

## 2016 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<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>	bkaldunski@edcoe.org
<b>School Website</b>	<a href="http://edcoe.org/">http://edcoe.org/</a>
<b>CDS Code</b>	09100906069470

## District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
<b>District Name</b>	El Dorado County Office of Education
<b>Street</b>	6767 Green Valley Road
<b>City, State, Zip</b>	Placerville, CA 95667
<b>Phone Number</b>	530.622.7130
<b>Superintendent</b>	Ed Manansala, Ed.D.
<b>Web Site</b>	www.edcoe.org
<b>E-mail Address</b>	emanansala@edcoe.org

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

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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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
- Behavior Management

Deaf and Hard of Hearing services  
Orthopedic Impairment services  
Vision Impairment services  
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.

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

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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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.

### **School Safety Plan (Most Recent Year)**

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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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.

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

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

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**Year and month of the most recent FIT report:** August 2016

This section should be kept to 1-2 paragraphs.

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)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			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			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

**Teacher Credentials**

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	21	12	31	96
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	4	4	2	2
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	1	0	1

### Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	2	1	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	1	1

### Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	3.525	♦
Social Worker	0	♦
Nurse	3.475	♦
Speech/Language/Hearing Specialist	25.30	♦
Resource Specialist (non-teaching)	0	♦
Other	1.90	♦

♦ means data is not required. The fields are intentionally not provided.

### Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

**Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.**

**Year and month in which data were collected:** October 2016

This section should be kept to 1-2 paragraphs.

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
Reading/Language Arts	McGraw Hill Open Court Reading; Unique Learning Systems; Rethink; Ablenet;	Yes	0
Mathematics	Pearson Education enVisionMath; Houghton Mifflin Harcourt California Big Ideas; Unique Learning Systems; Rethink; Ablenet;	Yes	0
Science	Unique Learning Systems; Rethink; Ablenet; Houghton Mifflin – Discover Works (2000); Prentice Hall – California Life Science (2008);	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	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
<b>Foreign Language</b>	N/A for students with severe disabilities at the high school level	No	
<b>Health</b>	Unique Learning Systems; Rethink; Ablenet;	Yes	0
<b>Visual and Performing Arts</b>	Unique Learning Systems; Rethink; Ablenet;	No	
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	Sufficient laboratory equipment is provided by the district to accommodate lab stations of 2-4 students.	Yes	0



### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	31,567	11,233	20,334	68,039
District	♦	♦	5,311	63,109
Percent Difference: School Site and District	♦	♦	282.9	7.8
State	♦	♦	0	74,090
Percent Difference: School Site and State	♦	♦		-8.2

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

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.

### Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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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, behavior management, data collection and implementing adopted curriculum's for our moderate to severe programs.

### **School Completion and Postsecondary Preparation**

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

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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 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	N/A
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	N/A
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	N/A