

TO: Dr. Ed Manansala, El Dorado County Superintendent of Schools  
FROM: Kevin Monsma, Deputy Superintendent  
RE: CA Dashboard Local Indicators – Report of Progress  
DATE: September 27, 2017

The El Dorado County Office of Education (EDCOE) Programs are accountable to report progress on certain “Local Indicators” in the California Dashboard starting this fall. EDCOE Programs include Blue Ridge School, Golden Ridge School, Charter Alternative Programs, Rite of Passage, Expelled Youth Services and Foster Youth Services. This accountability requires the reporting of progress and/or results made on the Local Indicators to the El Dorado County Superintendent of Schools at a regularly scheduled County Board Meeting and to stakeholders and the public through the Dashboard. The performance standards for the Local Indicators measure:

1. ***Appropriately assigned teachers, Access to curriculum-aligned instructional materials and safe, clean and functional facilities: (LCFF Priority 1) Standard:*** COE annually measures its progress in meeting the Williams settlement requirements at 100 percent at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year.
2. ***Implementation of academic standards (LCFF Priority 2) Standard:*** COE annually measures its progress implementing state academic standards.
3. ***Parent engagement (LCFF Priority 3) Standard:*** COE annually measures its progress in: 1) seeking input from parents in decision making and 2) promoting parental participation in programs.
4. ***School climate (LCFF Priority 6) Standard:*** COE administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade level within the grade span(s) that the District serves (e.g., K-5, 6-8, 9-12).
5. ***Coordination of Services for Expelled Youth (LCFF Priority 9) Standard:*** COE annually measures its progress in coordinating instruction as required by California Education Code Section 48926 and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.
6. ***Coordination of Services for Foster Youth (LCFF Priority 10) Standard:*** COE annually measures its progress in coordinating services for foster youth and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

EDCOE Programs completed “self-reflection tools” that are imbedded in the California School Dashboard. For some of the self-reflection tools, data must be collected through surveys or other reports. For others, the self-reflection tools include narrative prompts to summarize what the local data show. To earn a “Met” on the CA Dashboard for these Local Indicators does not require any score on the rating scale and it does not mean that a county office did not have any areas to remedy; rather it means that EDCOE Programs have completed/conducted the task(s) and have reported this

information El Dorado County Superintendent of Schools at a regularly scheduled meeting and to the stakeholders and public via the Dashboard.

I am happy to report that EDCOE Programs have “Met” each of Local Indicators in the following ways:

**Golden Ridge and Blue Ridge Schools**

**Priority 1**

Basic Conditions: Golden Ridge and Blue Ridge Schools used locally available information, including data currently reported through the School Accountability Report Card (SARC), which can be found on the EDCOE website at <http://edcoe.org/search?search=SARC>

- Number/percentage of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant positions = 0 *For evidence, please see SARCs on the <http://edcoe.org/search?search=SARC>*
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home = 0 *For evidence, please see Board Agenda & Board Packet, Adopted Minutes for September 5, 2017 at <http://edcoe.org>*
- Number of identified instances where facilities do not meet the “good repair” standards (including deficiencies and extreme deficiencies) = 0 *For evidence, please see Board Agenda & Board Packet, Adopted Minutes for “Quarterly Reports Williams Uniform Complaints” September 5, 2017 at <http://edcoe.org>*

**Priority 2**

Implementation of Academic Standards (Option 2- CA Dashboard’s self-reflection tool survey used below):

1. Rate the Program’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA- Common Core State Standards for ELA				X	
ELD (Aligned to ELA)			X		
Math- Common Core State Standards for Math			X		
Next Generation Science Standards			X		
History/Social Science			X		

2. Rate the Program’s process in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below in all classrooms where the subject is taught:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA- Common Core State Standards for ELA					X



ELD (Aligned to ELA)				X	
Math- Common Core State Standards for Math				X	
Next Gen. Science Standards				X	
History/Social Science				X	

3. Rate the Program’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA- Common Core State Standards for ELA					X
ELD (Aligned to ELA)				X	
Math- Common Core State Standards for Math					X
Next Gen. Science Standards			X		
History/Social Science			X		

4. Rate the Program’s progress implementing each of the following academic standards adopted by the state board for all students:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards					X
Physical Education Model Content Standards			X		
Visual and Performing Arts			X		
World Language			X		

5. Support for Teachers and Administrators: During the 2015-16 school year (including summer 2015), rate the Program’s success at engaging in the following activities with teachers and school administrators:

