

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 25, 2019

The El Dorado County Office of Education (EDCOE) Programs are accountable to report progress on certain “Local Indicators” on the California Dashboard each fall. EDCOE Programs include Blue 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) building relationships between school staff and families 2) building partnerships for student outcomes and 3) seeking input for decision making.
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”. Earning 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:

### **Blue Ridge**

#### **Priority 1 (Standard Met)**

Basic Conditions: Blue Ridge 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>

- Teachers are appropriately credentialed per the law of the state. As a result, 100% of the teachers meet state credentialing requirements.
- Blue Ridge School adopted standards aligned textbooks and instructional materials. All students have access to their own copy of standards aligned textbooks. As a result, 100% of the students have access to standards based coursework.
- Facilities were inspected in 2018 and 2019. Inspections indicated that both facilities were safe, clean and in good repair and the learning environment was culturally responsive.
- Student surveys were conducted and addressed a variety of topics. Students indicated in the surveys that they feel safe at school.

**Priority 2 (Standard Met)**

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

*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		

*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	

*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	

*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		

*Support for Teachers and Administrators: During the 2018-19 school year (including summer 2019), 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 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	

*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.*

Blue Ridge School provides 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 the most current technology in the classroom to enhance access to current events and provide group instruction. New Interactive Boards were purchased and installed that include Video Conferencing capability. Odysseyware is available for core content instruction, and Financial Literacy, Soft Skills for the Workplace and Eureka Career Interest software has been implemented to provide access to Career Technical Education and enhance College and Career Readiness. Several community partnerships have been added to enhance the Career Readiness experience, such as guest speakers, community college access, and experiential partnerships. Blue Ridge School also works 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 Northwest Evaluation Association (NWEA) Measure(s) of Academic Progress (MAP) assessment,

both as an initial baseline assessment, and as 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 (Standard is Met)**

Parent Engagement

*Identify the diverse stakeholders that need to participate in this self-reflection process in order to ensure that input is received from all groups of families, staff, and students including families of unduplicated students and families of students with exceptional needs as well as families of underrepresented students*

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 of all families.

*How do programs build relationships between school staff and families?*

The school reaches 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 new ways to promote parent participation through Back to School Nights and school Open Houses in the Fall and Spring that are held on parent visitation nights. These have been highly successful with an 80% increase in parent participation over the last two years.

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.				X	
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.		X			

Building Relationships	1	2	3	4	5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.		X			

Narrative:

*Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.*

Blue Ridge School has implemented a new intake packet that is mailed to parents encouraging their participation in their child’s education. Parents are contacted personally and invited to school events including Back to School Night, Open House, and School Site Council Meetings. These events are held on visiting night and, in collaboration with probation, parents are invited to eat dinner with their child prior to attending the event and are then provided a personal visit following the event. This has increased parent participation by 80%.

The program will create a tool designed to seek input from multiple sources, including staff, parents, probation and community members, to improve our communication processes with families and identify ways to better meet their needs.

*How do programs build partnerships for student outcomes?*

Blue Ridge School has reached out to the local community to begin building partnerships for students. Such partnerships include El Dorado County Fire Department, The Bureau of Land Management, and South Lake Tahoe Community College. Several other local businesses have been scheduled to provide service to students in an effort to strengthen partnerships. The Juvenile Service Council is a community resource assisting school staff in making local connections, and the council has been a community liaison connecting with outside resources and assisting in bringing these resources into the facility for the youth.

*Building Partnerships for Student Outcomes*

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

Building Partnerships	1	2	3	4	5
1. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.		X			
2. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	X				
3. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			X		
4. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.		X			

Narrative:

*Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.*

Blue Ridge School personally invites every parent to IEP meetings, where they are provided with information related to their rights, including resources they can access to identify how to best advocate for their child. This is an area of strength for Blue Ridge as the student population on any given day is 30% students with disabilities.

Blue Ridge will improve the focus on how to include all families not just students with disabilities in these discussions and how best to provide all parents with relevant resources.



### Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			X		
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	X				
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			X		

**Narrative:**

*Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.*

All parents are provided opportunities to engage in their child’s education. They are invited to all school related events, asked to participate in decision-making at School Site Council meetings and encouraged to talk with teachers and the principal when needed.

