

El Dorado County
Office of Education

Program
Accomplishments
2009-2010

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2009-2010

Executive Accomplishments

Vicki L. Barber, Ed.D., County Superintendent

In addition to providing overall leadership and support for the various functions of the County Office of Education and the educational community throughout El Dorado County, the following constitutes specific accomplishments for the County Superintendent:

❖ **Represented the County Office of Education on a variety of boards, committees, and organizations, including:**

- First 5 El Dorado Commission;
- El Dorado Community Foundation Board;
- Boys and Girls Club Board, Chair Board Development;
- JOB ONE Executive Council – which became the El Dorado County Economic Development Council this past year;
- El Dorado Women’s Center Auction Fund Raising Committee, Co-Chair;
- County Chamber of Commerce Board, Liaison to the Education Council;
- El Dorado County Chamber of Commerce Joint Chambers, Chair;
- El Dorado County Chamber Local Commerce Council;
- El Dorado County Chamber Leadership Committee;
- Board Member of California County Superintendents’ Educational Services Association, Chair of Business Partnership Standing Committee, Mentor to New Superintendents in Placer and Nevada Counties, Member of the Finance Committee, Member of the CalPERS Task Force;
- Chapman College Advisory Board;
- California School Boards Association - Superintendent’s Advisory Committee;
- Association of California School Administrators, El Dorado County Charter, Program Chair;
- Member of California Department of Education Public Schools Accountability Act Task Force;
- Statewide Alternative Accountability Sub-Committee, Chair;`
- Sugarloaf Foundation Board;
- Placerville Kiwanis;
- Los Rios Community College Foundation Board;

- National Forest Counties Coalition;
 - Member of the El Dorado County Investment Policy Committee;
 - Member of the Sheriff's Posse;
 - Hwy 50 Women's Group;
 - M.O.R.E. Board Member, Secretary, and Chair, By-Laws Committee;
 - Appointed by the State Board of Education to serve on the California Advisory Commission for Charter Schools.
- ❖ **Provided support to a variety of educational groups throughout El Dorado County, including:**
- County Board of Education;
 - Superintendents' Council;
 - County School Boards Association, Council of Representatives;
 - School Facilities Task Force Chair;
 - ROC/ROP Executive Council;
 - Child Protective Services, Superior Court, and Education Representatives meetings;
 - School Attendance Review Board In-service Trainings;
 - Personnel Commission;
 - Sugarloaf;
 - El Dorado Hills Vision Coalition Steering Committee Chair;
 - El Dorado County Mental Health Advisory Committee;
 - Leadership Team for the County Office of Education.
- ❖ **Visited all school sites throughout El Dorado County.**
- ❖ **Participated in a number of graduation exercises, scholarship nights, award nights, retirements, Culinary Arts opening, and other significant events scheduled throughout the year, such as the Academic Decathlon, Chamber Wine Tasting/Art Auction, Eagle Scout recognition ceremonies, Head Start graduations, and a variety of fund raising functions on behalf of the educational community.**
- ❖ **Participated as a fellow in the American Leadership Forum.**
- ❖ **Served with the national Educational Research Development Institute.**
- ❖ **Addressed a number of groups, discussing the role and function of the County Office of Education, educational issues, and the future trends in public education; a sample of speaking engagements included:**
- Conducted a variety of Budget Forums for EDCOE Employees;
 - El Dorado County Taxpayers Association;
 - Cameron Park Optimists;
 - El Dorado County Grand Jury;
 - State Board of Education on Alternative Schools Accountability Model, Charter Schools and Special Education Issues;
 - El Dorado County Board of Supervisors;

- El Dorado County ACSA events, including Welcome Back, Administrators Recognition, etc.;
- School Attendance Review Board Orientation;
- Bus Driver Awards Event;
- County School Boards Association Trustee Awards Dinner;
- Continued Channels 2 and 15 Programs - Spotlight on Education;
- Pioneer Oral Interpretation Festival;
- New Employee Orientations held quarterly within the County Office of Education;
- Hosted Community Based Organization breakfast for El Dorado County;
- CCSESA Student Programs Steering Committee and the CCSESA Pre-School Committee;
- School Board Presentations as needed;
- Open Door meetings for EDCOE staff;
- El Dorado County Democrats Essay Contest;
- El Dorado County Retired Teachers;
- Served as a member of the Inter Agency Council for El Dorado County;
- Numerous Community Based Organizations including Association of Realtors, Builder's Exchange, Big Brothers/Big Sisters Board, Champions for Children, and a variety of fund raising events.

❖ **Provided support and leadership statewide on special education issues with involvement in the following:**

- Continued to provide leadership on the issue of Special Education and Charter Schools;
- Provided leadership in the implementation of a Charter SELPA and worked with CDE and the State Board in the implementation of our Local Plan for the only Charter School SELPA in the state, including supporting the new governance structure through a CEO Council. We were able to successfully move out of the pilot status and more forward to a fully recognized Charter SELPA. In addition, we worked a great deal with the Los Angeles Unified School District and their Consent Decree Administrator to accommodate the acceptance of 18 charter schools from their school district. We also met with the leadership of the Sacramento City Unified School District regarding the inclusion of two of their charter schools in the Charter SELPA. The Charter SELPA increased to over 100 charters moving into the 2010-11 fiscal year;
- Provided staff development and workshops statewide regarding the special education funding reform legislation;
- Conducted sessions for the California Institute for Special Education;
- Participated on ACSA Charter Task Force;
- Continued the development and implementation of a funding formula under AB 602 provisions within the El Dorado County SELPA;
- Provided input and coordinated efforts regarding the California Alternate Performance Assessment through the ASAM Sub-Committee;
- Provided training to statewide SELPA administration organization;
- Testified on special education issues before the Assembly Education Committee;
- Worked with Superintendents' Council regarding special education Allocation Plan which was completed in 2009-10;
- Supported the analysis of special education data to review NPS/A placements and costs, speech and language services, and occupational therapy services.

- ❖ **Provided support and leadership on the issue of violence prevention and ensuring safe schools with involvement in the following:**
 - Worked with Public Health Service regarding several health issues;
 - Worked with the El Dorado Union High School District at the Oak Ridge campus on a hazardous materials issue which included the evacuation of three schools in El Dorado Hills;
 - Continued to facilitate the development of a Memorandum of Understanding between education and law enforcement entities throughout the county;
 - Worked with the District Attorney on SARB issues, as well as working with the Judicial Commissioners and Superior Court Judges regarding SARB and Foster Youth issues;
 - Supported the conduct of various safety drills;
 - Supported efforts to address emergency preparedness with schools throughout the county;
 - Supported United Outreach, an effort to support homeless within the county with support from the Faith Community;
 - Participated in the National Night Out;
 - Provided leadership in addressing civility issues by working with law enforcement and business interests in supporting a Civility Coalition and addressing forums conducted to discuss civil rights of protected groups within our communities and skate-park issues in Placerville.

- ❖ **Agreed to again serve as Chairperson of the El Dorado County Economic Development Council (EDC2) Board and supported the implementation of the One-Stop Centers at both Lake Tahoe and on the Western Slope. Worked on behalf of EDC2 with the Workforce Investment Board and the Sacramento Workforce Committee. In consultation with the Board and the CEO worked to reframe the organization to be fiscally sustainable, as well as hosting the Board Retreat. Supported Career Technical Education efforts being facilitated by EDCOE with linkages to the business community, including supporting the SB70 Career Fair efforts. Continued to support the development and expansion of the Pro-Teens project in conjunction with the Superior Court Judges, Teen Court and many businesses throughout the county.**

- ❖ **In collaboration with statewide organizations, CCSESA, ACSA, AVID, CASBO, and CCSA addressed employment issues with CalPERS and CalSTRS. Met on numerous occasions with CalSTRS administrative staff and the CalSTRS Board to work through the issues of allowing 14 visiting educators to receive STRS credit. During the 2009-10 fiscal year, CalSTRS conducted an audit on EDCOE and the visiting educators. We prepared voluminous documentation to support the visiting educators employed by EDCOE. With respect to CalPERS, we worked with CCSESA to prepare for an administrative hearing which was completed during the 2009-10 fiscal year. Although the Administrative Law Judge ruled in favor of CCSESA, the CalPERS Board did not accept the decision, causing this issue to continue through additional litigation.**

- ❖ **Met with state and federal elected officials, representing El Dorado County, and met with Assemblymembers Huber and Gaines, Senator Cox, and Congressman McClintock regarding a wide array of educational issues. Also testified before Assemblymember Huber's**

legislative committee regarding lowering drop-out rates and successful programs. In addition, attended Superintendent O'Connell's State of Education address.

