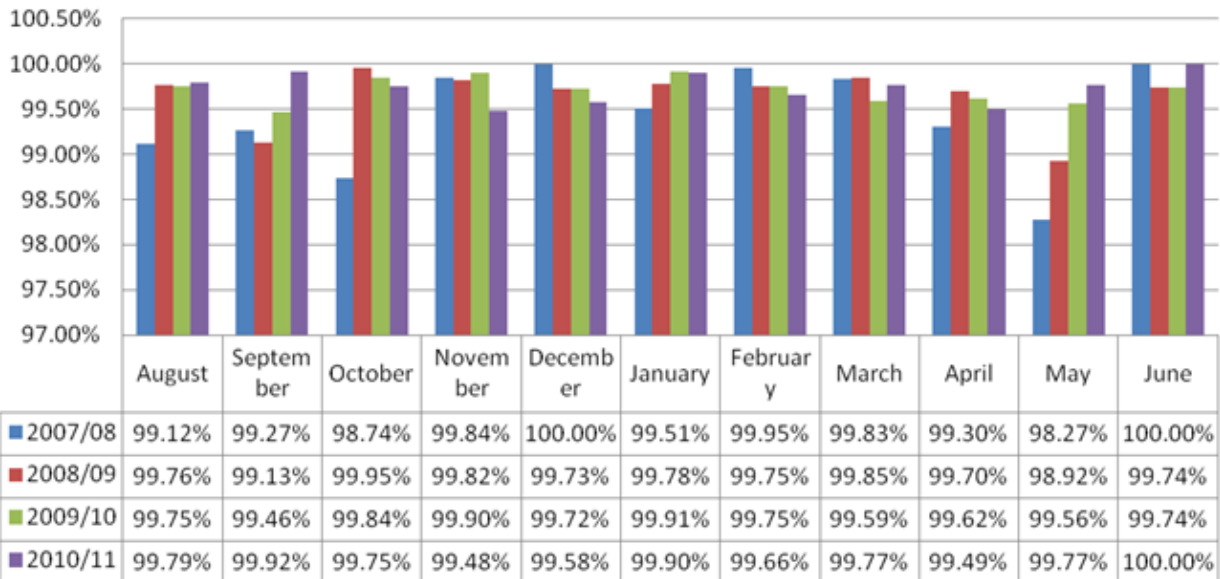
### Substitute Services

In 2010-2011, the total number of certificated substitute jobs was 12,483. El Dorado County programs and districts averaged 69.4 certificated jobs per day (based on 180 school days). The busiest day of the year was May 13, 2011, with 197 jobs on the day of the Spelling Bee. Fill rates continue to be very high at 99.77%. The number of substitutes has declined from 603 in 2009-2010 to 509 in 2010-2011. Admission to the SubPool continues to be by site or district administrator referral only (procedure implemented in 2008).

The number of teachers who entered the SubPool due to reduction in force cutbacks, has declined from nineteen in 2009-2010 to six at the start of the 2011-2012 school year. Not all RIF teachers pursued joining the SubPool.



## SubFinder Certificated Fill Rate



### Employee Benefits

The Human Resources Department coordinated all employee benefits for new and existing employees including managing the annual Open Enrollment period, leaves of absence, Catastrophic leave donations, and Workers' Compensation claims. HR processed 38 Worker's Compensation Claims in the 2010-2011 school year. The HR Department also coordinated the Section 125 plan and the annual re-election process as well as the APPLE retirement program for Charter Community School.

For the first time in 2010-2011, a Benefit Forum for EDCOE employees was held to provide information to help employees make informed decisions regarding the selection of a health care plan. The Benefit Forum was presented by deputy Superintendent Terena Mares. The Technology, Business, and Human Resources Departments collaborated on the creation of a Health Benefit Calculator – a tool employees can use to estimate health care costs based on personal usage in order to assist the employee in choosing the best health care plan for themselves and their dependents. This tool was made available to employees on the EDCOE website.

### Public Information/Public Relations

For the first time, Human Resources produced and published two companion documents for public information purposes: Public School Facts and State of Education. These documents provide data regarding enrollment, staffing, demographics, and student achievement scores. The EDCOE Insider (EDCOE's newsletter) was produced by HR, beginning in the spring of 2011.

### **Credential Services/Assignment Monitoring/NCLB Compliance**

The El Dorado County Office of Education's Credentials Analyst provided credentialing services to the districts within the county and their employees as well as the community. The services provided include, but are not limited to: recommendations for Emergency 30 Day Substitute Permits; credentialing clarification for obtaining additional authorizations; Credential/Payroll Auditing, per Education Code 45037 (AB 2859); scheduling of credentialed staff assignments per Education Code and Title 5 requirements as detailed in the Administrator's Assignment Manual (California Commission on Teacher Credentialing) and No Child Left Behind (NCLB; Department of Education).

During the 2010-2011 school year, the 4-year cycle for assignment monitoring was completed, with the remaining four districts being monitored (EC 44258.9 (b)(1)(a)(c); Williams Settlement). The quarterly assignment monitoring results for these four districts was 100% compliance, and for the one Decile 1 school, also 100% compliance.

As part of EDCOE's commitment to service, the Credentials Analyst has increased services to the Districts for all credentialing needs and continued to provide information to District Certificated Staff on obtaining subject matter and supplemental authorizations.

The Credentials Analyst continued to serve as a county representative at all Personnel Administrative Services Steering Committee (PASSCO) meetings for County Credentialing Staff; attended the 2010 Credential Counselors and Analysts of California (CCAC) conference; provided credentialing information for the Human Resources Council meetings.

### **Professional Development**

The HR Department provided resources and support not only to EDCOE programs, but to local districts, as well. Trainings on Harassment Prevention and "FRISK" (training on proper documentation for employee discipline) were held last year for school district employees in supervisory positions throughout El Dorado County. Over 100 district employees participated in these trainings. In collaboration with PASSCO (the Personnel Administrators Support and Steering Committee of CCSESA), two additional workshops were provided for EDCOE and local districts: negotiations (presented by David Girard, EDCOE's legal counsel), and a training called "Organizing the Human Resource Office".

The Personnel Issues Group became the "Human Resource Council" (HRC) in June of 2011. Meetings are designed to provide networking, up to date information, legal "hot topics", and professional development to personnel staff in local school districts. Meeting highlights are provided on the EDCOE website. The Executive Director provided leadership for this group.

9. Administrative Services

**2010-11 Accomplishments**  
**Administrative Services**  
**Terena Mares, Deputy Superintendent**

*As we look back at the accomplishments of 2010-2011, we see how we have continued to succeed under the shadow of an uncertain economy.*

**Leadership in Uncertain Economy**

As the economy of California struggles, challenges continue for public education throughout the State and within El Dorado County Schools. The Governor's Budget included flat funding language which could have meant held dollars, however, Proposition 98 was manipulated to lower amounts normally due to schools through a shift of sales taxes and child care funds out of the General Fund. The State Budget also included "triggers" which puts K-12 funds at risk of a loss mid-year if State revenues fall short of projections in this weakened economy. The Budget also mandated that schools cannot budget for "trigger" impact and removed some of the oversight to districts County Offices have traditionally provided. Additionally, the State continues to "borrow" from revenues both during the fiscal year and across fiscal years by deferring funding. The Governor acknowledged the situation well by referring to the deferrals as part of the State's "Wall of Debt".