With the transient nature of the program, getting parent engagement in decision-making can be difficult. Parents are invited to attend meetings. However, their child may be released prior to the meeting date. We will continue to identify ways to engage parents in decision-making.

**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 each Odysseyware course, Character Based Literacy Course, BASE Social Emotional Curriculum, standards-based PE curriculum and an individual learning plan are the tools 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>

- Number/percentage of misassignments of teachers of English learners=0, total teacher misassignments=0, 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 3, 2019 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” October 1, 2019 at <http://edcoe.org>*

**Priority 2 (Standard is Met)**

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

*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		

*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			

*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	

*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		

*Support for Teachers and Administrators: During the 2018-19 school year (including summer 2019), 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

*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 continues to learn about implementing the NGSS and will be reviewing History/Social Science curriculum in the 2019-20 school year. Staff has also been trained to use the “Road to Success Academy” model for instruction – a standards-based, thematic, project-based model that supports the variety of needs of our students.

**Priority 3 (Standard is Met)**

Parent Engagement

*Identify the diverse stakeholders that need to participate in this self-reflection process in order to ensure that input is received from all groups of families, staff, and students including families of unduplicated students and families of students with exceptional needs as well as families of underrepresented students.*

For the purpose of our school serving probation and social service-referred youth, there are a variety of stakeholders who need to be meaningfully engaged to meet the current and future needs of our students. Families, probation officers, clinical care staff, social workers, and our students are among the most important stakeholders to consider when it comes to decision making, setting goals for the students and the school, and considering the best possible outcomes for our students.

*Building Relationships*

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

Building Relationships	1	2	3	4	5
Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			X		
Rate the LEA’s progress in creating welcoming environments for all families in the community.				X	
Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.		X			
Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			X		

Narrative:

*Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.*

Currently staff at all three sites includes parents when holding Exhibition Days each trimester. Over the past three years we have seen an increase in the number of families that attend. Staff also notify families when their child receives some type of recognition and weekly and monthly events. Surveys of staff indicate that, although they are aware of how to contact families, they do not often do this more than once or twice a year. For the 2019-20 year, staff will be exploring additional means of conducting two-way conversations with families. This will include the exploration of electronic means to accomplish the goal.

*Building Partnerships for Student Outcomes*

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

Building Partnerships	1	2	3	4	5
1. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.		X			
2. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.		X			
3. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.		X			

Building Partnerships	1	2	3	4	5
4. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			X		

**Building Partnerships Narrative:**

*Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.*

While there is a strong desire to support families as their children exit our program, there has not been a great deal of exploration into the possible ways to accomplish this. Rite of Passage has a relationship with families and our school could benefit from being more interactive with ROP in this area. Most of the focus has been on successful transition to post-secondary opportunities rather than on how families can support their child with learning. This is a goal of ROPCHS for 2019-20 in combination with building relationships with families.

*Seeking Input for Decision Making*

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

Seeking Input	1	2	3	4	5
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		X			
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		X			

Seeking Input	1	2	3	4	5
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		X			
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.		X			

Narrative:

*Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.*

Since our program serves probation and social service-referred youth and our facilities are very remote, it is challenging to involve families in planning, policy-making, and decision-making. Along with our focus on relationships and partnerships, we plan to focus on involving families in some of the decision-making about our programs. Parents will be asked to help us decide the best means of communication with them and will have the opportunity to hear more about activities that happen at the schools.

Priority 6 (Standard is **Met**)  
 School Climate

A School Climate Survey was administered to students at all three sites in Spring, 2019. The School Climate Survey (a local instrument not associated with the Healthy Kids Survey) provided information in multiple areas and the following most closely aligned with the provisions of this priority.



According to the Climate Survey (administered to grades 9-12):  
75% of students indicated that “Most of the teachers at the school know me”  
80% of students indicated “I feel like I am welcome in this school”  
78% of students indicated “I feel safe at school”

In response to the results, efforts are being made to include students in activities that provide them with choice and the opportunity to participate in activities outside of the classroom more often. Staff is going to receive additional training in the Road to Success Academy model so that they are better equipped to offer structures in the classroom that align with the social-emotional needs of the students. Another survey will be conducted in Spring 2020 and results will be compared to measure growth.