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole		X			
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered				X	

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Golden Ridge and Blue Ridge Schools provide instruction to at-risk, incarcerated youth in what is considered to be a rural county. The school staff works with Probation as a closely connected team to ensure safety in the classroom, and to promote cohesiveness between school and life in the facility. We strive to improve instructional practices by using technology in the classroom to enhance access to current events and provide group instruction. Odysseyware is available for core content instruction, and Road Trip Nation is implemented to provide access to Career Technical Education and enhance College and Career Readiness. We also work in collaboration with Probation to implement Community Works, a leadership and character development based curriculum which aligns with state standards for English Language Arts (ELA) and College and Career Readiness. The students also have access to the local district adopted textbooks as appropriate to facilitate transition between schools. In order to determine individual student needs, we use NWEA both as an initial baseline assessment and an ongoing tool to measure student progress. Stakeholder surveys are conducted, and the results of the student stakeholder surveys have indicated that students feel safe at school, enjoy direct and group instruction, and are interested in learning more about opportunities beyond high school, such as attending junior college, obtaining employment, or attending trade schools.

### **Priority 3**

#### **Parent Engagement**

Cohesive communication is a priority among all stakeholders. While this is a program for incarcerated youth, and parental interactions can sometimes be limited, every effort is made to encourage parent participation. The schools reach out to parent stakeholders via letters and phone calls from teachers and the site administrator. Parents are invited to participate in School Site Council meetings twice a year. Parents have indicated in a survey that communication is timely and informative.

### **Priority 6**

#### **School Climate**

Students were asked to complete Student Stakeholder Surveys. Students responded that they feel safe at school. 80% responded that they were engaged in the learning environment.

The schools hosted School Site Council meetings and invited students and parents to provide input and feedback. Discussions with stakeholders revealed a priority around self-advocacy for students' social/emotional well-being, a goal for more opportunities to develop self-advocacy skills, and the need for teaching self-awareness (such as through restorative practices/mindfulness). While this is a program for incarcerated youth, and parental interactions can sometimes be limited, every effort is made to encourage parent participation.

### **Rite of Passage**

#### **Priority 1**

Basic Conditions: Charter Alternative Programs used locally available information, including data currently reported through the School Accountability Report Card (SARC), which can be found on the EDCOE website at

<http://edcoe.org/search?search=SARC>

- Number/percentage of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant positions = 0 *For evidence, please see SARCs on the <http://edcoe.org/search?search=SARC>*
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home = 0 *For evidence, please see Board Agenda & Board Packet, Adopted Minutes for September 5, 2017 at <http://edcoe.org>*
- Number of identified instances where facilities do not meet the “good repair” standards (including deficiencies and extreme deficiencies) = 0 *For evidence, please see Board Agenda & Board Packet, Adopted Minutes for “Quarterly Reports Williams Uniform Complaints” September 5, 2017 at <http://edcoe.org>*

**Priority 2**

Implementation of Academic Standards (Option 2- CA Dashboard’s self-reflection tool survey used below):

1. Rate the Program’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA- CCSS for ELA				X	
ELD (Aligned to ELA)				X	
Math-CCSS for Math				X	
Next Gen. Science Standards			X		
History/Social Science			X		

2. Rate the District’s process in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below in all classrooms where the subject is taught:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA- CCSS for ELA				X	
ELD (Aligned to ELA)				X	
Math-CCSS for Math				X	
Next Gen. Science Standards		X			
History/Social Science		X			

3. Rate the Program’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
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ELA- CCSS for ELA					X
ELD (Aligned to ELA)				X	
Math-CCSS for Math					X
Next Gen. Science Standards			X		
History/Social Science				X	

4. Rate the Program’s progress implementing each of the following academic standards adopted by the state board for all students:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Career Technical Education			X		
Health Education Content Stds			X		
Phys. Ed. Model Content Stds				X	
Visual & Perf. Arts Standards			X		
World Language			X		

5. Support for Teachers and Administrators: During the 2015-16 school year (including summer 2015), rate the Program’s success at engaging in the following activities with teachers and school administrators:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Identifying the prof. learning needs of groups of teachers or staff as a whole					X
Identifying the prof. learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered					X

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Rite of Passage Charter High School serves incarcerated youth from across the state of California in rural three rural satellite sites. Professional development related to the standards is held on-site at least two times per year (in addition to other Professional development) and occasionally occurs via webinar. All students have access to Odysseyware curriculum as well as the Character Based Literacy program. Both programs are standards-aligned and staff has been trained to use them. Staff is in the process of implementing the NGSS and will be reviewing History/Social Science curriculum in the 2017-18 school year.