Working within this uncertain and variable budget structure, Administrative Service's role requires a higher level of support and oversight to ensure fiscal solvency as well as administrative guidance for Districts and programs.

**Leadership - External Business**

Strong collaboration and communication with Districts continues as the State budget impacts schools. EDCOE continues to focus on early detection of possible issues, providing guidance, support and continued oversight. EDCOE supports through the issuance of common messages for budget understanding as well as providing tools for better management such as the new consolidated profile highlighting each Districts solvency. Cash management to meet obligations continues to be a risk with the deferral of funds and EDCOE has developed cash flow projections in collaboration with each District. EDCOE has structured a county-wide financing pool to cover cash flow shortfalls with significant savings over more traditional borrowing.

The increased depth of services needed by Districts is exemplified by the providing of EDCOE staff in the form of fiscal experts for qualified certification Districts and a fiscal advisor for another District needing temporary fiscal leadership.

EDCOE has provided leadership in providing information to school districts on the topic on district consolidations. The revenue analysis of various combinations of consolidation was presented to Superintendents, School Boards and the community as part of ongoing discussions.

**Leadership - Internal Business**

EDCOE Internal business faces the same challenges as our Districts in managing against a variable State Budget. A higher level of business office support and monitoring to ensure fiscal solvency and building sufficient reserves to see us through these tough budget times is required. ARRA dollars, flexibility provisions and increased Charter SELPA business added new complexities for budget management. Leadership continues with the Budget Forums to keep staff apprised of our fiscal position and how it affects them.

## **Leadership - Facilities**

We continue to create efficiencies through facility management. Thoughtful staffing is providing more services with no additional staff. Major accomplishments are the completion of the personal residence training site for the Special Education Adult Transition program along with the remodel of the Technology Data Center. Planning for the final movement of all administrative staff back to EDCOE is underway.

## **Leadership - Human Resources**

New responsibilities include the oversight of Human Resources department including the introduction of a new Human Resources Director. Special leadership was provided to this department on a restructure of staff duties and a revitalization of the Health Benefit and Human Resources Committees. A refined online version of the benefit calculator was deployed to staff and extended to Districts as a resource for employees to discover savings available with different plan options.

## **Leadership - Expanding the Vision**

Administrative Services continues to add dimension to the entrepreneurial visions of EDCOE. Administrative Services supported the infrastructure needed to build the Charter SELPA expansion. This relationship has proved beneficial for the involved Charters in filling a complex need and for EDCOE in expanding our SELPA services while providing a revenue stream for services provided. Business teams have been created to serve as the administrative unit, providing support relative to governance, program compliance, and fiscal services. Leadership continues in training Charter SELPA members on best fiscal practices.

Ground work for the Charter Cash Loan Program in developing the basic concepts has begun and brought together various players in collaboration including the Bill & Melinda Gates Foundation. This concept could result in significant savings for Charter schools in the arena of cash management.

## **Leadership - Summary**

As the complexities of the economy are felt, we need to continually transition our thinking to higher levels of solution finding. Our accomplishments illustrate thoughtful actions and flexible planning to meet economic challenges while still growing our education business and striving to provide the best education to students.





## 2010-11 Accomplishments

**Diane Lacombe, Director  
External Business Services**

### DEPARTMENT HIGHLIGHTS



### Fiscal Oversight and Support

To prevent fiscal crisis, we continued to focus on early identification of budget issues, training and support, and communication that ensures we work collaboratively with districts. We continued to provide a variety of resources and tools for budgeting and financial reporting. The assignment of a fiscal expert remained in place to districts that had received a qualified certification in 2009-10 and stayed qualified in 2010-11. For one district a fiscal advisor was appointed.

#### *District Profiles*

This year we added a new component to our fiscal review process that provides a one-page profile of each district including key highlights of the district's fiscal solvency. The profile includes charts showing district trends and projections for:

- Enrollment
- Deficit Spending
- Fund Balances and Reserves
- Cash Balances
- Percentage funding from State Aid and Property Taxes

#### *Cash Management*

A critical element of fiscal solvency is maintaining sufficient cash levels to meet obligations. In light of reduced and deferred apportionments, change in timing of distribution of funds from the State, and lower district reserve levels, cash management is more important than ever. We continue to focus our efforts in this area and accomplishments include:

- County-wide pool for dry period financing to cover cash flow needs, saving the districts and EDCOE up to \$200,000
- Monthly summaries of cash balances across district funds
- Maintained cash flow projection template and worked individually with districts in development of cash flow projections

#### *Business Support Services*

Customer service visits were performed in several districts.

We were able to provide services to Camino School District when the district's CFO left mid-year. As districts continue to see declining enrollment and have other circumstances that pose issues with CFO/Business staffing, we have been able to provide an option for staffing that has met district needs.

## Accounting Services

We provide a variety of accounting services. This year, in cooperation with the El Dorado County Treasurer-Tax Collector's office, we provided input and participated in the county's Request for Proposal (RFP) for banking services.

### *Payroll*

In addition to processing monthly salary/benefit payments and payroll related reporting, we provided support and assistance to districts in a variety of areas including:

- Reporting adult child health care coverage
- Pending changes in STRS penalties and interest
- Potential STRS and PERS pension reform
- Providing additional district access in the STRS REAP system
- STRS Golden Handshake process outline and review template
- Preparing for the My CalPERS system conversion



### *Accounts Payable*

Support, assistance and improvement of processes were accomplished in several key areas:

- We provided training to district staff on use tax reporting, along with a template to assist with compiling use tax data
- 1099 reporting using separate Employer Identification Numbers (EINs) for each district was used starting with the 2010 reporting
- Several areas were streamlined utilizing the capability of importing from a spreadsheet into our financial system including posting of transfers, deposits, and property tax journals
- Working with the EDCOE Information Technology Department, a web-based deposit log portal was developed, simplifying and improving the process for districts to obtain deposit numbers

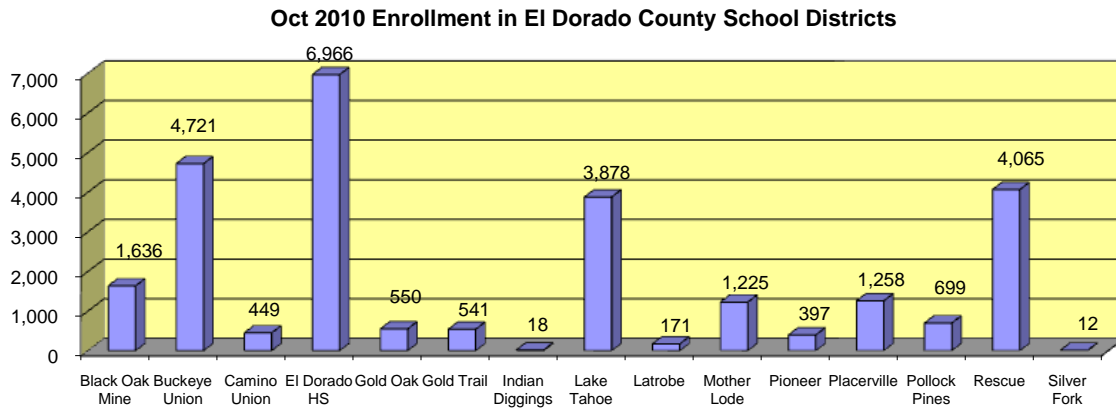
## California Longitudinal Pupil Achievement Data System (CALPADS)

We continued to provide support as additional functionalities were rolled out. System performance issues were still experienced, but October 2010 enrollment counts were certified in May 2010, an improvement over the prior year certification date of August. We provided support and reporting in CALPADS for EDCOE programs and continued our support to district including the email list-serve for EDCOE and districts to facilitate sharing within El Dorado County of questions and information about CALPADS.

