

# Special Education Programs

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Special Education Programs
<b>Street</b>	6767 Green Valley Road
<b>City, State, Zip</b>	Placerville, CA 95667-8984
<b>Phone Number</b>	530-295-2274
<b>Principal</b>	Becca Kaldunski
<b>E-mail Address</b>	<a href="mailto:bkaldunski@edcoe.org">bkaldunski@edcoe.org</a>
<b>Web Site</b>	<a href="http://edcoe.org/">http://edcoe.org/</a>
<b>Grades Served</b>	Birth through 22
<b>CDS Code</b>	09100906069470

<b>District Contact Information</b>	
<b>District Name</b>	El Dorado County Office of Education
<b>Phone Number</b>	530.622.7130
<b>Superintendent</b>	Jeremy Meyers
<b>E-mail Address</b>	emanansala@edcoe.org
<b>Web Site</b>	www.edcoe.org

### School Description and Mission Statement (Most Recent Year)

The El Dorado County Office of Education Special Services Department is dedicated to providing high quality and individualized special education services to children/students with exceptional needs from birth through age 22. We work collaboratively with our families and school districts through the IEP process to make data-driven and evidence-based-decisions and offer a variety of programs and services throughout the county.

While our local school districts are able to provide many of the necessary special education services for students with disabilities in our county, there are many disabling conditions which require such an intensive level of support or which have such a low incidence rate that it would be fiscally and programmatically difficult for each individual district to independently provide the necessary services. Through partnerships with our families, schools/districts and our community, we are able to implement county-based programs to meet these highly specialized and/or low incidence needs.

The El Dorado County Office of Education Special Services Department is proud to offer specialized programs that support and serve students county-wide with the following disabilities:

- Autism
- Deaf or Hard of Hearing
- Emotional Disturbances
- Intellectual Disabilities
- Visual Impairments
- Multiple Disabilities
- Orthopedic (Physical) Impairments
- Other Health Impairments
- Traumatic Brain Injury

We also provide a variety of itinerant services to eligible students in every school in El Dorado County, except South Lake Tahoe, including:

- Adapted Physical Education
- Audiology Consultation
- Behavior Management
- Occupational and Physical Therapy Consultation
- Specialized Physical Health Care
- Speech-Language Therapy

Together, we continue to implement responsive, student-centered programs and services that address the individualized needs of our students, school districts and our county at large.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
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### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
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## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
<b>With Full Credential</b>	26	21	12	70
<b>Without Full Credential</b>	0	4	4	6
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	1	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
<b>Misassignments of Teachers of English Learners</b>	0	2	1
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>		
<b>All Schools in District</b>		
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

**Year and month in which data were collected:** November 2015

The Special Services Department uses curricular materials which have been adopted by the school districts housing our programs. As the districts adopt new materials, we purchase the same texts to provide appropriate instructional materials for our students.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Open Court Reading; Unique Learning Systems; Rethink; Ablenet;	Yes	0
<b>Mathematics</b>	Pearson Education enVisionMath; Houghton Mifflin Harcourt California Big Ideas; Unique Learning Systems; Rethink; Ablenet;	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Unique Learning Systems; Rethink; Ablenet; Houghton Mifflin – Discover Works (2000); Prentice Hall – California Life Science (2008);	Yes	0
History/Social Science	Unique Learning Systems; Rethink; Ablenet; Prentice Hall – History of Medieval and Early Modern Times (2006); McGraw Hill – The American Journey to World War I (2006); Houghton Mifflin	Yes	0
Foreign Language	N/A for students with severe disabilities at the high school level	No	
Health	Unique Learning Systems; Rethink; Ablenet;	Yes	0
Visual and Performing Arts	Unique Learning Systems; Rethink; Ablenet;	No	
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory equipment is provided by the district to accommodate lab stations of 2-4 students.	Yes	0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

The County Office primarily uses facilities operated by local school districts. All district policies in relation to campus safety, fire drills, earthquake preparedness, and cafeteria/playground supervision are followed. All of the facilities used by the County Office are adequate to serve our students' needs.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: August 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/Literacy (grades 3-8 and 11)			
Mathematics (grades 3-8 and 11)			

