

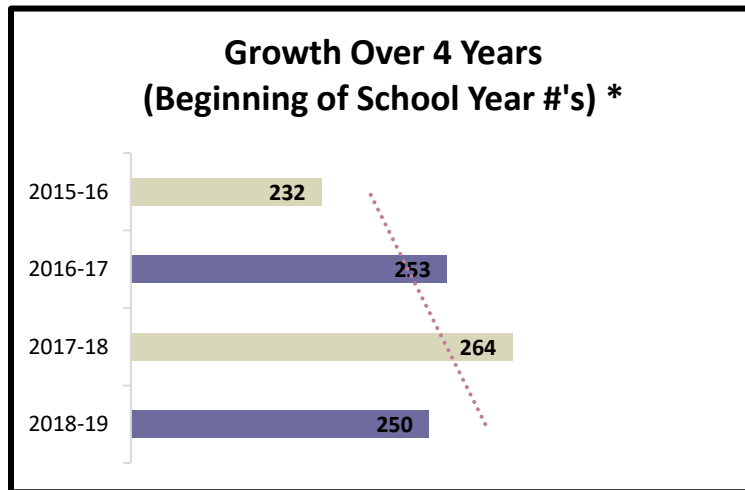
Regional Program Growth Request – 2019-20

Issue

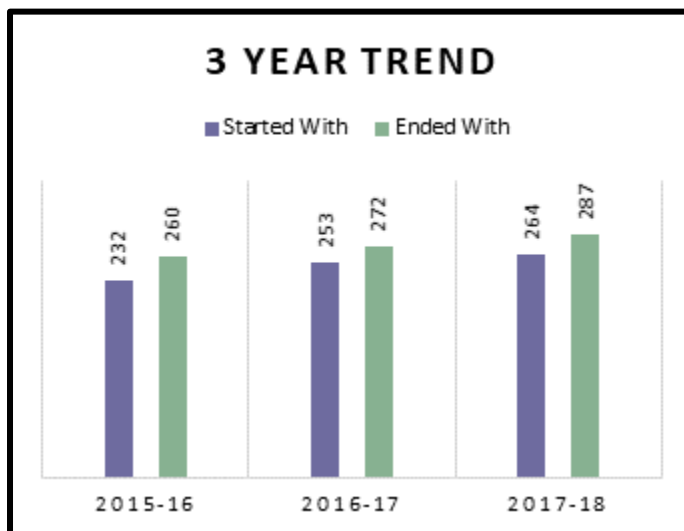
EDCOE operated Regional Programs have experienced an increase in referrals and placements, resulting in a gradual increase in class sizes (table 1). The EDCOE SELPA Growth Committee has utilized existing resources to creatively address the growth needs through reconfiguration of existing classrooms, and has not added any new instructional settings.

In order to continue to provide high quality programs, focus on continuous improvement, and build capacity that ensures our county’s highest needs students receive quality instruction, potential growth needs have been identified.

Table 1



*As of March 14, 2019, the current enrollment in COE programs is two hundred and seventy students (on track to end similar to 16-17).



Background

Pacific Street Adult Transition

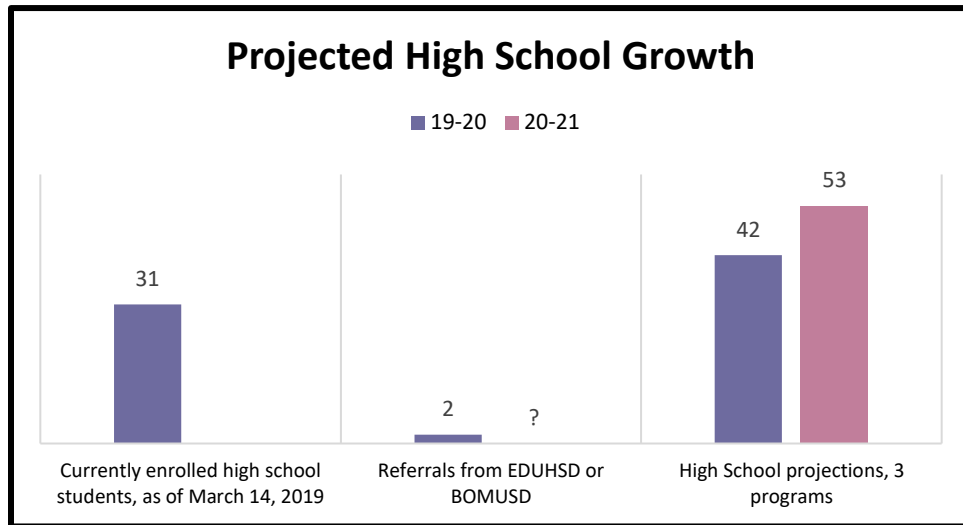
Since 2015, enrollment at Pacific Street, which serves Adult Transition students from the El Dorado Union High School District (EDUHSD) and Black Oak Mine Unified School District (BOM), has increased 26%. In 2015-2016 Pacific Street had 17 students in the following years the program grew to start the school year with 23 students in 2018-2019. As a result of the increased referrals, EDUHSD and the El Dorado County Office of Education (EDCOE) agreed to add an additional teacher and aide to the program for the 2018-19 school year, to ensure the provision of transition services for these students. The timeline of this need, and the critical decision to move forward with an additional classroom, did not correspond with the SELPA Growth Committee process. Because of this difference, the decision was made to temporarily add these extra resources, with the cost being shared between EDUHSD and EDCOE. The intention was to bring this area of need to the Growth Committee in the spring of 2019. Based on current enrollment, program matriculation, and the projections for the 2019-20 school year, there is a demonstrated need to continue running the second classroom at the Pacific Street Adult Transition Program.