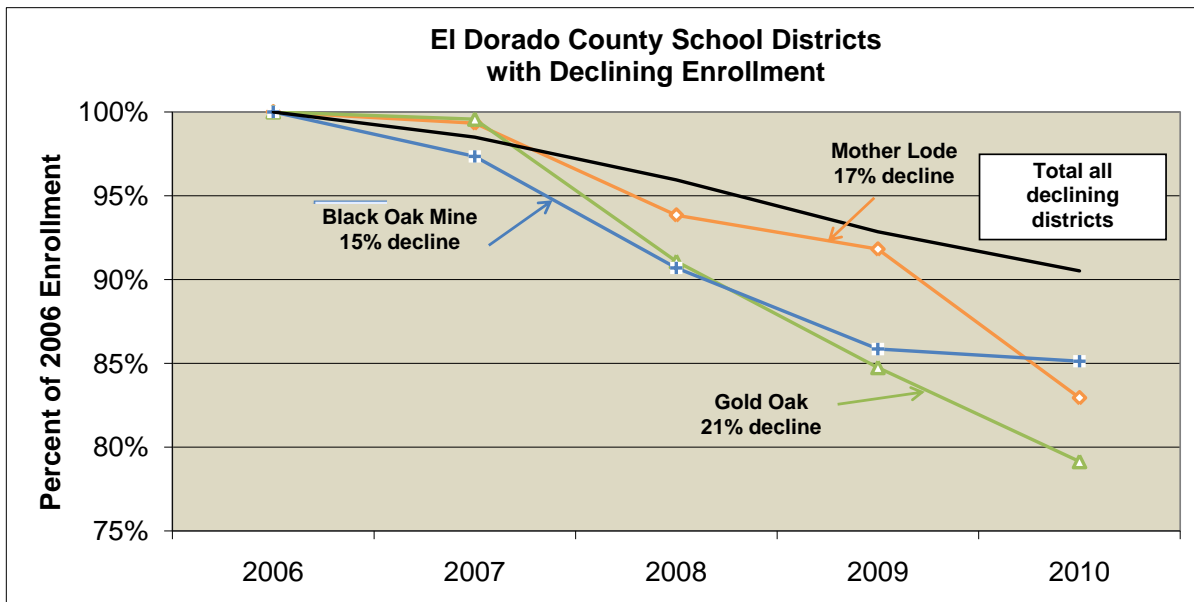


## STATISTICS – SCHOOL DISTRICT DYNAMICS

El Dorado County contains 15 school districts grades K-12; with 12 elementary districts, two unified districts and one high school district. The school districts vary in size from less than 20 students to almost 7,000 students.



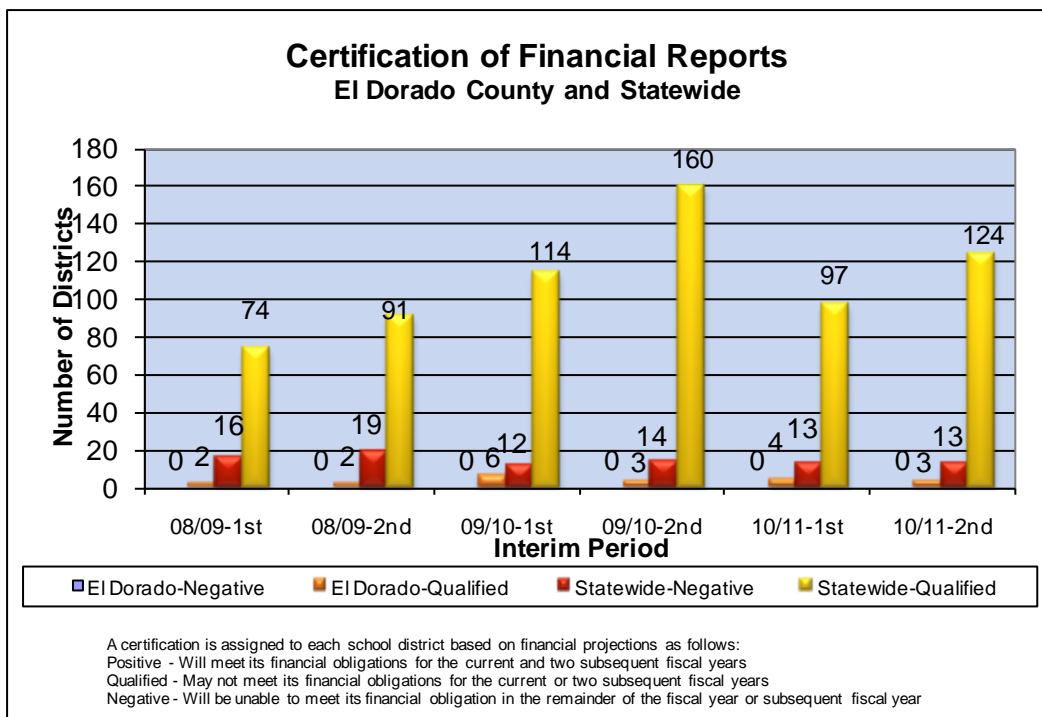
Over the last several years a majority of the school districts have experienced declining enrollment with some districts seeing a decline of as much as 21% of their enrollment.



## STATISTICS – FISCAL OVERSIGHT AND BUSINESS OPERATIONS

### *Fiscal Oversight*

- Reviewed and approved all school district budgets
- During 2010-11, four districts in El Dorado County received qualified certifications at 1<sup>st</sup> interim and three districts received qualified certifications at 2<sup>nd</sup> interim



### *Business Operations*

- Reviewed and processed 61,007 district and COE payroll checks totaling \$112,472,250
- Processed STRS reporting for 3,562 members' contributions totaling over \$9.6 million, and PERS reporting for 1,649 members' contributions totaling over \$3.4 million
- Reported 6,871 W-2s to the IRS, Franchise Tax Board, and Social Security Administration
- Reviewed and coordinated the processing of 40,424 Accounts Payable checks totaling \$168,363,972
- Issued 473 1099s to vendors doing business with El Dorado County schools



**2010-2011 Accomplishments**  
**Jim Maher, Director**  
**Internal Business Services**

Highlights during 2010-2011 continue to include the extraordinary state financial situation with the resultant complexity added to the accounting/budgeting process. Late budgets, American Recovery and Reinvestment Act dollars (ARRA) and flexibility provisions continue to add to a challenging end of year. During 2010-11, a major focus in the accounts payable department was to continue to refine the management and control of our fixed asset accounting process as well as the review and audit of transactions processed. The fixed asset filing system was revamped and we implemented a quarterly reconciliation of items purchased. Continued improvements are planned for 2011-2012. Our recent financial activity since 2007-2008 reflects the increase and subsequent decline in expenditures related to the one-time federal stimulus program as well as the continued growth in our Charter SELPA. These expenditure changes are reflected in graphs below.

