EDCOE
EL DORADO COUNTY
OFFICE OF EDUCATION

TO: Dr. Ed Manansala, El Dorado County Superintendent of Schools
FROM: Kevin Monsma, Deputy Superintendent
RE: CA Dashboard Local Indicators – Report of Progress
DATE: October 31, 2018

The El Dorado County Office of Education (EDCOE) Programs are accountable to report progress on certain "Local Indicators" on the California Dashboard starting this fall. EDCOE Programs include Blue Ridge School, Golden Ridge School, Charter Alternative Programs, Charter Community School Home Study Academy, Rite of Passage Charter High School, 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. ***Broad course of study (LCFF Priority 7) Standard****: COE annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable. This includes the programs and services developed and provided to unduplicated students and individuals with exceptional needs.*

6. ***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.*

7. ***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 embedded 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. Each program will receive an assessment score of "Met", "Not Met", or "Not Met for Two or More Years". To earn a "Met" on the CA Dashboard for these Local Indicators does not require any particular 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 (Standard **Met**)
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

- o Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant positions = 0   *For evidence, please see SARCs on the http://edcoe.org/search?search=SARC*

- o 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 4, 2018 at http://edcoe.org*

- o 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 4, 2018 at http://edcoe.org*

Priority 2 (Standard **Met**)

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	

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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 Standards					X
Physical Education Model Content Standards			X		
Visual and Performing Arts			X		
World Language			X		

5. Support for Teachers and Administrators: During the 2016-17 school year (including summer 2016), rate the Program's success at engaging in the following activities with teachers and school administrators:

Content Area	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. Golden Ridge and Blue Ridge Schools 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, NWEA MAP is used 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.

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Priority 3 (Standard is **Met**)
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. The schools, in collaboration with probation, have implemented a new way to promote parent participation through school Open Houses in the Fall and Spring that are held on parent visitation nights; these have been highly successful with up to 80% of parents participating as measured by parental attendance.

Priority 6 (Standard is **Met**)
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.

Priority 7 (Standard is **Met**)
Access to Broad Course of Study
Students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs. Enrollment in Odysseyware courses, Character Based Literacy Courses, and tracking of individual learning plans all provide data that is used to track usage and to ensure all students have access to a broad course of study. In response to student and stakeholder results, Character Based Literacy was recently adopted as it provides varied reading levels for students with exceptional needs and addresses the unique social emotional learning of this population.

Rite of Passage Charter High School

Priority 1 (Standard is **Met**)
Basic Conditions: Rite of Passage Charter High School 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

- o Number/percentage of misassignments of teachers of English learners=0, total teacher misassignments=0, and vacant positions = 1   *For evidence, please see SARCs on the http://edcoe.org/search?search=SARC*

- o 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 4, 2018 at http://edcoe.org*

o   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 4, 2018 at* http://edcoe.org

Priority 2 (Standard is **Met**)

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
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 2016-17 school year (including summer 2016), 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 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 2018-19 school year.

Priority 3 (Standard is **Met**)
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 or case workers are acting as the parents for the students in our programs. For 2017-18, we did have secure care staff provide input regarding our LCAP.   Although parents are not readily present due to geographic challenges, efforts have been made to initiate conversations with parents and encourage their participation. In 2017-18, approximately 25 families visited at least 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 2018-19, 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 (Standard is **Met**)
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 (a local 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):
78% of students indicated that "Most of the teachers at the school know me"
82% of students indicated "Teachers here treat students with respect"
85% of students indicated "I feel safe at school"

Priority 7 (Standard is **Met**)
Access to a Broad Course of Study
As students are enrolled at ROPCHS, a very individualized and thorough review of his/her transcripts and educational journey is reviewed. With the student present, a team of educators and secure-care staff determine what courses and other activities need to be provided for the student so that a diploma is attainable and post-secondary options are maximized. Based on a review of student records, because every student at ROPCHS experiences this process, all are enrolled in a broad course of study based on grade spans, unduplicated student groups, and whether or not he/she has exceptional needs. Every student is provided with the courses needed either as part of direct instruction or in Odysseyware courses. The only barrier identified in terms of students completing these courses is if he/she is unexpectedly removed from the program. When this happens (which is beyond the control of the school), every effort

is made to ensure that necessary information regarding course completion is shared with the student's transition school so that the student can continue on the path to obtaining a diploma.

Charter Alternative Programs

Priority 1 (Standard is **Met**)
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

- o Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant positions = 0 *For evidence, please see SARCs on the http://edcoe.org/search?search=SARC*
- o 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 4, 2018 at http://edcoe.org*
- o 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 4, 2018 at http://edcoe.org*

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

1. Rate the LEA'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 LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available 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 LEA'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	

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Other Adopted Academic Standards

4. Rate the LEA's progress in 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 Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language			X		

Support for Teacher and Administrators

5. Rate the LEA'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 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.

The Charter Alternative Programs provide a rigorous program base that meets or exceed State Standards. Grade level courses of study are used with each individual student as appropriate. Academic skills and higher-level thinking skills are taught using units based on singular or cross-curricular subject areas. The Charter Alternative Programs provide instruction to many at-risk, suspended and/or expelled youth in a largely rural county. The school staff works with school districts, governmental agencies, and community-based organizations to ensure a safe school culture, to ensure positive attendance, to provide cohesive support structures to meet the needs of students and families. We utilize instructional technology to enhance instruction, better meet students' learning needs, and improve access to the curriculum. State approved instructional materials are provided to all students for core content as part of a comprehensive plan to ensure that all students will be college and career ready. In order to determine and regularly assess students' needs and progress, the NWEA assessment system is utilized. Annual stakeholder surveys - which are

given to parents, staff, and community members - address a variety of quality school indicators and continue to be positive, including reporting a positive, safe school culture.

