

Special Education Programs

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 and 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 and the county. 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 (School Year 2018-19)

School Contact Information	
School Name	Special Education Programs
Street	6767 Green Valley Road
City, State, Zip	Placerville, CA 95667-8984
Phone Number	530-295-2274
Principal	Becca Kaldunski
E-mail Address	bkaldunski@edcoe.org
Web Site	http://edcoe.org/
CDS Code	09100906069470

District Contact Information	
District Name	El Dorado County Office of Education
Phone Number	530.622.7130
Superintendent	Ed Manansala, Ed.D.
E-mail Address	emanansala@edcoe.org
Web Site	www.edcoe.org

School Description and Mission Statement (School Year 2018-19)

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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	10
Grade 1	15
Grade 2	9
Grade 3	9
Grade 4	22
Grade 5	13
Grade 6	9
Grade 7	20
Grade 8	10
Grade 9	11
Grade 10	6
Grade 11	7
Grade 12	10
Ungraded Secondary	49
Total Enrollment	200

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	3.5
Asian	4.0
Filipino	2.0
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.0
White	74.0
Socioeconomically Disadvantaged	27.5
English Learners	2.0
Students with Disabilities	100.0
Foster Youth	3.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	31	31	31	89
Without Full Credential	2	2	4	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

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.

Subject	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
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	0
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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2018	
Overall Rating	Good

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	2.0	8.0	37.0	51.0	48.0	50.0
Mathematics (grades 3-8 and 11)	3.0	0.0	22.0	33.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	26	89.66	8.00
Male	22	20	90.91	10.53
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	24	21	87.50	10.00
Socioeconomically Disadvantaged	14	14	100.00	7.69
Students with Disabilities	27	25	92.59	8.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	26	81.25	0
Male	22	20	90.91	0
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	26	21	80.77	0
Socioeconomically Disadvantaged	15	13	86.67	0
Students with Disabilities	30	25	83.33	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7			5.9
9	**	**	**

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 ensure 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	23.1	--	--	22.7	17.4	19.5	10.7	9.7	9.1
Graduation Rate	0.0	--	--	61.3	62.1	54.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	9.2	1.4	2.2	5.3	4.7	4.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	7	2			9	2			10	1		
2									13	1		
4					6	1			7	1		
5					10	1			7	2		
6	10	1			10	1			10	1		
Other	10	3			10	3			9	2		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	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 (non-teaching)	0	N/A
Other	1.90	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	34364	33568	796	70275
District	N/A	N/A	7956	71478
Percent Difference: School Site and District	N/A	N/A	-163.6	-1.7
State	N/A	N/A	\$7,125	79128
Percent Difference: School Site and State	N/A	N/A	-159.8	-11.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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 training 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 curricula for our moderate to severe programs.