**Overall Department Highlights**

**QSS Software/State Accounting Software (SACS) Changes**

During 2010-2011, we have continued to attend trainings on the conversion of the QSS financial system to a GUI (Graphic User Interface) version of the software. The completion date for the conversion continues to be pushed back by the software provider, however all staff are now fully functioning in the components of the new software that is available to them. We continue to learn new features in the software that provide for increases in productivity. The State of CA is implementing an accounting change for the treatment of special education "pass through" dollars to school districts. This change is effective for 2011-2012 fiscal year and transactions formerly posted in our general fund will now be accounted for in a new fund. Additionally, new for the 2010-2011 year, we implemented a change required by the Governmental Accounting Standards Board (GASB) federal government on the description and treatment of fund balance designations (GASB 54).

**Growth (Changes) in Programs**

New Programs for 2010-2011 included the Federal Jobs stimulus funding used for a one-time increase in the employee medical CAP and American Recovery and Redevelopment Act dollars for Title 1D held over from the prior year.

Programs significantly reduced or eliminated as compared to the prior year include ARRA Special Education Local Assistance, the elimination of the General Child Care Program due to state funding changes, the completion of our Charter Community School classroom construction project and completion of the improvements funded by the County of El Dorado at Veerkamp Park.

**Cross Training/New/Enhanced Responsibilities**

As we continue to focus on capacity building in our department, cross training becomes critical. We are well cross-trained in the areas of payroll, purchase order processing, vendor maintenance, accounts payable check writing, and purchase order printing, . Areas that need to be addressed continue to be Accounts Receivable, Inter-program cost allocations, Fixed Asset Management, Program Accounting and Financial Reporting, Cash Reconciliations and California Use Tax reporting. As school districts increase their dependence on the county office external business service department due to reductions in staffing at the local level, some duties currently provided by external business staff will return to the internal business department. Areas include financial support to CCSESA and attendance accounting for COE operated programs.

**Focus for the Coming Year**

Areas that will require our efforts during the coming year include the continuation of the Federal Jobs Stimulus reporting, continued emphasis on cross-training, particularly within the accounts payable and payroll departments necessitated by the retirement of one staff person and turnover on the Accounts Receivable/Fixed Asset desk. Additionally, we continue with QCC conversion trainings including payroll, and position control.

## Departmental Statistics

### Payroll

**During 2010-2011, payroll department highlights include:**

W-2 forms issued in calendar year 2010 were 1,242, a decrease of 2.07%.

W-2 forms issued in calendar year 2009 were 1,268.

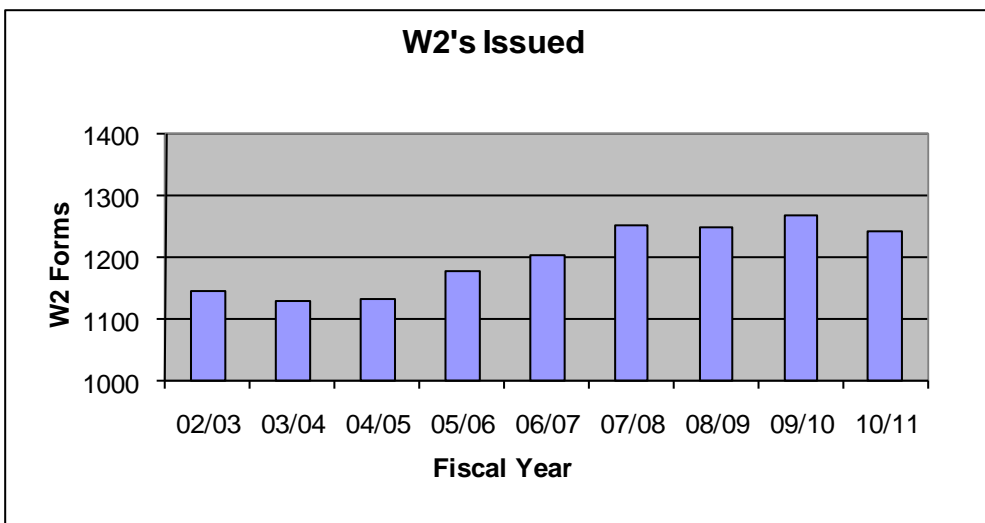
W-2 forms issued in calendar year 2008 were 1,254.

Salaries paid during 2010-2011 were \$25,502,334, a decrease of 3.91%

Health and Welfare premiums paid in 2010-2011 were \$3,599,603, a decrease of 1.73%

Changes in employment status during 2010-2011 included 110 new hires and 58 terminations.

Nancy Lawrence, Carla Brown and Janelle Reuter continue to provide outstanding service to the programs and staff.



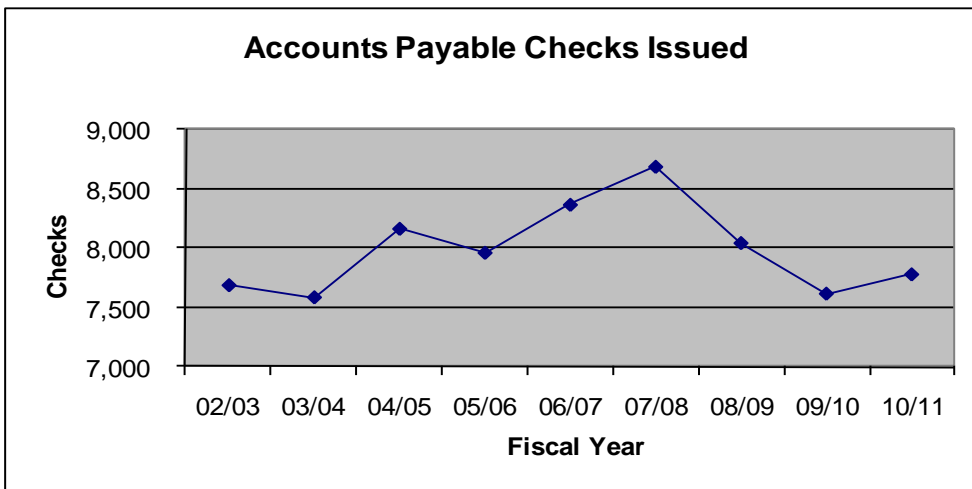
### Accounts Payable

**During 2010-2011, department highlights include:**

AP checks issued in 2010-2011 were 7,779, an increase of 1.89%

AP checks issued in 2009-2010 were 7,615.