Priority 3 (Standard is **Met**)
Parent Engagement
Communication with stakeholders has and remains a top priority, and significant progress has been made in this area, including the expanded use of mass-phone/text/email messaging, program-specific website subscription services, downloadable brochures, online stakeholder surveys, emergency communications, improvements to our website. Direct mail is still also used. We utilize an online survey service for reaching out to and getting authentic feedback from all stakeholder groups, including students, parents, staff, and community members. While parental interactions can sometimes be limited for our at-risk student groups, every effort is made to engage and encourage parent participation. Traditional mail and phone calls from teachers and the site administrator supplement the newer systems. Parents have indicated in our annual stakeholder surveys that communication is timely and informative. Parents and students are invited to participate in School Site Council meetings twice a year

Priority 6 (Standard is **Met**)
School Climate
We have made it an ongoing priority to continuously improve school culture, which benefits all students, and remains a key performance indicator for us. Although our independent study programs have traditionally enjoyed very high ratings by student and parents regarding a positive school culture, the ratings for CCP were generally significantly lower, which is very typical for a County-operated community school. We are very proud, however, of the positive shifts seen over the past several years.

A concerning trend across all programs has been the steady increase of students enrolling as a result of, and/or struggling with, a wide range of mental health related issues, including but not limited to anxiety, depression, and phobias. We are very aware that at-risk students in general - including Foster Youth, McKinney-Vento students, and those with special needs - tend to arrive with greater emotional needs, so we have always made it a priority to provide support for those students; however, the steady increase of emotionally fragile students across all programs has raised new concerns. We will continue to provide professional development for staff to support these students more effectively - both academically and emotionally.

Priority 7 (Standard is **Met**)
Access to a Broad Course of Study
Students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and students' needs, including special needs students. Instructional staff are teaching to the new State Standards, and all students are provided with appropriate textbooks and/or approved materials.   Staff continues to receive professional development associated with the new state standards as well as newly adopted instructional materials. With NWEA-MAP now in place, instructional staff can now appropriately place students, develop individual plans to address skill gaps, and use class and course-wide data to guide instruction.

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Charter Home Study Academy K-8

Priority 1 (Standard is **Met**)
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

- o Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant positions = 0   *For evidence, please see SARCs on the http://edcoe.org/search?search=SARC*
- o 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 4, 2018 at http://edcoe.org*
- o 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 4, 2018 at http://edcoe.org*

Priority 2- (Standard is **Met**)
Implementation of Academic Standards

1. Rate the LEA'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		

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2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available 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 LEA'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	

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Other Adopted Academic Standards

4. Rate the LEA's progress in 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 Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

Support for Teacher and Administrators

5. Rate the LEA'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 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

Charter Home Study Academy provides a rigorous program base that meets or exceed State Standards. Grade level courses of study are used with each individual student as appropriate. Academic skills and higher-level thinking skills are taught using units based on singular or cross-curricular subject areas. We utilize instructional technology to enhance instruction, better meet students' learning needs, and improve access to the curriculum. State approved instructional materials are provided to all students for core content as part of a comprehensive plan to ensure that all students will be college and career ready. In order to determine and regularly assess students' needs and progress, the NWEA assessment system is utilized. Annual stakeholder surveys - which are given to parents, staff, and community members -

address a variety of quality school indicators and continue to be positive, including reporting a positive, safe school culture.

Priority 3- (Standard is **Met**)
Parent Engagement
Communication with stakeholders has and remains a top priority, and significant progress has been made in this area, including the expanded use of mass-phone/text/email messaging, program-specific website subscription services, downloadable brochures, online stakeholder surveys, emergency communications, improvements to our website. Direct mail is still also used. We utilize an online survey service for reaching out to and getting authentic feedback from all stakeholder groups, including students, parents, staff, and community members. While parental interactions can sometimes be limited for our at-risk students, every effort is made to engage and encourage parent participation. Traditional mail and phone calls from teachers and the site administrator supplement the newer systems. Parents have indicated in our annual stakeholder surveys that communication is timely and informative. Parents and students are invited to participate in School Site Council meetings twice a year.

Priority 6- (Standard is **Met**)
School Climate
We have made it an ongoing priority to continuously improve school culture, which benefits all students, and remains a key performance indicator for us. The program maintains very high ratings from student, parents, and staff regarding a positive school culture.

A concerning trend across all programs has been the steady increase of students enrolling as a result of, and/or struggling with, a wide range of mental health related issues, including but not limited to anxiety, depression, and phobias. We are very aware that at-risk students in general - including Foster Youth, McKinney-Vento students, and those with special needs - tend to arrive with greater emotional needs, so we have always made it a priority to provide support for those students; however, the steady increase of emotionally fragile students across all programs has raised new concerns. We will continue to provide professional development for staff to support these students more effectively - both academically and emotionally.

Priority 7 – (Standard is **Met**)
Access to a Broad Course of Study
Students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and students' needs, including special needs students. Instructional staff are teaching to the new State Standards, and all students are provided with appropriate textbooks and/or approved materials.   Staff continues to receive professional development associated with the new state standards as well as newly adopted instructional materials. With NWEA-MAP now in place, instructional staff can now appropriately place students, develop individual plans to address skill gaps, and use class and course-wide data to guide instruction.

El Dorado County Office of Education

Priority 9 (Standard is **Met**)

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 (Standard is **Met**)

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 foster youth.			X		

EDCOE