Autism Classes

Early intervention is critical to addressing the needs associated with autism, and is especially important in the elementary school years. EDCOE currently operates 4 elementary school autism classrooms (K-5). These classrooms support students with autism who have the most significant needs. There are many contributing factors that require a smaller student to staff ratio in autism classes (2:1), including meeting the sensory needs of each student, utilizing the evidenced-based practices with fidelity, implementing behavior intervention plans, and ongoing data collection practices. EDCOE autism classes have continued to see an increase in referrals and placements, resulting in increased class sizes over time. Our current class size is much larger than the norms established across the state for this population; statewide norms consistently run with about 8 students. EDCOE classes have about 10 students each in them. Based on current enrollment, autism classes are projected to start the 2019-20 school year over capacity, resulting in the inability to accept new referrals into any of these classrooms at the start of the 2019-20 school year.

High School Mod-Severe Classes

Based on current enrollment, county-operated high school mod-severe classes will start the 2019-20 school year with the ability to accept one new student collectively. Any subsequent student referrals will need to be placed on a waiting list and will transition in as other students transition out of the program. Current enrollment data shows a need for an additional high school classroom in the 2020-21 school year.



Learning Emotional & Academic Determination Program (LEAD)

The EDCOE-operated program for students with emotional disturbances (LEAD) continues to receive multiple requests for placement throughout the year. Serving grades 1-8, these three classrooms have been at capacity since November 2018. There are currently three referrals being processed for potential placement that, if appropriate, will not be able to start this year until another student moves out of the program, or until the start of the next school year. Should those referrals be appropriate, the LEAD program will start next year at capacity, resulting in the inability to place any additional students until a current student transitions out of the program.

Recommendations

1. Consider the second Pacific Street Adult Transition Program class as a growth request and continue funding the additional teacher and aide for the 2019-20 school year.
2. Maintain all high school programs with the existing configuration for the 2019-20 school year. Identify a location for the growth of one high school class for the 2020-21 school year.
3. Autism classes will start the 2019-20 school year with at least five students over classroom capacity, and based on current enrollment, demonstrates the need to have five fewer students between the four classes.
 - a. **Option A:**
 - i. Do not open another class for 2019-20 and start the school year at capacity. Once 4-5 students have transitioned out of the program, we can look at room for one to two new students to transition in.
 - ii. Open a new classroom in the 2020-21 school year. In the fall of 2019, a partner district can identify a new site and notify parents of classroom changes in a timely manner.

b. Option B:

- i. Open a new autism class for the 2019-20 school year. To assist in this successful transition, a partner district would need to identify a new site in April 2019, and districts (in partnership with EDCOE) would need to hold several IEPs in April to notify parents that their children will be moved out of their current classes and into a new class, which would start small and increase enrollment over time.

4. LEAD Program

a. Option A:

- i. Do not open another class for 2019-20 and start the school year at capacity. Continue to create a waiting list and have students transition in as current students transition out of the program.

b. Option B:

- i. Open a new class for the 2019-20 school year.
- ii. Reconfigure current classes to provide room for growth at all grade levels. To assist in this successful transition, a partner district would need to identify a new site in April 2019, and districts (in partnership with EDCOE) would need to hold several IEPs in April to notify parents that their children will be moved out of their current classes and into a new class, which would start small and increase enrollment over time.