AP checks issued in 2008-2009 were 8,045.

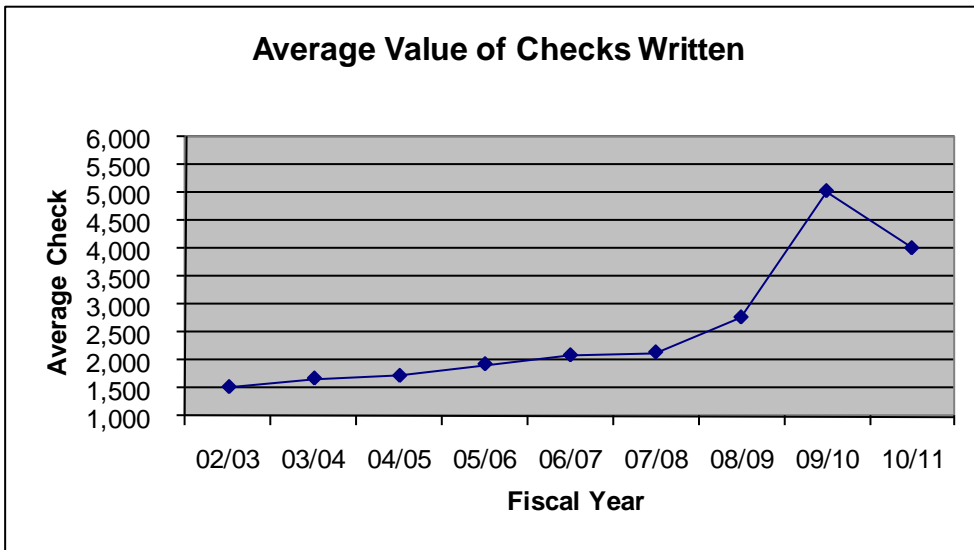


**Departmental Statistics continued;**

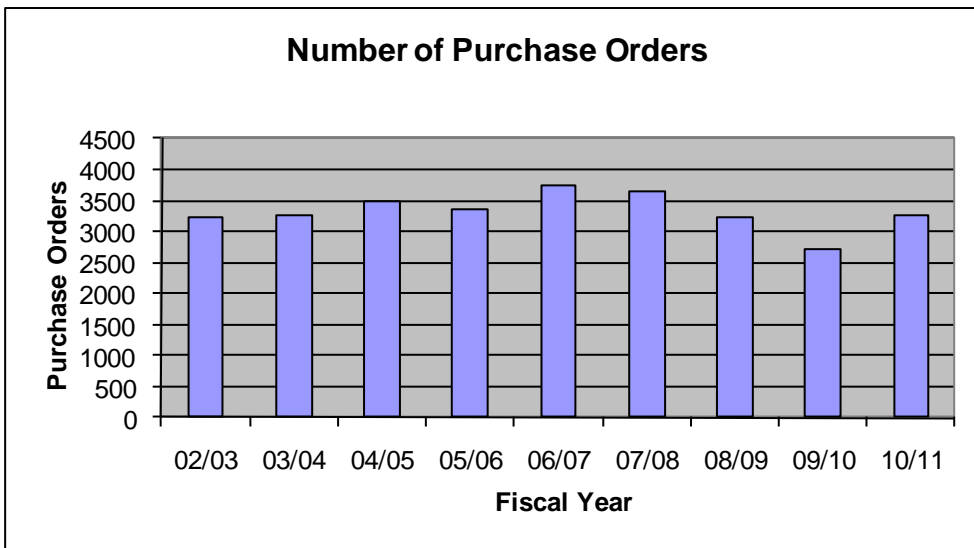
The total of vendor checks written in 2010-2011 was \$31,183,866 a decrease of 38.39%  
The total of vendor checks written in 2009-2010 was \$38,328,825  
The total of vendor checks written in 2008-2009 was \$22,269,646

Average check amount in 2010-2011 was \$4,009, a decrease of 47.83%  
Average check amount in 2009-2010 was \$5,033  
Average check amount in 2008-2009 was \$2,768

(Significant increases contributing to the increase in dollar value of checks written and average value of check are related to the expansion of our Charter SELPA pass-through payments to participating schools.

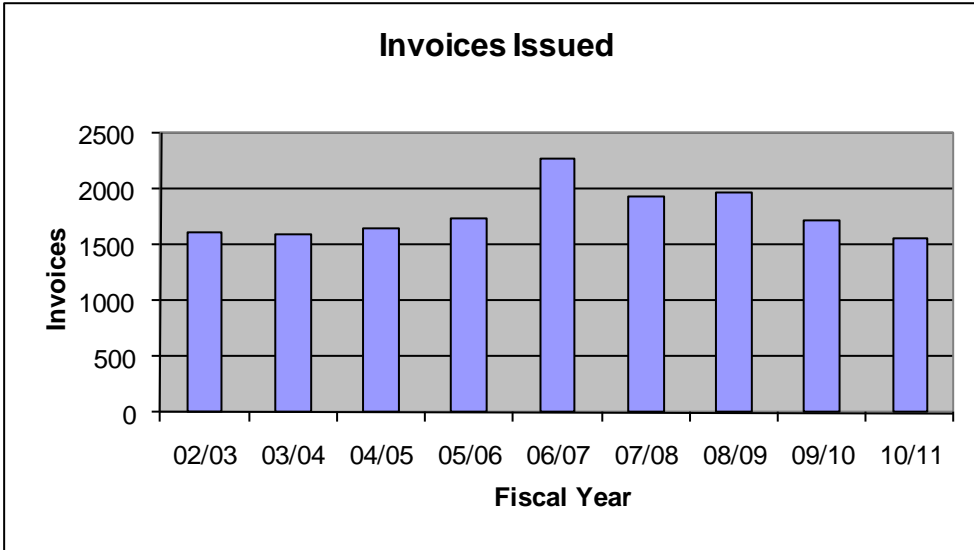


Purchase Orders issued in 2010-2011 were 3,266, an increase of 14.73%  
Purchase Orders issued in 2009-2010 were 2,727.  
Purchase Orders issued in 2008-2009 were 3,229.