❖ **Provided leadership and support on charter school issues, with involvement in the following:**

- Participated as a member of the statewide Advisory Committee for Charter Schools and continued efforts to reform funding cycle for charter schools under SB 740 provisions;
- Continued to pursue the disclosure of names and addresses of students from El Dorado County being served in charter schools;
- Served on the CDE Charter Schools and Special Education Work Group.

❖ **Promoted public education and focused on improving our public information efforts through the following:**

- Wrote monthly articles for the El Dorado Hills newspaper and quarterly articles for the Serrano Magazine regarding educational issues;
- Represented public education in working with the Red Hawk Casino;
- Spoke before a number of organizations and groups, including: ACSA Women's Leadership Conference, Lake Tahoe Community College Graduation, Retired Leaders in El Dorado County, Cameron Park Rotary, Newcomers Luncheon, and Board of Supervisors;
- Worked with the Board of Supervisors and County Administrative Officer to address the issues around Forest Reserve funding, including working to ensure that El Dorado County receives a fair share of funding for California;
- Coordinated a breakfast for Community Based Organizations to share information with the public schools and to enhance networking opportunities;
- Coordinated the "Golden Star Students" showcase and education booth at the 2010 El Dorado County Fair, which included working with the Fair Director and staff;
- Assisted with the El Dorado Rose, Miss Teen and Miss El Dorado scholarship event;
- Worked with the El Dorado County Chamber of Commerce and other groups to address the impacts of the proposed closure of the Marshall State Park – and was successful in ensuring the continued operation of the park;
- Increased the distribution of information regarding the positive and successful efforts of public education through media and public service announcements, including conducting meetings with print media representative on specific topics and school district coverage;
- Participated in the Ag in the Classroom program at the Fairgrounds;
- Supported the Regional Occupational Program by participating on the Executive Committee;
- Supported County Office of Education student programs;
- Supported the Local Child Care and Development Planning Council;
- Supported the El Dorado Arts Council through a variety of actions;
- Worked with the Community College to enhance communication and network opportunities;
- Facilitated meetings with a number of elected officials and candidates for elected office to discuss educational issues, including Board of Supervisors;
- Featured in magazine articles published by Serrano.

- ❖ **Responded to legal issues and provided input regarding education bills that were proposed through the legislative process, including working with Peter Birdsall and Associates on legislative issues that would affect El Dorado County.**
- ❖ **Provided support to the County Committee on School District Organization regarding boundary line adjustments and potential reorganization efforts being considered throughout the county. Specifically worked with the Committee to successfully transition the responsibilities to the County Board of Education. Provided additional workshop opportunities for Superintendents to explore the option of consolidation of school districts by bringing in Superintendent speakers from Twin Rivers and the Loomis/Penryn/Ophir School Districts.**
- ❖ **Worked extensively with new Superintendents in the County, as well as facilitating mentor support for new Superintendents.**
- ❖ **Supported School Districts throughout the county on a variety of issues, including the following sample of areas addressed:**
 - Worked with the Mother Lode Union School District to recruit and select an Interim Superintendent and a Superintendent for the District;
 - Worked with the Mother Lode Union School District and the College to evaluate impacts that the Greenwood Hills project would potentially have on programs and sites;
 - Assisted the Pollock Pines and Silver Fork School Districts in the conduct of their search for a Superintendent;
 - Worked with the Black Oak Mine Unified School District to facilitate Board Training;
 - Worked with Lake Tahoe Unified School District and Alpine County to facilitate an agreement for the ongoing collaboration between the two entities as a SELPA;
 - Continued to work with the Gold Trail Union School District regarding audit issues;
 - Worked with the Rescue and Buckeye Union School Districts on special education issues;
 - Worked with school districts in the El Dorado Hills area regarding the publishing of the ATSDR Health Assessment related to naturally occurring asbestos;
 - Worked with EID to develop reasonable timelines and processes regarding the testing of water backfill at school sites;
 - Worked with school boards including providing Brown Act training and prospective Board member training;
 - Facilitated Administrative meetings with the Lake Tahoe Unified School District and the El Dorado Union High School District;
 - School Facilities Task Force, including providing input regarding the County General Plan, addressing the updating of Developer Fee Justification Documents, developing capital facility plans, auditing developer fee funds, etc.;
 - Coordinating consideration for the initiation of charter schools within the county;
 - Facilitated the review and revision of inter-district attendance agreements;
 - Assisted in the review and recognition of El Dorado County Distinguished Schools;
 - Continued efforts to ensure reasonable and appropriate implementation of NCLB provisions, including drafting letters regarding specific issues and working with school site councils to identify issues and focus efforts at state and federal levels;

- Continued to support the agreement with the Indian Diggings School District to provide for the operation of programs at the Gallion property;
 - Provided professional development activities for Superintendents including fiscal issues, specific speakers, charters, etc.;
 - Supported El Dorado County pursuing transportation grant funds to enhance Safe Routes to Schools in the county;
 - Facilitated First 5 Grant funds to be made available to elementary schools for literacy development, and creation of infrastructure to support early care services throughout the county;
 - Provided leadership in assuring compliance with Williams provisions in conducting site visits, reporting complaints, and fulfilling all compliance areas.
- ❖ **Served on the El Dorado County Proposition 10 Commission and worked to address the Children First Initiative, including working with the Commission as chair of the Evaluation Committee, as well as addressing the School Readiness Initiative. Assisted in the planning and implementation of First 5 initiatives, including providing an infrastructure for family literacy in supporting all elementary schools with funding for kindergarten leads, transition planning and early care leads in the elementary school attendance areas. Also supported the funding for Early Childhood Specialists under the SELPA organization.**
- ❖ **Supported school districts throughout the county in addressing difficult financial issues by attending Board meetings, scheduling individual meetings with administration, and providing written support documents.**
- ❖ **Supported EDCOE student programs through a variety of means, including the following sample of activities:**
- Continued to work with Charter Community School and Extended Day programs to ensure financial viability and quality services;
 - Worked with all EDCOE programs and services to facilitate moves resulting from the completion and occupancy of the 10 classroom Charter Community School facility;
 - Recognized maintenance and IT staff that were so instrumental in facilitating successful moves and retooling necessary for the facility relocations that were implemented this past year;
 - Also worked with the Mother Lode Union School District and EDCOE Home Study and Child Development Programs to move programs into the vacated Charles Brown site;
 - Continued the provision of leadership and assistance in the reduction of child development programs in the area of infants and toddlers, the merger of programs and the expansion of the Child Development Program at selected school sites;
 - Worked with the Child Development program to address needs in the Lake Tahoe area related to licensing issues of a child care provider;
 - Supported the recruitment and selection of administrative staff for Program Specialist positions, and HR Executive Director position;
 - Provided leadership in the implementation of a Charter SELPA with El Dorado County serving as the Administrative Unit to accept out-of-geographic-area charter schools;
 - Conducted Retreats for Administrative Staff;

- Facilitated discussions with school district representatives and COE staff regarding Special Education services provided by EDCOE.