#### 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 Community School Home Study Academy - (K-12)**

#### Priority 1 (Standard is **Met**)

Basic Conditions: Charter Community School Home Study Academy used locally available information, including data currently reported through the School Accountability Report Card (SARC), found on the EDCOE website at <http://edcoe.org/search?search=SARC>

- 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>
- 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 3, 2019 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” October 1, 2019 at <http://edcoe.org>

Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials and safe, clean, and functional school facilities.

- Teachers are appropriately credentialed per the law of the state; as a result, 100% of the teachers meet state credentialing requirements.
- Charter Community School Home Study Academy adopted standards-aligned textbooks and instructional materials. All students have access to their own copy of standards-aligned textbooks. 100% of the students have access to standards coursework.
- Facilities are inspected annually. Inspections indicate that facilities are and continue to be safe, clean, and in good repair and that the learning environment is culturally responsive.
- Annual stakeholder surveys - which are given to parents, staff, and community members - address a variety of quality school indicators and continue to rate as positive, including reporting a safe school culture.

**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	

Other Adopted Academic Standards

1. 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

1. 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	

*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 Community School Home Study Academy 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 Community School Home Study Academy 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

1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.  
**5 – Full Implementation and Sustainability**
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.  
**5 – Full Implementation and Sustainability**
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.  
**4 – Full Implementation**
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.  
**4 – Full Implementation**



**Narrative:**

The school has seen great progress and success in developing the capacity of all staff to build trusting and respectful relationships with our families, as well as creating and maintaining welcoming environments for all families in the community, including families of unduplicated students, families of individuals with exceptional needs, and other families of underrepresented students. Our School Site Council made both of these goals a top priority several years ago, and we have continued to devote resources to make continuous improvements in this area each year. These goals are reflected in our LCAP Goal 4: Involve parents, family, staff, & community members as partners in the education of all students.

The school has made significant strides in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, as well as developing multiple opportunities for the LEA and school to engage in two-way communication between families and educators using language that is understandable and accessible to families. A variety of face-to-face opportunities and technology tools are utilized for these purposes, including invitations for program informational meetings, intake meetings, and ongoing progress meetings with students and/or parents. As a result of stakeholder feedback, the School Site Council allocated resources to purchase and implement Parent Square to improved stakeholder engagement, which provides voice, text, and emails in a variety of languages. Our website and documents all meet accessibility guidelines, and a Spanish translator is on staff.

Our Site Council approved the implementation years ago of a stakeholder survey that we use to gauge our success year to year. The survey asks students, parents, staff, and community members to rate the school through 14 quality school indicator questions. The data is then disaggregated for the School Site Council and stakeholders. Stakeholders can then see how each stakeholder sub group answered and rated the program for each question. This data detail has been useful in helping Site Council and stakeholders set goals, modify efforts, and commit resources - particularly as it relates to shifts in stakeholder ratings from year to year, with an emphasis improving longitudinal trend performance over subsequent years. Our Spring 2019 survey demonstrates the following:

- 87.2% of our stakeholders Strongly Agree or Agree that the school "Offers a variety of high-quality educational options for students."
- 87.7% Strongly Agree/Agree that "The school is a safe, clean, and positive place that nurtures learning."
- 91.5% Strongly Agree/Agree that "The program communicates with families through a variety of methods on a regular basis."
- 88.2% Strongly Agree/Agree that "The program welcomes and encourages parents to be partners in the child's education."
- 93.6% Strongly Agree/Agree that "The school's staff care about the success of students."

**Building Partnerships for Student Outcomes**

1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.  
**4 – Full Implementation**
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.  
**4 – Full Implementation**

3. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

**4 – Full Implementation**

4. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

**4 – Full Implementation**

#### Narrative

The school has made significant progress over the past several years in providing professional learning and support to teachers and principals to improve its capacity to more effectively collaborate with families, as well as providing families with information and resources to support student learning and development in the home. Staff has participated in ongoing professional development in these areas, including workshops, on-site training, and/or attending conferences. As noted earlier, a variety of resources have been purchased and implemented to improve our partnering capacity, including technology tools that improve the speed, accessibility, and multi-language capabilities of the school - e.g., Parent Square, D2L, Edgenuity, and a variety of online curriculum software programs that provide 24/7 access to students from outside school.