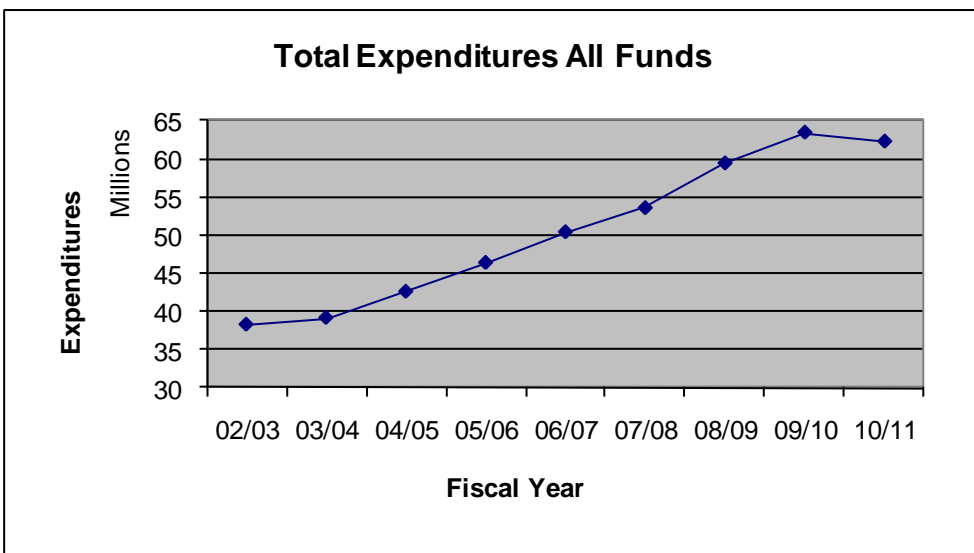
**Departmental Statistics continued;**

Invoices issued in 2010-2011 were 1,567, a decrease of 7.89%  
Invoices issued in 2009-2010 were 1,720.  
Invoices issued in 2008-2009 were 1,971.



The Accounts Payable department with Debbie Goodearl, Athena Lacher, and our newest arrival, Michelle Parsons, continue to provide outstanding service to our programs, staff and outside suppliers. Michele Parsons has taken a new position with a former employer and we are looking forward to her replacement, Jill Darr who will begin with us in late August 2011.

**Accounting/Financial Reporting**



Responsibility for the budgeting and financial reporting of the County Office budget is divided among the four accountants in the department. Tricia Kowalski, Kerri Smith, Jennifer Weston, and Sue Thorne, continue to provide excellent service and support to the county office programs.

***9.3 Facilities, Maintenance,  
and Operations***

Facilities, Maintenance and Operations  
Accomplishments for 2010/11  
Kathy Daniels, Director of Facilities

**Facilities**

Work was completed in October on the two new portables for Child Development; one at Charles Brown and one at Schnell/Bliss. These projects provided larger classrooms space, ADA accessibility to the buildings and ADA accessible restrooms inside the classrooms.

Remodel work was done at our Pacific Street site to accommodate our Special Education Adult Transition program. This site was transformed to look and function similar to a personal residence so daily living skills can be taught to these students.

Working together with the Information Technology Department, remodel work began on our data center. Interior walls were removed and the entire data center was rewired making it more energy efficient and connecting the generator so it would run properly during a power outage.

Two leased portables for Extended Day were removed; one from Blue Oak School and one from Jackson School. With the portable removal came some site work and repairs needed to be done to eliminate safety concerns. These programs have been moved into school classrooms on both of these sites.

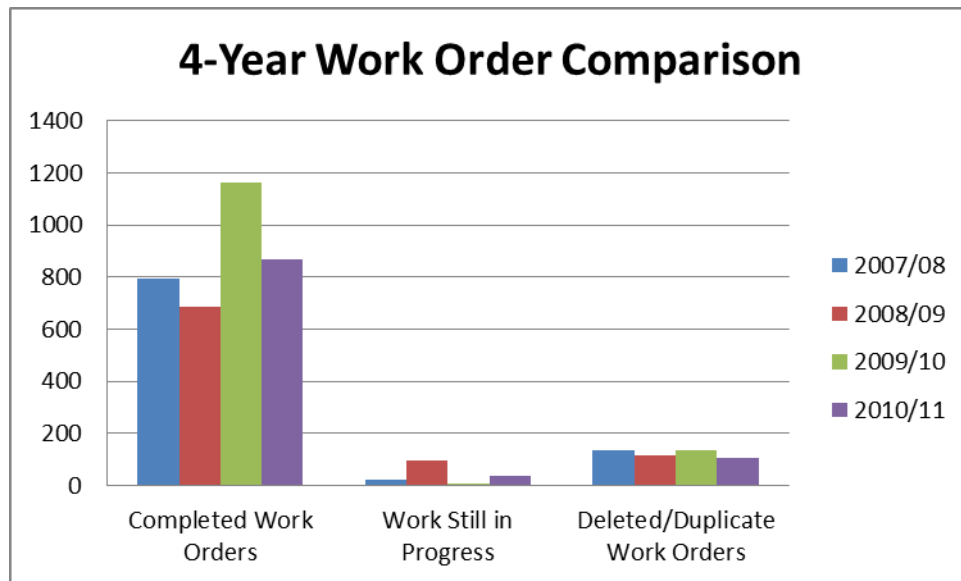
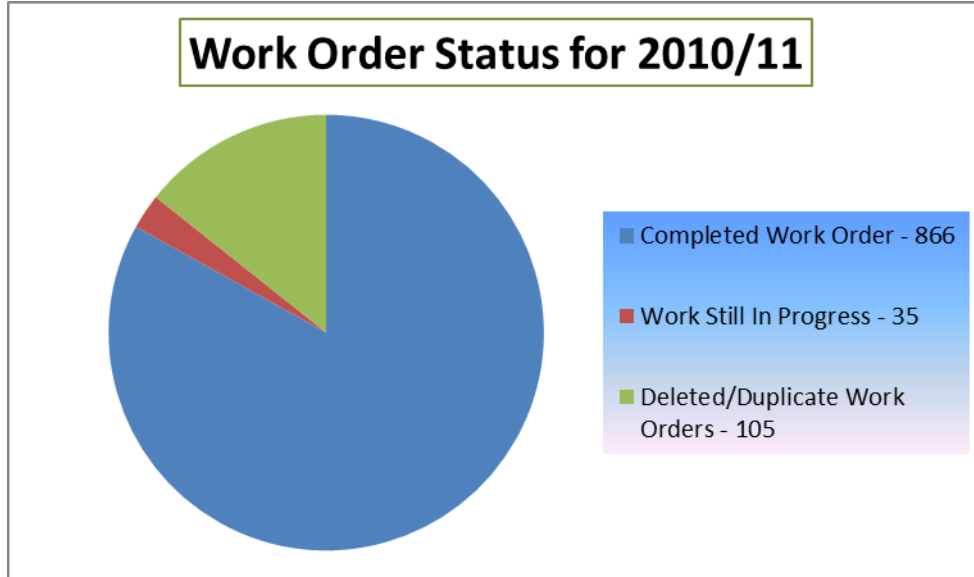
We had the opportunity to continue working with Cameron Park Rotary on another addition to the Observatory, the Art Cort Sky Theater. This amphitheater is used for outdoor star gazing. We are also working with the El Dorado Master Gardeners to use a portion of Veerkamp Park property (below the Observatory) to plant a demonstration garden. We are hopeful this garden project will begin in late 2011.

**Maintenance**

With staffing changes that have taken place within our department, we evaluated our service to programs and looked at how we could provide more custodial staff to ensure our facilities are kept clean, healthy and safe for our students and staff. After input from our entire department, we added 1 FTE to our custodial staff, and cut 1 FTE from our maintenance staff. We are pleased with the increased service to our programs and believe it will prompt a longer-life span for our facilities.

Pamela Mathews and I field all complaint calls regarding facility issues, prioritize them and schedule the work so projects are completed in a timely manner. Decisions are also made about hiring outside contractors when the repair needs are more than our staff can safely handle.