- ❖ **Continued the provision of leadership in the implementation of a scholarship website that showcases scholarship availability for El Dorado County students, as well as conducting a scholarship luncheon for individuals and organizations providing scholarships to El Dorado County students.**

- ❖ **Assisted in the implementation of revised agreements in partnership with the Cameron Park/Shingle Springs Rotary, the El Dorado Center (Community College), and the El Dorado County Office of Education for the operation of the observatory on El Dorado County Office of Education property. Assisted in the conduct of Observatory Open Houses, as well as assisting in addressing insurance issues. Also worked with the Master Gardeners to develop an agreement for their participation on the Veerkamp Park site.**

Educational Services

2009-2010 Accomplishments

Cathy L. Bean, Deputy Superintendent

It is the goal of the Instructional Services and Student Programs Division to provide the leadership, support, and collaboration opportunities to ensure districts, schools and programs have the necessary tools to operate the most effective, efficient, and successful instructional programs for all students in El Dorado County. In that light, the following is a summary of our 2009-10 accomplishments:

- Served as the Chairperson and Coordinator of the El Dorado County Curriculum and Instructional Leaders Council (CILC). Provided leadership to ensure that instructional services activities met and supported the stated needs of our client districts, schools, and programs. Along with our continued efforts to provide appropriate guidance to schools and districts to ensure API/AYP success for all, we also provided leadership and guidance specific to the interests of teachers of English Language Learners, Response to Intervention, and best practices relative to effective Pre-School/Kindergarten transition strategies.
- Served as member of the Superintendent's Cabinet. Provided information and leadership in the areas of curriculum and instruction, human resources, and student programs to accommodate the demands brought about by budget, credentialing, and instructional requirements.
- Served as the Chairperson for the California County Superintendents Educational Services Association (CCSESA) Student Programs and Services Steering Committee (SPSSC). Also participated in quarterly CCSESA general membership meetings as committee chair and participated in CCSESA Curriculum and Instruction Steering Committee (CISC) meetings as the liaison for Charter Schools and After School Programs.
- Served as the co-chair of the Program Liaisons meetings to facilitate communication between EDCOE administration and program staff.
- Served as the liaison and fiscal representative to the Title VII Indian Education Parent Committee.
- Served as the liaison to the Early Care and Education Planning Council.
- Collaborated with the Folsom Lake College, El Dorado Center and the Cameron Park Rotary to provide administrative oversight for the Community Observatory.

- Collaborated with First 5 El Dorado to establish Preschool/Kindergarten transition plans for each of the elementary schools within El Dorado County. Facilitated two articulation opportunities for early care and education providers and kindergarten teachers throughout the county.
- Continued collaboration with the Folsom Lake College, El Dorado Center to implement two SB70 grants for a total of \$259,734 which provide Career and Technical Education opportunities to middle and high school teachers/students throughout the county.
- Collaborated with the El Dorado County Health Services Department – Mental Health Division on the MHSA Prevention and Early Intervention (PEI) Component Three-Year Program and Expenditure Plan.
- Provide Afterschool Program support to Placerville, Pollock Pines and South Lake Tahoe as part of the Regional After School Technical Assistance System (RASTAS).
- Provided Williams Act, and QEIA oversight to districts.
- Provided administrative oversight to the Sugarloaf Fine Arts Camp.
- Provided administrative oversight to the Foster Youth Services program.
- Provided general support and supervision to the following programs:
 - Charter Rite of Passage
 - Charter Community School, Home Study Academy and Extended Day
 - Child Development
 - Curriculum, Instruction, and Accountability
 - Human Resources
 - Print Shop
 - ROC/ROP
 - SARB
 - Special Services
 - Testing and Research

SARB Accomplishments 2009-2010

The School Attendance Review Board (SARB) is a multi-disciplinary group defined by Education Code as providing the intensive guidance and coordinated services to meet the special needs of pupils with school attendance or school behavior problems. Comprised of representatives from law enforcement, district attorney, welfare, probation, public health, youth serving and education agencies, the SARB's goal is to improve student attendance and academic achievement by direct intervention with students and their families. SARB attempts to maximize the use of all available resources and services, avoid duplication of services and divert students and families from juvenile probation or prosecution. Students are referred to SARB when they have persistent attendance problems and schools have been unsuccessful with their interventions. SARB utilizes their expertise and resources to collaboratively work on uncovering the underlying causes of the truancy and linking families to services or recommending alternative interventions to address the causes. Ultimately, if unsuccessful, students or families may be referred to Juvenile Probation or the District Attorney for prosecution.

Of special note, El Dorado County SARB was designated as a Model of Dropout Prevention by the State School Attendance Review Board. This represents the first time a county SARB has been designated as a model SARB.

During the 2009-2010 school year, SARB served 52 schools from 12 districts. Other data related to SARB activities is listed below.

	Western Slope (14 Districts, 62 Schools)	South Lake Tahoe (1 District, 8 Schools)
New Cases/Initial Hearings	135	
Returning Cases/ Follow Up Hearings	224	
Case Management Case Updates	306	
Parents Referred to District Attorney	22	
Students Referred to Probation	28	
Elementary (K-5) Cases	148	
Middle (6-8) Cases	181	
High School (9-12) Cases	323	

Central Sierra ROP Accomplishments 2009-10

The Central Sierra ROP (Regional Occupation Program) is one of seventy-four Regional Occupation Centers or Programs within California. It is comprised of three sections representing the three school districts in El Dorado County which offer high school programs; Black Oak Mine Unified School District, El Dorado Union School District, and Lake Tahoe Unified School District. Each section develops and facilitates their specific course offerings. The purpose of Regional Occupation Programs is to prepare students to (1) enter the workforce with the skills and competencies necessary to succeed, (2) pursue advanced training in higher educational institutions, and/or (3) upgrade existing skills and knowledge. The programs within the three sections of the Central Sierra ROP are an important component in the continuum of sequenced CTE courses. The ROP courses are often the capstone course that students take during grades eleven and twelve. The instructional delivery system in ROP courses is directly linked to business and industry through advisory committees and provides work-based learning opportunities for students.

Accomplishments for the year include:

- Assisted Black Oak Mine and South Lake Tahoe districts with a monthly analysis of ADA data
- Continued procedures to assist all CSROP instructors to become or remain fully compliant with CDE compliance standards
- Provided regular CSROP section visitations to classroom and site administration
- Hosted quarterly CSROP Executive Committee and Board Meetings
- Submitted all CDE requested and required reports
- Kept abreast of AB 2448 requirements and plan for implementation
- Provided leadership and facilitation necessary to the effective operation of the PRO-Teens Program
- Participated on the Program Committee for Job One
- Kept abreast of the changes as related to the budget and Tier III status of ROP

Adult Education Accomplishments 2009-10

The El Dorado County Office of Education offered courses for adults to meet their various educational needs. Founded in March 2006 the program continued to expand and grow by addressing the needs in our county.

- The Adult Education program offered classes from El Dorado Hills to Lake Tahoe, as well as in the Georgetown Divide area.
- The Program is a consortium of the Black Oak Mine and Lake Tahoe Unified School Districts.
- Adult students were served at the South Lake Tahoe Jail also courses were offered at the California Conservation Corp at both the Greenwood and South Lake Tahoe locations.
- ESL classes were offered in cooperation with Green Valley Elementary School, St. Patrick's Church Hall, and Camino Elementary.
- GED and Adult High School Diploma classes were offered at the Shingle Springs Rancheria, California Conservation Corps Greenwood Center, EDCOE Green Valley location White Rock Village, Bijou Elementary, South Lake Tahoe and South Lake Tahoe Jail.
- Adult Basic Education classes in Reading and Math were offered to students in South Lake Tahoe and on the Western Slope.
- Employment Success classes were offered.
- Participated on the advisory board for CALPRO, the professional development component of adult education.