The school has also made good progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, as well as supporting families to understand and exercise their legal rights and advocate for their own students and all students. Each program tailors its outreach efforts for student progress to best meet the needs of its students and families, depending the type of program - e.g., daily seat-based school or independent study. The schools track student progress using a variety of tools, including an online gradebook that is accessible to parents. Our independent study programs utilize an online learning web portal that has significantly increased/improved the involvement of students and parents, including the ongoing interaction between teachers and students as it relates to daily assignments and progress tracking. Informational and/or intake meetings are held with all parents and students to familiarize stakeholders with the program, expectations, to review the student's goals, and to craft a learning plan for success, which includes a review of the student's progress to date in a variety of areas - e.g., progress toward graduation. Underrepresented students are increasingly being engaged through more direct outreach by the programs, through online learning tools, through communication tools like Parent Square, and through on-site translation services. The school has clear policies and procedures in place to help ensure families are supported in understanding and exercising their legal rights and advocating for their own students and all students.

#### Seeking Input for Decision Making

1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

**3 – Initial Implementation**

2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

**3 – Initial Implementation**

3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

**3 – Initial Implementation**

4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

### 3 – Initial Implementation

#### Narrative:

The school is in its initial implementation phase related to building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making, as well as supporting family members to effectively engage in advisory groups and decision-making. The school is also in the implementation phase as it relates to improving outreach and input from underrepresented groups, including at-risk students, as well as implementing and evaluating family engagement activities.

The School Site Council, which convenes twice per year, has been the main representative body for decision making and is comprised of parents, students, staff, and community members. New School Site Council members are provided with information regarding the purpose of the School Site Council, including the council's by-laws and its role in setting and approving goals and resource allocations through the school's LCAP. New administrators are onboarded to ensure they are familiar with policies, procedures, and best practices associated with engaging and involving stakeholders, including opportunities for advisory roles at school. A full time Assistant Principal was added for 2019-20 to provide extra support for our highest risk students at our Community School, which includes additional outreach and engagement of those students' parents. Our Community School has implemented new outreach efforts, which includes meeting with families throughout the summer and providing individual intake/informational meetings to ensure students start off with a plan for success. Additionally, two Mental Health Coaches (1.5 FTE) were added for 2019-20 to support student wellness and to provide additional support and engagement for at-risk students.

#### 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.

The school has utilized an annual climate survey to rate the school in 14 quality indicator areas, including school safety and connectedness. Our Site Council approved the implementation of this stakeholder survey several years ago, which we use to gauge our success year to year. Our Spring, 2019 survey demonstrates the following across all programs:

- 87.2% of our stakeholders Strongly Agree or Agree that the school "Offers a variety of high-quality educational options for students."
- 87.7% Strongly Agree/Agree that "The school is a safe, clean, and positive place that nurtures learning."
- 91.5% Strongly Agree/Agree that "The program communicates with families through a variety of methods on a regular basis."
- 88.2% Strongly Agree/Agree that "The program welcomes and encourages parents to be partners in the child's education."
- 93.6% Strongly Agree/Agree that "The school's staff care about the success of students."

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. Additionally, we have added a full time Mental Health Coach for 2019-20 to support student wellness.

Priority 7 (Standard is **Met**)

Access to a Broad Course of Study

*1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all 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 served.*

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.

*2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.*

All 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. There is no difference across school sites and/or student groups with regard to access to, and enrollment in, a broad course of study. Locally used measures and/or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study include but are not limited to the following: individual intake meetings with students and families, a review coursework to date, NWEA-MAP or CAASPP Dashboard data as an initial assessment tool, and teacher/administrative observations, grades, and tracking.

*3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.*

The main barrier that can at times limit access to the course of study is for students who may exhibit poor attendance.