We had numerous program moves this past year in addition to our daily work order requests. Below are two charts; one showing the work order status for 2010/11, and one showing the comparison of completed work orders for the past four years.



**Developer Fees**

Developer fee activity continues to decline throughout the county, with collections in 2010/11 of only \$627,878. We continue to provide support for all aspects of developer fees; answering client calls and questions, collecting and depositing fees, processing refunds when applicable, and staying abreast of changing legislation.

## **Other**

We provide support to districts regarding emergency and disaster preparedness and attend the Local Disaster Council meetings which include representatives from all public agencies in the County.

I attend the monthly meeting of FSCO, the Facilities Subcommittee for BASC; as well as the County School Facilities Consortium (CSFC). These two groups provide updates on school facilities legislation and are an excellent source of information for us when questions arise.

I also served on the El Dorado County Parks and Trails Master Plan Advisory Committee this past year as a representative for schools.

We are attending planning meetings with El Dorado Union High School District to assist in the planning and moving of our two special education classrooms at Ponderosa High School. This remodel project and move will take place in the summer of 2012.

Our office provides facility support to our districts upon request.

***10. Information Technology***

## **IT Accomplishments 2011**

- Migrated the following Districts to Live@Edu
  - Pollock Pines
  - Camino
  - Mother Lode
  - Black Oak Mine
  - Latrobe
- Developed and deployed the KSEP program
- Designed and deployed EDCOE Scholarship website for statewide use
- Designed and deployed the new Health Benefit Cost Comparison Calculator
- Re-designed Charter SELPA web site to include additional functionality.
- Implemented new ESS system for districts.
- Upgraded EDCOE email messaging system to Exchange 2010.
- Facilitated a County-wide contract for web filtering.
- Worked with CENIC to become an anchor site for their central valley expansion project.
- Re-engineered Mother Lode School District's network infrastructure to significantly increase reliability.
- Deployed infrastructure at Charles Brown School to support Charter Programs and Head Start with wired and wireless access.
- Provided iPad, Word, Powerpoint, Excel and Access training through our IT Academy.
- Provided hundreds of hours of QSS training for district and county office personnel.
- Facilitated the purchase and installation of SmartBoards for both ROP Sites
- Upgraded Data Center with new Power and Cooling System
- Migrated Gold Oak from Novell to Microsoft Windows Servers
- Added Gold Oak, Mother Lode and Pollock Pines to our Aeries & ABI Hosted Services
- Wireless installations for the Dental Van at Headstart locations
- Piloted the NetBook program for Charter HSA 2

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***11. Charter Alternative Programs***  
***and Extended Day***

## Charter Alternative Programs and Extended Day

### ACCOMPLISHMENTS 2010-11

David Publicover  
Executive Director

During the 2010-11 school year, Charter Alternative Programs offered eight educational programs that served approximately 1,077 students at 9 locations. Our Extended Day child care program served approximately 3,000 children on 20 sites. The following information summarizes major activities accomplished by each of our programs.

#### ADMINISTRATION

- Expanded access to online learning options for students and families, including ALEKS, a web-based math program that provides individualized assessment and targeted remediation; APEX for course credit and credit recovery; CAHSEE Revolutions Prep; Study Island; Rosetta Stone language software; and Naviance Career Planner software.
- Coordinated with the Maintenance and Technology Departments, Mother Lode Union School District, and clients to move all three of our Home Study Academies into our new home at the Charles Brown Education Facility prior to the start of schools.
- Continued program and facility improvements at El Dorado Trade School to bring it into compliance with El Dorado County Office of Education standards.
- Continued implementation of the California Longitudinal Pupil Achievement Data System (CalPads).
- Participated in the SB 70 Career Technical Partnership Committee, including supporting the development and implementation of two middle school career fairs.
- Took over responsibility for administration of the Adult Education Program, maintaining current courses and locations.
- Continued the Safe School Ambassadors program at the El Dorado Trade School and Campus program through the fifth and final year of our School Community Violence Prevention Grant.
- Expanded the use of the CBL, a Character Based Literacy program, at the Campus and El Dorado Trade Schools. The program has proven to be highly successful in meeting the unique learning needs of our student population.
- Hosted quarterly meetings for local school district GATE Coordinators to share ideas and resources for coordinators and families through our GATE website and joined with local districts to sponsor our annual GATE guest speaker.
- Hosted annual Charter Roundtables and bi-annual Site Council meetings for our clients to review, and make recommendations regarding, program components.

#### COMMUNITY DAY SCHOOL (K-6)

- Worked closely with all local elementary school districts, Probation, and SARB to serve high risk youth in grades 3-6.
- Continued to provide state-of-the-art instructional technology, including web-based instructional programs such as the ALEKS math program.
- Piloted an Eno interactive 'smart' board to enhance curriculum and instructional delivery.
- Provided a field trip to the community observatory at Folsom Lake College for a solar viewing.

## HSA I (K-8)

- Coordinated with clients and the Maintenance and Technology Departments to move into our new home at the Charles Brown facility during the second semester.
- Provided five curriculum trainings for parents in core subjects.
- Our Parent Booster Club held a bake sale, book fair, and staff appreciation day; painted and set up the new family room at Charles Brown; and purchased a new podium, *Blue Ray* player, and microwave.
- Provided monthly “Coffee Talk” sessions for parents to meet with program administrator.
- Enrichment classes offered to students included Drama, Guitar, and Photography.
- Fielded Cross Country teams in the county sports league, grades 3-8.
- Received blue ribbons for all entries of the *Picturing Writing* projects at the County Fair.
- Participating 4<sup>th</sup> - 6<sup>th</sup> graders earned “Superior” rankings in the Oral Interpretation Festival.
- Provided the following field trips:
  - Three productions California Children’s Theatre
  - 6<sup>th</sup> grade trip to The Tech Museum and the Rosicrucian Museum in San Jose
  - Sky High Sports
  - 8<sup>th</sup> grade graduation trip to Discovery Kingdom
  - Community Observatory
- Provided the following school-wide events:
  - Meet and Greet
  - Back to School Events
  - Math Mania Month
  - Monthly emphasis on the Giving Project
  - Craft Faire with Student Entrepreneurs Awards
  - Family Reading Night with a presentation by a young readers author and illustrator
  - Fall 6<sup>th</sup> – 8<sup>th</sup> grade mixer
  - Talent show: “Our Shining Stars”
  - Read-a-Thon
  - Nature Bowl
  - Community Garden
  - Volunteer Luncheon
  - Open House Night
  - El Dorado County Spelling Bee
  - Winter Send Off with book drive for Big Brothers Big Sisters
  - Two Movie Nights
  - Two 6<sup>th</sup>-8<sup>th</sup> dances
  - 8<sup>th</sup> grade Graduation Dinner
  - Parent clean-up day at Charles Brown
  - End of Year Picnic

## HSA II (9-12)

- Coordinated with clients and the Maintenance and Technology Departments to move into our new home at the Charles Brown facility prior to the start of school.
- Piloted the use of Netbooks with Apex credit recovery during summer school, which was highly successful.