Foster Youth Services Program Accomplishments 09-10

El Dorado County Foster Youth Services (FYS), developed with CDE grants and Title I funds, focuses on alleviating the problems leading to low academic performance and the subsequent long-term effects for foster youth. One of the statewide goals is to reduce the time foster youth spend out of school due to the many placement changes they experience. To attain this goal, **FYS** assists districts in meeting the requirements of immediate enrollment and two day transfer of records mandated by AB490. In addition, **FYS** is asked to create services to improve academic achievement for foster youth. In El Dorado County, **FYS** received 195 referrals from across the county, including all school districts, during the 09-10 school year, and provided the following services:

- **RECORDS ASSISTANCE:** In general, El Dorado County schools are transferring records within the county well within the guidelines of AB490 and without assistance. **FYS** did assist local school districts in locating and transferring 67 foster youth records directly, (indirectly, through the database, 210 additional records were transferred or updated), this last school year from numerous counties across California. With our membership in the regional database operated by Sacramento County FYS, and our statewide FYS collaboration, we are positioned to assist any district with records problems.
- **TRAINING AND CONSULTATION:** **FYS** offered all school districts training and consultation on recent laws related to the education of foster youth, as well as links to other services and programs to assist with any foster youth issues that arise. In addition, **FYS** trains other foster youth serving agencies such as group and foster home care providers, CASA's, and social workers on how to appropriately encourage and advocate for foster youth with regard to their education. During this year **FYS** provided consultation on 105 cases.
- **INDIVIDUALIZED SERVICES:** **FYS** received 78 referrals for services for individual foster youth in El Dorado County public schools who needed assistance to improve their academic performance in the 07-08 school year. Outreach also occurred to educate placement workers, CASA workers, schools and other groups that work with foster youth about the program and to encourage referrals. An IEP or SST with school, care provider and placement worker is necessary to establish the strengths and needs of the student. The Program Coordinator attends and this year provided the following services:

✓Case management and links to other available services	31
✓Appropriate placement/ enrollment assistance:	66
✓Foster parent training on supporting school success (usually home to school communication and accountability as well as structuring homework success):	5
✓Links to other services:	16
✓Behavioral/ Incentive plan assistance/funding:	3
✓Tutoring	24
- **TARGET SITES ACADEMIC SUPPORT SERVICES:** Another component of the project is providing services to targeted sites with large concentrations of foster youth. During the 09-10 school year, **FYS** provided a group home based tutoring program for Tahoe Turning Point group home and a school based program for Charter Community School.
- **EDUCATIONAL LIAISON FOR CHILD PROTECTIVE SERVICES:** In an effort to further streamline coordination and communication between education and Child Protective Services, the Coordinator has been placed at CPS two afternoons a week during 09-10. This has provided more timely and effective intervention regarding educational issues for all children involved with CPS.

El Dorado County Office of Education Child Development Programs

Program Accomplishments 2009/2010

The following summarizes the major activities accomplished during the 2009-2010 program year for the Child Development Programs (CDP).

- Program Improvement funds in the amount of \$427,690.00 were awarded by the U.S. Department of Health and Human Services, Administration for Children and Families to replace Head Start portables located on the Placerville and Charles Brown sites.
- Two California State Preschool Program classrooms were opened, an additional class located on the Camino Elementary School campus and one full inclusion model on the William Brooks campus.
- A total of 13 dentists volunteered their time to provide required dental screening examinations for preschool children in 26 classrooms. Children identified as having dental carries were connected to dentists to provide additional treatment.
- The Fluoride Varnish Program was expanded from Head Start and State Preschool to include Early Head Start children. This preventative application included information for parents and staff on how to reduce the incidence of childhood carries.
- Our immunization rates for children have remained consistent at 99% which far exceeds the El Dorado County Immunization rate of 88%.
- For the program year 2009-2010 all preschool children were assessed using the Desired Results Developmental Profile-Revised. Children's development was tracked from fall to spring to measure growth and to assist with individualized curriculum planning. Results showed growth in all areas with the majority of the children progressing beyond the not yet and exploring category by the spring. The table below summarizes the percentage of children reaching the fully integrated level of development among the four main domains.

Program Year	DR 1- Children are personally and socially competent	DR 2-Children are effective learners	DR3 Children show physical & motor competence	DR4 Children are safe and healthy
2008-2009	31%	26%	48%	32%
2009-2010	38%	31%	57%	41%

- Staff development and training begins each year in July and continues throughout the program year. The following training topics were provided: Program Procedures and Content Areas, Mandated Reporting, California Preschool Foundations, Challenging Behaviors, Family Partnership Initiative, Observations/CLASS tool, Math and Literacy

Activities, Second Step, Social Emotional and Mental Health, Cultural Sensitivity in Early Care and Education, Creating Positive Work Environments, and Creative Curriculum.

- The Child Care Food Program provided meals to children in child development programs. There were 50,904 breakfasts, 67,997 lunches and 66,587 snacks served.
- National School Lunch Program provided 11,295 lunches to Charter Community School students.
- In December of 2009, the Child Development Programs, Choices for Children and Family Connections coordinated efforts to organize the Community Gift Tree Program, which provides nominated families with gifts for the holidays. Through this program 320 children received gifts.
- Eighteen families enrolled in our Child Development Programs also received holiday food and gifts through the El Dorado Hills Garden Club and the Emblem Club. Additionally, 7 children were adopted by People First and individual community members to receive gifts.
- Child Development staff worked closely with the El Dorado County Office of Education Superintendent's Office to connect families to the TOYS for TOTS program.
- Child Development Program staff worked with the Folsom Prison Bike Rehabilitation Project to provide 120 bikes to children. Sixteen new riding toys and bicycles were also donated by private citizens. The Community Foundation donates \$500 toward the parts needed for these bikes.
- Stymeist Auto Detailers donated 30 coats to program children.
- The Assistance League of El Dorado Hills worked with the White Rock Village management to provide 45 coats to families (including siblings) at the White Rock Head Start/State Preschool site.
- The Young Mom's Club provided gifts to enrolled children and their siblings at the Charles Brown center for the holiday season.
- Marshall Hospital provided 25 Thanksgiving food baskets.
- The Don Andrews Lunch Bunch and the El Dorado County Chamber of Commerce provided funds to distribute 120 holiday food baskets and grocery store gift cards to Child Development families.
- Throughout 2009-2010 there were many community volunteers including students from the Career Academy at El Dorado High School, community college students and retired seniors who enjoy working with children.
- 46 children enrolled in Early Head Start were referred for mental health services. Of those referred, 35 received services.
- 67 children enrolled in Head Start were referred for mental health services. Of those referred, 53 received services.
- 49 or 13.14% of enrolled Head Start children ages 3-5 received intervention services through an active Individualized Education Plan (IEP) and 23 or 18.4% of enrolled Early Head Start children ages birth to 3 received intervention services through an active Individualized

Family Service Plan (IFSP). The federal mandate for early intervention services to Head Start and Early Head Start children is 10%.

- Data below shows enrollment information for the Child Development Programs over the past three program years.

Program Enrollment Information	Early Head Start	Head Start	State Preschool	Children's Center	School Age	Full Cost	Totals
2007-2008	125	373	177	190	17	52	934
2008-2009	125	373	225	190	17	32	962
2009-2010	125	373	565	60	0	40	1,163

El Dorado Early Care and Education Planning Council

The Early Care and Education Planning Council is a public-private partnership of business, education, child care providers and consumers, community and government. The fifteen member council ensures that the county's child care needs are assessed and a strategic plan is developed to meet those needs. In addition, the Council establishes local priorities for child care funding and develops policies to meet the needs identified within these priorities. Mandates include developing priorities for state subsidized child care and development services, creating a comprehensive plan to address early care and education needs, enhancing collaborations and partnerships in the child care community and linking part-day programs to offer full day care. The Superintendent of Schools and the Board of Supervisors serve as authorities to the Council.

Strategic Plan Goals

- ❖ Early care and education is recognized as an essential element to our social, educational and economic infrastructure and must be considered in all aspects of planning, development and decision making in El Dorado County.
- ❖ El Dorado County children are cared for and educated in high quality settings.
- ❖ Early care and education programs have highly trained and educated staff to provide quality care.