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	All*	49	22	44.9	27	5	9	5
	3	3	2	66.7	*	*	*	*
	4	6	4	66.7	*	*	*	*
	5	8	3	37.5	*	*	*	*
	6	4	4	100.0	*	*	*	*
	7	10	7	70.0	*	*	*	*
	8	15	2	13.3	*	*	*	*
	11	3	0	0.0	*	*	*	*
Male	All*	49	18	36.7	33	6	11	6
	3	3	2	66.7	*	*	*	*
	4	6	2	33.3	*	*	*	*
	5	8	2	25.0	*	*	*	*
	6	4	3	75.0	*	*	*	*
	7	10	7	70.0	*	*	*	*
	8	15	2	13.3	*	*	*	*
	11	3	0	0.0	*	*	*	*

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	All*	49	4	8.2	*	*	*	*
	3	3	0	0.0	*	*	*	*
	4	6	2	33.3	*	*	*	*
	5	8	1	12.5	*	*	*	*
	6	4	1	25.0	*	*	*	*
	7	10	0	0.0	*	*	*	*
	8	15	0	0.0	*	*	*	*
	11	3	0	0.0	*	*	*	*
Black or African American	All*	49	2	4.1	*	*	*	*
	4	6	1	16.7	*	*	*	*
	7	10	1	10.0	*	*	*	*
American Indian or Alaska Native	All*	49	1	2.0	*	*	*	*
	6	4	1	25.0	*	*	*	*
White	All*	49	18	36.7	28	6	11	0
	3	3	1	33.3	*	*	*	*
	4	6	3	50.0	*	*	*	*
	5	8	3	37.5	*	*	*	*
	6	4	3	75.0	*	*	*	*
	7	10	6	60.0	*	*	*	*
	8	15	2	13.3	*	*	*	*
	11	3	0	0.0	*	*	*	*
Two or More Races	All*	47	1	2.1	*	*	*	*
	3	3	1	33.3	*	*	*	*
Socioeconomically Disadvantaged	All*	49	9	18.4	*	*	*	*
	4	6	2	33.3	*	*	*	*
	5	8	2	25.0	*	*	*	*
	6	4	3	75.0	*	*	*	*
	7	10	1	10.0	*	*	*	*
	8	15	1	6.7	*	*	*	*
Students with Disabilities	All*	49	20	40.8	25	5	10	5
	3	3	2	66.7	*	*	*	*
	4	6	4	66.7	*	*	*	*
	5	8	3	37.5	*	*	*	*
	6	4	3	75.0	*	*	*	*
	7	10	6	60.0	*	*	*	*
	8	15	2	13.3	*	*	*	*
	11	3	0	0.0	*	*	*	*

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

All grades refers to grades 3-8 and 11 respectively.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>All*</b>	49	21	42.9	24	10	0	10
	<b>3</b>	3	2	66.7	*	*	*	*
	<b>4</b>	6	4	66.7	*	*	*	*
	<b>5</b>	8	3	37.5	*	*	*	*
	<b>6</b>	4	4	100.0	*	*	*	*
	<b>7</b>	10	7	70.0	*	*	*	*
	<b>8</b>	15	1	6.7	*	*	*	*
	<b>11</b>	3	0	0.0	*	*	*	*
<b>Male</b>	<b>All*</b>	49	17	34.7	29	12	0	12
	<b>3</b>	3	2	66.7	*	*	*	*
	<b>4</b>	6	2	33.3	*	*	*	*
	<b>5</b>	8	2	25.0	*	*	*	*
	<b>6</b>	4	3	75.0	*	*	*	*
	<b>7</b>	10	7	70.0	*	*	*	*
	<b>8</b>	15	1	6.7	*	*	*	*
	<b>11</b>	3	0	0.0	*	*	*	*
<b>Female</b>	<b>All*</b>	49	4	8.2	*	*	*	*
	<b>3</b>	3	0	0.0	*	*	*	*
	<b>4</b>	6	2	33.3	*	*	*	*
	<b>5</b>	8	1	12.5	*	*	*	*
	<b>6</b>	4	1	25.0	*	*	*	*
	<b>7</b>	10	0	0.0	*	*	*	*
	<b>8</b>	15	0	0.0	*	*	*	*
	<b>11</b>	3	0	0.0	*	*	*	*
<b>Black or African American</b>	<b>All*</b>	49	2	4.1	*	*	*	*
	<b>4</b>	6	1	16.7	*	*	*	*
	<b>7</b>	10	1	10.0	*	*	*	*
<b>American Indian or Alaska Native</b>	<b>All*</b>	49	1	2.0	*	*	*	*
	<b>6</b>	4	1	25.0	*	*	*	*