- Collaborated with Union Mine High School (UMHS) to host a performance of *Hamlet* by the San Francisco Shakespeare Festival touring group. Over 250 students and parents attended from HSA II, HSA III, and UMHS.
- Provided a variety of fieldtrips, including Nimbus Fish Hatchery, the Light Rail to the California Museum, River Cats baseball game, and Sky High Trampoline Center.
- Piloted *Naviance*, a new web-based career exploration and planning program.
- Hosted first Charter competition of the national poetry contest, Poetry Out Loud. The local winner was an HSA II student who advanced to the county finals.
- Received training and successfully used Eno boards in the HSA II classroom in the new classroom.
- Piloted Google teacher websites.
- Continued two day per week class offerings to supplement independent study curriculum.
- Provided a highly successful independent study summer school program.

### HOME STUDY ACADEMY III (7-12)

- Coordinated with clients and the Maintenance and Technology Departments to move into our new home at the Charles Brown facility prior to the start of school.
- Equipped all rooms with projectors, screens, and audio equipment.
- Offered Junior High Sports, including cross country, track, boys basketball, girls volleyball, and boys high school basketball. Thanks to our new facility, we hosted Junior High Girls Volleyball and Junior High Boys basketball games in our own gymnasium.
- Took 34 students and parents on an 11 day Art History Trip to England, Paris, and Edinburgh.
- Produced two student plays: *Spoon River Anthologies* and *Arsenic and Old Lace*.
- Hosted a college application workshop and a financial aid workshop for college bound seniors.
- Participated in a 7<sup>th</sup> and 8<sup>th</sup> grade Oral Interpretation Festival where all students scored “Superior.”
- Hosted several student events including a fall Carnival Party and numerous school dances.
- A large percent of graduating seniors were accepted to major Universities. More than 90% will be attending either a University or Community College this year.
- Implemented student government, which sponsored several school dances and social events.
- Produced a student “Showcase of Talent” event.
- Had several students participate in “Poetry Out Loud” event.
- Hosted several ski days and a Civil War reenactment trip.

### CAMPUS (7-12)

- Expanded access to ALEKS, a web-based math program that provides individualized assessment and targeted remediation.
- Expanded the use of the Character Based Literacy program.
- Continued to implement the Safe School Ambassadors and Reconnecting Youth programs through our School Community Violence Prevention Grant.
- Continued our Character Education program, which included honoring our students and their parents at our 13<sup>th</sup> annual Awards Dinner.
- Special events: 16<sup>th</sup> annual Fall Festival with Indian Creek School, 22<sup>nd</sup> annual Thanksgiving Feast, 14<sup>th</sup> annual Basketball Extravaganza, and 16<sup>th</sup> annual Egg Drop Competition.

## EL DORADO TRADE SCHOOL (7-12)

- Expanded master schedule to allow all students access to direct instruction in all core academic classes each year.
- Began a foundation shop class with sequencing of skills such that students would be learning new techniques, work on progressively more difficult projects, and interact with a range of projects including wood, ceramics, metals, electricity, and fluids.
- Implemented multi-year core course which focuses on independent living skills, business, and employment.
- Received a SB70 Grant which funded a garden project incorporating the building of a greenhouse, building of a storage shed, clearing approximately a quarter acre, planting trees, and landscaping a large area for students to eat lunch and relax.
- Continued implementing the Safe School Ambassadors and Reconnecting Youth programs through our School Community Violence Prevention Grant.
- Provided multiple career exploration guest speakers to discuss vocational opportunities and careers.
- Implemented a student leadership class which planned social events and helped with school improvement projects.

## ADULT EDUCATION

The El Dorado County Office of Education offered courses for adults to meet their various educational needs. Founded in March of 2006, the program has continued to serve the educational needs of adults in our community.

- The Adult Education program offered classes from El Dorado Hills to Lake Tahoe, as well as in the Georgetown Divide area.
- The Program is a consortium of the Black Oak Mine and Lake Tahoe Unified School Districts.
- Adult students were served at the South Lake Tahoe Jail and at the California Conservation Corp at both the Greenwood and South Lake Tahoe locations.
- ESL classes were offered in cooperation with Green Valley Elementary School, St. Patrick's Church Hall, and Camino Elementary School.
- GED and Adult High School Diploma classes were offered at the Shingle Springs Rancheria, California Conservation Corps Greenwood Center, EDCOE Green Valley location, White Rock Village, Bijou Elementary, South Lake Tahoe and South Lake Tahoe Jail.
- Adult Basic Education classes in Reading and Math were offered to students in South Lake Tahoe and on the Western Slope.
- Employment Success classes were offered.
- Participated on the advisory board for CALPRO, the professional development component of adult education.

CHARTER STATISTICS

**1076 Students Served**

H S A I	247
H S A II	184
H S A III	202
CCS	157
EDT	93
CDS	12
Tahoe CARE	42
CARE II	139

**Graduations**

63 High School Diplomas

Campus	7
HSA II	21
HSA III	31
EDTS	4
Tahoe CARE	0

3 California High School Proficiency Exam Certificates (CHSPE)

CCS	1
HSA II	2
HSA III	0
Tahoe CARE	0

2 General Educational Development Test Certificates (GED)

CCS	0
HSA II	2
Tahoe CARE	0

95 Middle School Diplomas

CCS	14
HSA I	32
EDTS	14
HSA III	35

## EXTENDED DAY (K-8)

- Continued expansion of the C.A.R.E. Bear program to assist Charter Extended Day staff in dealing with children demonstrating behavioral difficulties.
- Worked closely with the Technology Department to continue development of a new billing program.
- Upgraded facilities at Oak Meadow, Green Valley, and Lake Forest, including new flooring.
- Moved summer service from Pacific Street to Charles Brown and Brooks to Silva Valley. Continued summer service at Sutter's Mill and Jackson.
- Continued summer busing contracts with districts to accommodate summer swimming options for clients at our El Dorado Hills summer site.
- Worked with local parks and recreation programs to offer swimming at three summer sites, and formed a new partnership with YMCA for summer swimming at Union Mine High School.
- Participated in the 26<sup>th</sup> Annual Kids Expo and the El Dorado County Fair.
- Hosted a Saturday Back to School in-service for 105 new and/or returning employees.
- Continued to offer CPR certification classes for employees.
- Continued to participate and attend EDCOE school age career workshops.
- Removed one portable from Jackson and one portable from Blue Oak.
- Provided additional staff trainings:
  - New Employee In-services, monthly
  - New Instructor In-services
  - Business Coordinator In-services
  - Enrichment activities and character education in-services
  - Homework/quiet time in-services
  - Site Safety in-service

## EXTENDED DAY STATISTICS

- 3,000 children served (full-time and part-time)
- 515 mornings (6:30-9:00) full-time equivalents
- 324 Kindergarten (mid day) full-time equivalents
- 870 afternoons (2:15-6:00) full-time equivalents
- 875 students enrolled in summer program
- Substitute assistance and placement for over 100 employees
- Processed over approximately 48,000 parent calendar contracts