Advocacy, Outreach and Policy Development-

Council Goal: Early care and education is recognized as an essential element to our social, educational and economic infrastructure and must be considered in all aspects of planning, development and decision making in El Dorado County.

Desired Outcomes: El Dorado County government, business, and education effectively support early care and education services and public policy in El Dorado County reflects the needs of all children and families.

- ❖ Council Commissioned and completed an update of an Economic Impact Report reporting an overall economic impact of \$46,000,000 in El Dorado County.
- ❖ Council approved a Public Policy Platform which was later adopted by the Board of Supervisors. Letters of support for specific legislation were sent to our representatives.
- ❖ Council partnered with the Board of Supervisors in the "Year of the Child" raising awareness of a variety of children's issues to the Board and the larger community.
- ❖ Council worked with public officials, media and early care community to effectively

respond to the closure of child care centers.

- ❖ Collaborated with the Public Health Department and Choices for Children in hosting a H1N1 Provider Workshop.

-Quality-

Council Goal: El Dorado County children are cared for and educated in high quality settings.

Desired Outcomes: Ensure that early care and education providers have access to training and professional development through collaboration with agencies/programs and services and achieve locally defined Quality standards.

- ❖ Council launched the School Age Care Workgroup, gathering after school providers to discuss access, outreach and quality issues and to collect data on the availability and attendance at after school programs
- ❖ The School Age Workgroup identified four core areas for professional development
- ❖ Council met with local media to promote a Quality statement
- ❖ Council disseminated information and resources to licensed providers regarding professional development opportunities
- ❖ Council coordinated and hosted a video-conference site for the California Early Learning Quality Improvement System Input Session.

-Work Force Development and Training -

- ❖ Awarded 63 Professional Development Scholarships to early childhood staff working in State funded programs under the AB 212 Professional Development Program
 - ❖ Awarded 18 Professional Development Scholarships to Head Start and Early Head Start Staff
 - ❖ Supported Staff to attend the PACE Conference, CAEYC Annual Conference, Social and Emotion Development of Children Seminar
 - ❖ Hosted and coordinated the CSUS College of Continuing Education -EDCOE on-site Bachelors Degree Program in Early Development, Care and Education with 20 participants, including three participants in South Lake Tahoe. The program participants completed 18 units towards their Bachelors Degree and will complete their Bachelors Degree in Spring 2011
 - ❖ Distributed the “Careers Options in Child Development” document for workforce recruitment and professional development at the FLC Middle School Career Fair, Kids Expo and Day of the Young Child

- Collaborative Community Partnerships -

Council Members and Staff actively participated with numerous community organizations addressing issues related to young children and families, developing collaborative partnerships and providing leadership, facilitation and support.

- ❖ Child Abuse Prevention Council
- ❖ Cal SAFE
- ❖ Community Strengthening Coalition and Ready by 5 Subcommittee
- ❖ First 5 El Dorado School Readiness Committee and Articulation
- ❖ Lake Tahoe Community College and Folsom Lake College– Early Childhood Education Advisory Committee
- ❖ El Dorado Chamber of Commerce Education Council
- ❖ EL Dorado County Economic Development Corporation
- ❖ Community Action Council
- ❖ Sponsored Kids Expo
- ❖ Day of the Young Child in South Lake Tahoe
- ❖ Revised and printed and distributed the El Dorado County Family Service Guide

El Dorado County Child Abuse Prevention Council

The El Dorado Child Abuse Prevention Council (CAPC) mission is to increase awareness and respect for the rights of children to be free from abuse and neglect. CAPC members are appointed by the El Dorado Board of Supervisors and work to increase public awareness, to coordinate the community's response to child abuse and neglect and to support interagency collaboration. The Child Abuse Prevention Coordinating Council Act, passed by the California Legislature in the 1980's, requires each county to facilitate the formation and funding of a child abuse prevention council (CAPC) to support child abuse intervention and prevention activities. The Welfare and Institutions code, Section 18967, further stipulates that each county is authorized to establish a County Children's Trust Fund for the purpose of funding local child abuse prevention activities. The El Dorado County Office of Education provides coordination for the council.

The Child Abuse Prevention Council Strategic Plan Accomplishments for 09-10

Community Education and Training

Mandated Reporter Training for schools, community based organizations, foster parents, and child care providers

Shaken Baby Prevention for child care providers, parents and foster youth

Safe Sleeping Habits to Prevent Co-bedding injury for community based organizations, and Native American Community

Child Abuse Prevention in the Schools delivered by The Center for Violence Free Relationships and the South Lake Tahoe Women's Center featuring the No-Go Tell curriculum, Bullying Prevention, and High School Healthy Relationships

Parent Leadership Development program planning begun in 09-10 with full implementation of recruitment and training in 10-11

Developed CAPC website www.eldoradocapc.org

Interagency Communication and Collaboration

Champions for Children 2010 "One Connection Can Change a Life" recognizing nine adult "Champions" who have made a significant difference in the lives of the youth in our community.

South Lake Tahoe Poverty to Prosperity Forum 2010 bringing together the South Lake Tahoe Community to increase collaboration and connections to address poverty in the basin.

2009-10 Program Accomplishments

The Special Services Department, as usual, was very busy in 2009-10. Our focus continued to be collaboration with school districts, providing support to staff, families and students, trying to stay on the cutting edge of curriculum and technology and maintaining an excellent instructional program. There were, however, a number of accomplishments that stand out as we review the year:

Our transportation department used 26 van drivers and 6 small yellow bus drivers to safely transport 255 students a total of 1.2 million home to school miles.

The new requirement in Education Code regarding the skills of Educational Interpreters has become a major issue for many counties. In 2009-10, we received a waiver which allowed us to continue to train our Educational Interpreters so that they could pass the exams at the appropriate levels. All Interpreters will be taking their exams toward the end of 2010.

The Resource Team, in an attempt to answer the question “How do you know you are doing a good job,” developed a Program Quality Review process. This process was used with two classrooms as a trial review with great success. The instrument pointed out many areas of quality and some areas which need slight improvement.

Due to low enrollment numbers projected for 2010-11, the elementary level Deaf/Hard of Hearing class was closed at the end of the school year. The students were all successfully transitioned to one of many options available: EDCOE’s high school level Deaf/Hard of Hearing class at Ponderosa, district operated classes, or the Fremont School for the Deaf.

A new SureSight Vision Screener and EuroScan Auditory Screener were purchased using funds from a Marshall Hospital grant. These two pieces of equipment allow us to accurately measure vision and hearing abilities even with students who cannot be conditioned to participate in the typical vision and hearing assessments.

We had a record high of 38 preschool students transition out of preschool at the end of the 2009-10 school year. Of these, 23 students returned to district operated programs...another record high!

In a budget cutting measure, we decided to end the use of paid IEP chairpersons. All teachers were trained to use the computerized IEP system and to chair their own meetings. The teachers did an incredible job and completed all required documentation almost flawlessly.

Parent satisfaction data, which was collected at the end of each annual or triennial review meeting, indicated that most parents felt they were included as a partner in the

educational process, that the instruction was focused on the needs of their children, that their children were making satisfactory progress, and that they were satisfied with the educational program (please see chart at the end of the Special Services section).

The WorkAbility program served a total of 53 students during the school year, with 11 of these students being placed in jobs. Students were employed through our grant at Round Table Pizza, Front Yard Nursery, TJ Maxx, Sequoia Restaurant, Ken Lowry Child Development Center, and Born 2 Be Wired. Students also worked in recycling jobs on school campuses, which were not included in the grant. Volunteer positions were continued this year with locations at Snowline Hospice Thrift Shop, Snowline Hospice Offices, El Dorado County Public Library and ROP Cosmetology.