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	All*	49	17	34.7	24	12	0	6
	3	3	1	33.3	*	*	*	*
	4	6	3	50.0	*	*	*	*
	5	8	3	37.5	*	*	*	*
	6	4	3	75.0	*	*	*	*
	7	10	6	60.0	*	*	*	*
	8	15	1	6.7	*	*	*	*
	11	3	0	0.0	*	*	*	*
Two or More Races	All*	47	1	2.1	*	*	*	*
	3	3	1	33.3	*	*	*	*
Socioeconomically Disadvantaged	All*	49	9	18.4	*	*	*	*
	4	6	2	33.3	*	*	*	*
	5	8	2	25.0	*	*	*	*
	6	4	3	75.0	*	*	*	*
	7	10	1	10.0	*	*	*	*
	8	15	1	6.7	*	*	*	*
Students with Disabilities	All*	49	19	38.8	21	11	0	11
	3	3	2	66.7	*	*	*	*
	4	6	4	66.7	*	*	*	*
	5	8	3	37.5	*	*	*	*
	6	4	3	75.0	*	*	*	*
	7	10	6	60.0	*	*	*	*
	8	15	1	6.7	*	*	*	*
	11	3	0	0.0	*	*	*	*

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

All grades refers to grades 3-8 and 11 respectively.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54	46		45	47		59	60	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
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Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Career Technical Education Programs (School Year 2014-15)

Each student in our programs have Individual Education Plans that identify students' present levels, areas of need, goals and services/supports. Student transitional goals are addressed through the IEP process and is individualized.

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				42	53		57	56	
Mathematics				36	47		60	62	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

Parents are strongly encouraged to participate in making decisions about their child's education through the Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP). In addition, parents are provided progress reports that insure they are informed at regular intervals as to how their child is progressing in their special education program.

Parents are also invited to participate in El Dorado County's Community Advisory Committee (CAC) which consists of parents, teachers and representatives of community agencies serving students with special needs from birth through age 22. CAC members are appointed by the Governing Board of each participating district. The CAC by-laws further describe the role and responsibilities of the Committee and specific implementation strategies. In addition to advising the SELPA on the development and review of the local plan, CAC supports a variety of activities on behalf of individuals with exceptional needs and their parents.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate		0.0			6.3			11.4	
Graduation Rate		0.00			89.16			80.44	

#### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0		4.4	2.6		5.1	4.4	
Expulsions	0.0	0.0		0.0	0.0		0.1	0.1	

## School Safety Plan (Most Recent Year)

EDCOE Special Services programs are housed on individual school campuses throughout the county and each program follows their host school's safety plan. Safety Plans are updated according to the individual school/district's protocols.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall			
Met Participation Rate: English-Language Arts			
Met Participation Rate: Mathematics			
Met Percent Proficient: English-Language Arts			
Met Percent Proficient: Mathematics			
Met Attendance Rate			
Met Graduation Rate			

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	2	3			3	6						
1	1	2			2	3						
2	1	1			1	3						
3	2	1			3	4						
4	2	2			2	3						
5	3	1			2	5						
6	3	2			2	6						
Other	9	10										

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

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

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	3.525	N/A
Social Worker	0	N/A
Nurse	3.475	N/A
Speech/Language/Hearing Specialist	25.30	N/A
Resource Specialist	0	N/A
Other	.90	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$24,094	\$8,323	\$15,770	\$74,271
District	N/A	N/A	\$14,683	\$66,802
Percent Difference: School Site and District	N/A	N/A	7.4	11.2
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2014-15)**

The El Dorado County Office of Education expends monies for students in the areas of staffing, support services, textbooks, instructional materials, transportation, and maintenance. Expenditure data does not include federal and state pass-through monies that flow through to school districts in our county. COE expenditure data differs significantly from district data due to restricted programs.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

**Advanced Placement (AP) Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

During the school year, staff members have professional development opportunities in the form of part day to full day trainings offered by the Special Services office, the SELPA, other districts, and other agencies in our area. A total of three additional paid days are available for these additional staff development opportunities. Primary areas of staff development include: Common Core State Standards, IEP Compliance, and implementing adopted curriculum's for our moderate to sever programs.