*4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?*

Instructional staff are teaching to the new State Standards, and all students are provided with appropriate textbooks and/or approved materials. Staff continue to receive professional development associated with the new state standards as well as newly adopted instructional materials. Training on CAASPP Dashboard results and/or NWEA-MAP training is on-going, and these assessments are used by instructional staff to appropriately place students, develop individual plans to address skill gaps, and use data to guide instruction.

**Charter Alternative Program – (K-8)**

Priority 1 (Standard is **Met**)

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities.

- 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>
- 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 3, 2019 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” October 1, 2019 at <http://edcoe.org>

*Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.*

- Teachers are appropriately credentialed per the law of the state. As a result 100% of the teachers meet state credentialing requirements.
- Charter Alternative Program adopted standards aligned textbooks and instructional materials. All students have access to their own copy of standards aligned textbooks. 100% of the students have access to standards coursework.
- Facilities are inspected annually. Inspections indicate that facilities are and continue to be safe, clean, and in good repair and that the learning environment is culturally responsive.
- 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 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	

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	

Other Adopted Academic Standards

1. 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**

**1. 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	

*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

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.  
**4 – Full Implementation**
2. Rate the LEA's progress in creating welcoming environments for all families in the community.  
**5 – Full Implementation and Sustainability**
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.  
**4 – Full Implementation**
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.  
**4 – Full Implementation**

#### Narrative:

The school has seen great progress and success in developing the capacity of all staff to build trusting and respectful relationships with our families, as well as creating and maintaining welcoming environments for all families in the community, including families of unduplicated students, families of individuals with exceptional needs, and other families of underrepresented students. Our School Site Council made both of these goals a top priority several years ago, and we have continued to devote resources to make continuous improvements in this area each year. These goals are reflected in our LCAP Goal 4: Involve parents, family, staff, & community members as partners in the education of all students.

The school has made significant strides in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, as well as developing multiple opportunities for the LEA and school to engage in two-way communication between families and educators using language that is understandable and accessible to families. A variety of face-to-face opportunities and technology tools are utilized for these purposes, including invitations for program informational meetings, intake meetings, and ongoing progress meetings with students and/or parents. As a result of stakeholder feedback, the School Site Council allocated resources to purchase and implement Parent Square to improved stakeholder engagement, which provides voice, text, and emails in a variety of languages. Our website and documents all meet accessibility guidelines, and a Spanish translator is on staff.

Our Site Council approved the implementation years ago of a stakeholder survey that we use to gauge our success year to year. The survey asks students, parents, staff, and community members to rate the school through 14 quality school indicator questions. The data is then disaggregated for the School Site Council and stakeholders. Stakeholders can then see how each stakeholder sub group answered and rated the program for each question. This data detail has been useful in helping Site Council and stakeholders set goals, modify efforts, and commit resources - particularly as it relates to shifts in stakeholder ratings from year to year, with an emphasis improving longitudinal trend performance over subsequent years. Our Spring, 2019 survey demonstrates the following:

- 87.2% of our stakeholders Strongly Agree or Agree that the school "Offers a variety of high-quality educational options for students."
- 87.7% Strongly Agree/Agree that "The school is a safe, clean, and positive place that nurtures learning."

- 91.5% Strongly Agree/Agree that "The program communicates with families through a variety of methods on a regular basis."
- 88.2% Strongly Agree/Agree that "The program welcomes and encourages parents to be partners in the child's education."
- 93.6% Strongly Agree/Agree that "The school's staff care about the success of students."

#### Building Partnerships for Student Outcomes

1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.  
**4 – Full Implementation**
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.  
**4 – Full Implementation**
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.  
**4 – Full Implementation**
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.  
**4 – Full Implementation**

#### Narrative:

The school has made significant progress over the past several years in providing professional learning and support to teachers and principals to improve its capacity to more effectively collaborate with families, as well as providing families with information and resources to support student learning and development in the home. Staff has participated in ongoing professional development in these areas, including workshops, on-site training, and/or attending conferences. As noted earlier, a variety of resources have been purchased and implemented to improve our partnering capacity, including technology tools that improve the speed, accessibility, and multi-language capabilities of the school - e.g., Parent Square, D2L, Edgenuity, and a variety of online curriculum software programs that provide 24/7 access to students from outside school.