### Priority 3

#### Parent Engagement

Rite of Passage Charter High School is a program for incarcerated youth from across the state of California. Most students are wards of the court and parental interaction is limited. Often probation officers are acting as the parents for the students in our programs. For 2016-17, we did have probation staff provide input regarding our Single Plan for Student Achievement. Although parents are not readily present, efforts have been made to initiate conversations with parents and encourage their participation. In 2016-17, approximately 25 families visited one of the three sites to attend their student's Exhibition Day. In the past, families only attended graduation ceremonies on site. This increase in involvement occurred due to our LCAP goals focusing on the implementation of the Road to Success Academy model. For 2017-18, ROPCHS has set a goal in the LCAP to include parents in the education of their children by providing access to the Aeries gradebook portal. We will also work to provide more inclusion in decision making processes.

### Priority 6

#### School Climate

Two methods were used to collect student perceptions of school safety and connectedness. One method was The School Climate Survey and the other was in the form of informal interviews to collect student input on the school program. The School Climate Survey (an independent instrument not associated with the Healthy Kids Survey) provided information from two of the three sites. According to the Climate Survey (administered to grades 9-12)

97% of students indicated that "Most of the teachers at the school know me"

78% of students indicated "I feel welcome in this school"

84% of students indicated "I feel safe at school"

### Charter Alternative Programs

#### Priority 1

Basic Conditions: Charter Alternative Programs used locally available information, including data currently reported through the School Accountability Report Card (SARC), which can be found on the EDCOE website at

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- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home = 0 *For evidence, please see Board Agenda & Board Packet, Adopted Minutes for September 5, 2017 at <http://edcoe.org>*
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#### Priority 2

Implementation of Academic Standards (Option 2- CA Dashboard's self-reflection tool survey used below):

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1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA- CCSS for ELA			X		
ELD (Aligned to ELA)			X		
Math-CCSS for Math			X		
Next Gen. Science Standards		X			
History/Social Science		X			

2. Rate the District’s process in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below in all classrooms where the subject is taught:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA- CCSS for ELA				X	
ELD (Aligned to ELA)			X		
Math-CCSS for Math			X		
Next Gen. Science Standards		X			
History/Social Science		X			

3. Rate the Program’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA- CCSS for ELA				X	
ELD (Aligned to ELA)			X		
Math-CCSS for Math				X	
Next Gen. Science Standards		X			
History/Social Science		X			

4. Rate the Program’s progress implementing each of the following academic standards adopted by the state board for all students:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Career Technical Education			X		
Health Education Content Stds			X		



Phys. Ed. Model Content Stds				X	
Visual & Perf. Arts Standards				X	
World Language				X	

5. Support for Teachers and Administrators: During the 2015-16 school year (including summer 2015), rate the Program’s success at engaging in the following activities with teachers and school administrators:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Identifying the prof. learning needs of groups of teachers or staff as a whole				X	
Identifying the prof. learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

**Priority 3**

Parent Engagement

The Charter Alternative Programs annually surveys parents, and the results are used to guide efforts in meeting programs’ goals, which are aligned to our LCAP goals. Beginning with 2017-18, surveys will be conducted with all stakeholders at least twice per year so that additional data can be used to meet goals, including sharing the results with stakeholders. Results are reported annually to the Charter Alternative Programs School Site Council (SSC), and meeting minutes are available upon request. The Charter Alternative Program LCAPs goals are available on the EDCOE website at <http://edcoe.org/search?search=LCAP>

**Priority 6**

School Climate

The Charter Alternative Programs surveys students in grades 7, 9, & 11 every other year using the CA Healthy Kids Survey. The most recent CHKS Survey was completed during the 2015-16 school year, and we will be again surveying our students during the 2017-18 school year. See <http://chks.wested.org/reports/results/> for results as reported to the El Dorado County Superintendent of Schools.

**Priority 9**

**Coordination of Services for Expelled Students**

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:					X
a. Review of required outcome data.					X
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					X
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					X
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					X
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					X
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.		X			

**Priority 10**

**Coordination of Services for Foster Youth**

Assess the degree of implementation of coordinated service program components for foster youth in your county.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).			X		
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).				X	
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.				X	
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					X
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					X
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.				X	
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.		X			
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for		X			