Specific classroom and student accomplishments include:

1. Accomplishments in our preschool programs include learning to walk, to use communication books to indicate wants and needs, to share and interact with others, to write their name, to count and say the ABCs, and to identify that school is a safe and fun place to be.
2. Some teachers participated in an on-line class dealing with sensory processing disorders. The information has greatly enhanced the educational program in our classes and staff report seeing great improvements in kids who would have otherwise not benefitted from instruction.
3. One teacher volunteered to work in the school's Title 1 reading program. Not only did the teacher really enjoy the chance to work on reading skills with these students, but her time and effort improved the visibility of her class on the campus, making integration more possible.
4. Science lessons this year were extremely creative, including (in one class) the building of mouse-trap cars and launching bottle rockets.

Finally, our students were able to attend many field trips and visit places they may not have been able to visit otherwise. Field trips included the Regal Theaters in El Dorado Hills, Placerville City Park, Lyon's Park, the El Dorado County Fair, the Placerville walking trail, Coloma State Park, Cameron Park Lake, Folsom Zoo, Olson's Farm and Golfland Sunsplash. Community Based Instructional Activities (CBI) included regular trips to Target, Grocery Outlet and Safeway.

**PARENT SATISFACTION SURVEY RESULTS
2009-10**

This survey is provided to parents at the conclusion of each IEP meeting. An administrator calls parents who have indicated “disagree” or “strongly disagree” on any question.

QUESTIONS	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
My family is respected and included as a partner in my child's education.	28	7			
Instruction is focused on my child's needs.	26	9			
My child is making satisfactory progress toward his/her goals and objectives.	19	14	1	2	
I am satisfied with my child's program.	21	13	2		

ENROLLMENT DATA

Total Students by Disability by Year--SDC students only

Year	Autistic	CH	DHOH	Inclusion	OI	Preschool	ED	SH	SMI	VI	TOTAL
03-04	21	30	13	11	7	45	14	59	9	3	212
04-05	23	24	11	11	8	54	21	62	13	2	229
05-06	43*	12	12	11	9	42*	25	72	13	3	242
06-07	43	2	11	11	7	44	22	71	13	2	226
07-08	41	2	11	12	7	48	21	78	12	2	234
08-09	42	0	12	11	5	53	23	74	14	2	236
09-10	50	0	7	11	6	54	21	70	14	3	236

* In 05-06, 14 autistic preschool students were moved from the preschool count to the autism count to more accurately depict the number of students with autism. All other preschool students are considered “non-categorical.”

2009-10 Enrollment by District of Residence and Disability Category

District	Aut.	CH	DHOH	Inclusion	OI	Pre	ED	SH	SMI	VI	Itinerant Services			Total	Change from 08-09
											DHOH	VI	OI		
BOM	6				1	4	3	5	1				3	23	+1
Buckeye	16		1	6	1	10	1		2			5		42	-3
Camino	1					2	2	1	1					7	-1
EDUHSD	9		4					43	4	1		8	5	74	-2
Gold Oak						1	1	2	1					5	-1
Gold Trail					1			1		1		4	1	8	-2
Latrobe														0	-2
M. Lode	2		1	2		4	5	4	1					19	0
Pioneer	3					1	1	1				2		8	+3
Placerville	6		1			6	3	7	2				1	26	+3
P. Pines	2				1	3		2	2		1	1		12	-2
Rescue	5			3	2	23	5	4		1		5	3	51	+6
Silver Fork														0	0
out of county														0	-1
TOTAL	50	0	7	11	6	54	21	70	14	3	1	25	13	275	+1
Change from 08-09	+8	0	-5	0	+1	+1	-2	-4	0	+1	-1	+5	-3	+1	

KEY:

AUT = Autism

CH = Communicatively Handicapped

DHOH = Deaf or Hard of Hearing

Inclusion = K-5 SH students in fully included environment

OI = Orthopedic Impairments

Pre = Preschool Classes

ED = Emotionally Disturbed

SH = Severely Handicapped

SMI = Severely Multiply Impaired

VI = Visually Impaired

Accomplishments 2009-10

Golden Ridge School and Blue Ridge School

Both schools continued to participate in team building activities with teams of detention staff from both the Juvenile Hall and the Juvenile Treatment Center (JTC). In November 2009 a full day of activities, brainstorming and goal setting was held at the JTC and facilitated by The Creative Connection. The outcome of this group session was a renewed energy to focus on methods to enhance overall collaboration among all staff for the purpose of effectively meeting the needs of the youth collectively served by all. Several goals were set which are in various stages of completion.

School staff became involved in assisting the Probation's new Transition and Aftercare (TAP) program. This grant driven program requires that any ward detained for longer than 30 days must have a written plan designed to encourage the successful return of the youth to the community, in an effort to curb recidivism. When contacted by the detention case worker, the school investigates where the student may attend school and bridges this aspect of the of the student's return to the community. This effort has built another valuable area of collaboration.

For the second year, long term students are being tracked if they have been expelled from their school district. A file is created which includes the district's rehabilitation plan for the individual student, along with specific forms needed to document some of the requirements in the plan such as counseling and community service. Students are counseled on how to complete their rehabilitation plan and how to apply for readmission. Several school personnel and parents have expressed their appreciation for this assistance. Five (5) students had their expulsions cleared with this assistance.

Golden Ridge School had some minor, but much needed remodeling. With the assistance of the EDCOE maintenance staff, both classrooms were painted so that all of the walls have matching paint. The existing office space was restructured to provide the secretary with a comfortable work area and to create more secure storage space for student records.

Blue Ridge School
Summary of Enrollment Information

NUMBER OF STUDENTS ENROLLED

GENDER	2009-10 SCHOOL YEAR		2008-09 SCHOOL YEAR		2007-08 SCHOOL YEAR	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BOYS	119	84%	132	88%	122	47%
GIRLS	22	16%	18	12%	43	26%
TOTALS	141		150		165	

NUMBER OF STUDENTS BY GRADE

GRADE	2009-10 NUMBER	2008-09 NUMBER	2007-08 NUMBER
Below 6th	0	0	0
6th	0	1	0
7th	0	2	0
8th	4	5	7
9th	25	24	24
10th	49	34	43
11th	35	45	52
12th	28	39	39
Totals	141	150	165

LENGTH OF ENROLLMENT

Time Enrolled by Days	2009-10 School Years		2008-09 School Year		2007-08 School Year	
	Quantity	Enrollees Attended %	Quantity	Enrollees Attended %	Quantity	Enrollees Attended %
1 - 5	53	38%	56	37%	77	47%
6 - 20	30	21%	44	29%	22	13%
21 - 40	14	10%	11	7%	23	14%
41 - 60	9	6%	7	5%	12	7%
61 - 90	11	8%	9	6%	8	5%
91 - 120	14	10%	13	9%	14	8%
> 120	10	7%	10	7%	9	6%
	141		150		165	

Golden Ridge School
Summary of Enrollment Information

NUMBER OF STUDENTS ENROLLED

GENDER	2009-10 SCHOOL YEAR		2008-09 SCHOOL YEAR		2007-08 SCHOOL YEAR	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BOYS	231	80%	215	77%	230	77%
GIRLS	58	20%	64	23%	70	23%
TOTALS	289		279		300	

NUMBER OF STUDENTS BY GRADE

GRADE	2009-10 NUMBER	2008-09 NUMBER	2007-08 NUMBER
Below 6th	2	3	0
6th	0	6	0
7th	14	3	13
8th	16	25	31
9th	45	44	41
10th	68	65	72
11th	79	72	69
12th	65	61	74
Totals	289	279	300

LENGTH OF ENROLLMENT

Time Enrolled by Days	2009-10 School Year		2008-09 School Year		2007-08 School Year	
	Quantity	Enrollees Attended %	Quantity	Enrollees Attended %	Quantity	Enrollees Attended %
1 - 5	122	42%	131	47%	127	42%
6 - 20	60	21%	56	20%	83	28%
21 - 40	36	12%	33	12%	40	13%
41 - 60	29	10%	26	9%	19	6%
61 - 90	19	7%	15	5%	16	5%
91 - 120	10	3%	5	2%	8	3%
> 120	13	5%	13	5%	7	3%
	289		279		300	

Curriculum and Instruction

2009-10 Accomplishments

Kate Doyle, Senior Director

Angie Lind, BTSA/Professional Development Director

Christina Fischer, Professional Development Coordinator

Melanie Lohan, Program Assistant

Beginning Teacher Support and Assessment (BTSA) Induction

Provided direction and leadership for the El Dorado BTSA Professional Induction Consortium serving teachers in El Dorado and Alpine counties

35 first and second year teachers received coaching, collaboration and consulting from 33 trained support providers.