The school has also made good progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, as well as supporting families to understand and exercise their legal rights and advocate for their own students and all students. Each program tailors its outreach efforts for student progress to best meet the needs of its students and families, depending the type of program - e.g., daily seat-based school or independent study. The schools track student progress using a variety of tools, including an online gradebook that is accessible to parents. Our independent study programs utilize an online learning web portal that has significantly increased/improved the involvement of students and parents, including the ongoing interaction between teachers and students as it relates to daily assignments and progress tracking. Informational and/or intake meetings are held with all parents and students to familiarize stakeholders with the program, expectations, to review the student's goals, and to craft a learning plan for success, which includes a review of the student's progress to date in a variety of areas. Underrepresented students are increasingly being engaged through more direct outreach by the programs, through online learning tools, through communication tools like Parent Square, and through on-site translation services. The school has clear policies and procedures in place to

help ensure families are supported in understanding and exercising their legal rights and advocating for their own students and all students.

#### Seeking Input for Decision Making

1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.  
**3 – Initial Implementation**
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.  
**3 – Initial Implementation**
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.  
**3 – Initial Implementation**
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.  
**3 – Initial Implementation**

#### Narrative:

The school is in its initial implementation phase related to building the capacity of and supporting the principal and staff to effectively engage families in advisory groups and with decision-making, as well as supporting family members to effectively engage in advisory groups and decision-making. The school is also in the implementation phase as it relates to improving outreach and input from underrepresented groups, including at-risk students, as well as implementing and evaluating family engagement activities.

The School Site Council, which convenes twice per year, has been the main representative body for decision making and is comprised of parents, students, staff, and community members. New School Site Council members are provided with information regarding the purpose of the School Site Council, including the council's by-laws and its role in setting and approving goals and resource allocations through the school's LCAP. New administrators are onboarded to ensure they are familiar with policies, procedures, and best practices associated with engaging and involving stakeholders, including opportunities for advisory roles at school. Additionally, a half-time Mental Health Coach was added for 2019-20 to support student wellness and to provide additional support and engagement for at-risk students.

#### 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. Additionally, we have added a .5 FTE Mental Health Coach for 2019-20 to support student wellness.

The school has seen great progress and success in creating and utilizing an annual climate survey to rate the school in 14 quality indicator areas, including school safety and connectedness. Our Site Council approved the implementation of this stakeholder survey several years ago, which we use to gauge our success year to year. Our Spring, 2019 survey demonstrates the following:

- 87.2% of our stakeholders Strongly Agree or Agree that the school "Offers a variety of high-quality educational options for students."
- 87.7% Strongly Agree/Agree that "The school is a safe, clean, and positive place that nurtures learning."
- 91.5% Strongly Agree/Agree that "The program communicates with families through a variety of methods on a regular basis."
- 88.2% Strongly Agree/Agree that "The program welcomes and encourages parents to be partners in the child's education."
- 93.6% Strongly Agree/Agree that "The school's staff care about the success of students."

#### Priority 7 (Standard is **Met**)

##### Access to a Broad Course of Study

*1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all 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 served.*

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.

*2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.*

All 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. There is no difference across school sites and/or student groups with regard to access to, and enrollment in, a broad course of study. Locally used measures and/or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study include but are not limited to the following: individual intake meetings with students and families, a review coursework to date, NWEA-MAP or CAASPP Dashboard data as an initial assessment tool, and teacher/administrative observations, grades, and tracking.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

The main barrier that can at times limit access to the course of study is for students who may exhibit poor attendance.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Instructional staff are teaching to the new State Standards, and all students are provided with appropriate textbooks and/or approved materials. Staff continue to receive professional development associated with the new state standards as well as newly adopted instructional materials. Training on CAASPP Dashboard results and/or NWEA-MAP training is on-going, and these assessments are used by instructional staff to appropriately place students, develop individual plans to address skill gaps, and use 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.

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.					<b>X</b>
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.		<b>X</b>			

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).			<b>X</b>		
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).				<b>X</b>	
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.				<b>X</b>	
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.					<b>X</b>
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					<b>X</b>

<p>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.</p>				X	
<p>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.</p>		X			
<p>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.</p>			X		