23 second-year teachers completed all the requirements for their California Professional Clear credential through the El Dorado BTSA Professional Induction Consortium.

Support for Improved Achievement in English Language Arts

60 teachers attended the introductory 15-hour Step Up to Writing training for Grades 3-8.

13 teachers of grades 3-5 attended the Level II Step Up to Writing training organized around summary, narrative, and persuasive writing.

53 teachers and instructional aides attended training in SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), a research-based reading intervention program.

14 fourth grade teachers took part in the Fourth Grade Direct Writing County-wide Assessment. This assessment included a writing test and collaborative scoring process meant to provide teachers with results on which to base ongoing instruction.

55 teachers participated in Academic Vocabulary training designed to give teachers the tools to systematically teach vocabulary for long-term retention and engage students in that instruction.

Support for Improved Achievement in Mathematics

16 teachers attended training for Supporting English Learners in Math. Topics addressed were how to actively engage English Learners, increase communication of mathematical ideas, and modify existing curriculum to meet the needs of English Learners.

11 sixth grade teachers took part in a workshop series centered on the Holt Mathematics curriculum. Teaching strategies focused on upcoming topics and were shared based on Cumulative Assessment results.

Support for Middle School – High School Articulation

Trained 26 facilitators to support success of subject area articulation meetings for English, mathematics, science, music, physical education, and special education teachers

Support for Library Services

Librarians from districts throughout the county attended 5 Library Network meetings during the school year.

Professional Development to Improve the Achievement of English Learners

Provided required annual training in CELDT administration for district and EDCOE staff
Provided training for district leaders in ELAC/DELAC requirements, recommended procedures and bylaws
Four English Learner Network meetings provided a forum for discussions of issues and best practices related to the achievement of English learners
Acted as the LEA for the county Title III consortium to secure funds for support services for English learners. Provided training and technical assistance in the Title III Annual Measurable Achievement Objectives (AMAOs) and accountability reports

Support for Using Assessment Data Effectively

Assisted three districts in the continued use of the Edusoft data management system
Added two more districts to the three-year EDCOE consortium agreement with Data Director. Provided training for administrators and teachers from all 5 districts in the consortium in using Data Director's statewide assessment reports, developing benchmark assessments, aligning existing assessments with California student content standards

Support for technology integration to improve student achievement

Six Educational Technology meetings took place where teachers and administrators shared and exchanged ideas and uses for various technology resources, as well as gained insight into new sources of technology tools for use in schools.
Teachers with interactive whiteboards participated in a Users Group which met 5 times between September and April. Teachers shared how they are using these new tools to enhance instruction.

Support for Site Principals

Facilitated eight meetings for Middle School Principals and eight meetings for Elementary School Principals
Provided technical assistance as principals evaluated student achievement data and developed their Single Plan for Student Achievement
Assisted schools in development of Distinguished School applications

Support for Implementation of State and Federal Categorical Programs

Provided monthly meetings for categorical program managers to provide technical assistance related to No Child Left Behind and all Consolidated Application programs, including models and templates for meeting accountability and programmatic requirements for Titles I, II, and III
Provided additional individual assistance in implementing and/or evaluating programs as requested
Provided quarterly meetings for district leadership development and technical assistance related to Title IV Safe and Drug-free Schools and Communities and Tobacco Use Prevention Education (TUPE)
Provided training in *Positive Action* and support for district adoptions of a scientific research-based program for alcohol, tobacco, other drug and violence prevention.
Provided support for administration of California Healthy Kids Survey, data analysis, and use of performance measures in program planning
Provided trimester meetings for district liaisons for youth in transition (homeless students and foster youth) to provide technical assistance and build district capacity to improve services to identified students. Developed print resources to increase awareness of county services and resources to assist families. Administered McKinney-Vento grant.

El Dorado County SELPA

2009-10

Accomplishments

During the 2009/2010 school year, the El Dorado County SELPA accomplished the following:

- Hired an experienced SELPA Director to serve as Assistant SELPA Director for both the EDCOE SELPA and the Charter SELPA.
- Hired additional support staff to address additional workload
- Continued in the administration of the First Five project, Together We Grow. The early childhood specialists assisted parents in completing developmental screenings on children ages 1-5 utilizing the Ages and Stages developmental screening tools (ASQ and ASQ-SE) and a Health Questionnaire.
- The Together We Grow staff participated in numerous Parent Nights/Kindergarten Round-Ups and adventure camps
- Continued the administration and support of SELPA Occupational Therapists who served students throughout the Western Slope.

In addition to the Charter SELPA work, the SELPA staff continued to support all districts of the SELPA. The assistance includes:

- Providing compliance information and support
- IEP attendance and/or facilitation
- Parent information and support
- Staff Development – CPI, SEIS, RtI, CAPA, CMA, SAVI, IEP Process
- Staff development sponsored events
- Facilitated inter-agency meetings
- Assistance with contracts - NPS/NPA placements, MOUs
- SEIS Help Desk support
- Coordinated SELPA Steering activities
- CASEMIS
- Revised the CAC Parent Handbook
- Participated in 50+ Individual Family Service Plans (IFSP) at P.R.I.D.E. & Joy
- Facilitated Due Process Resolution Sessions
- Facilitated one ADR Panel
- Assisted districts in the successful submission of their Self-Review Monitoring Plan
- Chaired the SELPA-wide Growth Task Force
- Chaired the 504 Task Force, which led to uniform forms and procedures
- Coordinated CAC meetings that included inservices and speakers
- Sponsored the Parent Conference (Region 3) and had three parents attend

Professional Development – EDCOE SELPA:

Content	# of Trainings	# of Persons Trained
SEIS/Educational Benefit	2	18
Special Education Self Review	2	37
Diagnostic Center Training Behavior	1	25
CAPA	1	3
CPI	2 – Full Day Certification 4 – Half Day Re-Certification	43 92
RSP	1 – Five Day Class	8
Region 3: “504 Workshop” “RtI Workshop” “Secondary Learning Centers”	3 trainings	29

El Dorado County Charter SELPA

2009-10

Accomplishments

During the 2009/2010 school year, the El Dorado County Charter SELPA accomplished the following:

- Increased Charter SELPA membership from 23 schools to 46 schools
- Increased Charter SELPA ADA from 7780 to 13,700
- Hired an experienced SELPA Director to serve as Assistant SELPA Director for both SELPAs
- Hired additional clerical staff (1.0) to provide continued support to both SELPAs
- Completed Self-Review Monitoring Plans and submitted to CDE
- Revised Allocation Plan
- Revised and submitted Local Plan
- Updated Charter SELPA Policies
- Sponsored an Area Board 3 parent training on parent rights
- Coordinated and participated in:
 - Charter CEO Council Meetings
 - Charter Executive Committee Meetings
 - Charter Selection Meetings
 - Charter Steering committee Meetings
 - Charter CAC Meetings

Provided continued support to all SELPA members. This assistance includes:

- Providing compliance information and support
- IEP attendance and/or facilitation
- Parent information and support
- Staff Development – CPI, SEIS, Rtl, CAPA, CMA, Self-Review, Fiscal, MOE
- Staff development sponsored events
- Facilitated inter-agency meetings
- Assistance with contracts - NPS/NPA placements, MOUs
- SEIS Help Desk support
- Coordinated SELPA Steering activities
- CASEMIS
- Developed uniform 504 forms and procedures

Professional Development – Charter SELPA:

Content	# of Trainings	# of Persons Trained
SEIS/Educational Benefit	5	51
Special Education Self Review	1	6
Special Education Discipline	1	24
Special Education 101	1	37
CPI	6 – Full Day Certification	86
Region 3: “504 Workshop” “RtI Workshop” “Secondary Learning Centers”	3 trainings	7

TESTING SERVICES – 2009-10 ACCOMPLISHMENTS
MEL SILVA, Director

1. **STAR** (Standardized Testing and Reporting Program): **EAP** (Early Assessment Program) for CSU system – 11th grade, **CAPA** (California Alternate Performance Assessment), **CMA** (California Modified Assessment), **STS** (Standards-based Tests in Spanish), **CAHSEE** (California High School Exit Exam), **CELDT** (California English Language Development Test).
 - A. Created and submitted student pre-identified and expanded demographic files to ETS for districts in our county; met all requirements and very tight deadlines imposed by publisher and state for STAR, CELDT, and CAHSEE.
 - B. District Coordinator Responsibilities - worked with publisher/state and program administrators to ensure proper administration and test security, implementation and completion of testing process for COE programs. Assisted county districts as a consultant and resource regarding STAR testing process and implementation of CMA. Attended all scheduled workshops/webinars. Held STAR information workshops prior to testing for all COE programs and districts. Acted as coordinator for CAHSEE and CELDT. Presented CAHSEE Census Administration Workshop.

Verified data for STAR and CAHSEE results for state API (Academic Performance Index) and federal AYP (Adequate Yearly Progress) accountability. Consultation and support of districts, schools, and county programs regarding the state and federal accountability systems. Reporting information and interpretation of the APR (Accountability Progress Reporting) released each fall, API, AYP, and PI (Program Improvement) as applied to Title I schools.

In 2010, 85% of our schools met all API Growth targets. School-wide API targets were met by 92% of our schools. In El Dorado County, 85% of our schools have attained the State-wide goal of achieving an 800 or greater API score.

In order to meet federal accountability requirements, LEAs (Local Educational Agency-District or County Office) and schools must meet AYP criteria for testing participation and academic proficiency. Schools and LEAs receiving Title I funds not meeting their AYP criteria as a consequence may ultimately receive Program Improvement (PI) status.

Number and Percent of El Dorado County Schools/LEAs Meeting 2010 AYP Criteria

2010 AYP Results	
Schools	All County Schools/LEAS
% Schools Meeting Criteria	62%
# Schools Meeting Criteria	32
Total # Schools	52*
LEAs (School Districts)	
% LEAs Meeting Criteria	55%
# LEAs Meeting Criteria	6
Total # LEAs	11*

* Of the sixty eight schools and sixteen LEAs in El Dorado County, sixteen schools and five LEAs could not be counted due to pending graduation rate. Graduation data for the class of 2008-2009 has not been made available by the State of California; therefore, where graduation data was necessary to make an AYP determination, the AYP report indicated a "Pending AYP" which could not be included in the calculation.

- C. Continued administration of the STAR county Co-op, which provides a comprehensive basic report package and the opportunity to obtain additional reports on academic performance. Teacher reports are generated according to spring classes, including longitudinal student performance, and resorted to provide teachers feedback for the new classes in the fall, specifically addressing student areas of need. Student listing reports disaggregate students by scores on core subject area sub-skills (reporting clusters).

Continued to meet the need for student test performance reporting, tracking, and analysis for the districts in our county. Thus the Testing department, interfacing with the STAR state/publisher-provided CD-ROM district data, is capable of disaggregating California Standards Test (CST) results, produce AYP and API estimates, and multi-year student performance graphs.

- D. Produced news releases and companion reports for STAR/CAHSEE/API/AYP/PFT/CELDT including district, county, and state, for local media, CILC, County Board, and District Superintendents. Prepared multi-year academic performance charts by district and county.

**California High School Exit Exam
Combined Results 2009-10**

	English Language Arts		Mathematics	
	# Tested	Passing	# Tested	Passing
El Dorado County	3,013	80%	2,899	83%
State of California	769,677	63%	754,405	64%
EDCOE Districts				
Black Oak Mine	184	73%	189	77%
EDCOE Programs	295	57%	293	52%
El Dorado Union	2043	87%	1957	91%
Lake Tahoe	491	71%	460	72 %

The performance of all students countywide compared to the state resulted in a higher percent passing both English/Language Arts and the Math portions of the test. The overall results indicate that our county schools are on track in their efforts to increase the academic achievement of all students.

STAR results for 2010 show El Dorado County students had a significantly higher percentage in the proficient or advanced levels in comparison to statewide performance. When reviewing 2010 CST results compared to the previous year, scores have improved overall.

CALIFORNIA STANDARDS TEST RESULTS COMPARISON
% Proficient or Above
2010

	County	State	County	State	County	State	County	State
	English/Language Arts		Mathematics					
Grade 2	62	54	74	62				
Grade 3	56	44	77	65				
Grade 4	77	63	79	68				
Grade 5	74	58	73	60				
Grade 6	69	56	65	52				
	English/Language Arts		Mathematics					
Grade 7	72	55	61	49				
			Algebra I					
Grade 7			91	85				
	English/Language Arts		Mathematics		Science		Social Science	
Grade 8	69	54	34	31	74	59	61	47
			Algebra I					
Grade 8			60	46				
	English/Language Arts		General Math		Earth Science		History/World History	
Grade 9	72	54	23	17	58	35	44	45
			Algebra I		Biology			
Grade 9			47	22	88	55		
			Geometry					
Grade 9			61	45				
	English/Language Arts		Algebra I		Life Science		History/World History	
Grade 10	58	45	18	12	62	46	54	42
			Algebra II		Biology			
Grade 10			64	40	62	38		
			Geometry		Chemistry			
Grade 10			23	14	78	46		
			HS Math		Earth Science			
Grade 10			97	76	24	29		
	English/Language Arts		Algebra I		Chemistry		US History	
Grade 11	54	43	8	9	51	29	56	45
			Geometry		Biology/Life Science			
Grade 11			14	7	52	46		
			Algebra II		Earth Science			
Grade 11			33	14	54	32		
			HS Math		Physics			
Grade 11			72	50	73	53		

The State CST goal is to have every student reach the proficient or advanced performance level.

Variations in enrollment for specific courses can affect trends in data.

- E. Produced various reports including custom reports/graphs and significant subgroup reports as requested by districts.
- F. Physical Fitness Testing (PFT) - Work with program administrators to insure physical fitness testing is completed according to state requirements for all county-operated programs. Prepared files with state-required physical fitness testing results and submitted to the state's scoring contractor for nine participating districts and their schools.
- G. Produced a comprehensive test data package to assist schools in creating their Single School Plan required by state/federal legislation (NCLB). These reports were produced for 30 sites.

2. **SARC** (School Accountability Report Card – Annual Report to the Community)

Produced unique documents for each school in the county, along with a two-page executive summary for each school. Spanish language translations were included for those schools with significant Spanish speaking student populations. The SARC is designed to give pertinent information on school test scores, API/AYP accountability data, curriculum, staff, teacher qualifications, school year, programs, attendance, facilities, textbooks, and financial data. Documents are reviewed to meet all Williams Settlement component requirements. The SARCs were posted to the Internet in February 2010. SARCs can be found on the El Dorado COE's website, under Hot Topics (SARC). Internet posting is required by the state and gives parents and the public access to the important information about our schools contained in these documents.

3. **CILC** (Curriculum Instructional Leadership Council)

The director, as the assessment representative on the Curriculum and Instruction team, participated in all meetings during the school year, facilitating STAR, CAPA, CMA, CAHSEE, CELDT, Physical Fitness testing processes and provided information on all assessment and accountability issues.

4. **Surveys**

Scored and compiled data for parent/staff/student surveys for districts/schools in the county as requested.

Rite of Passage Charter High School

Silver State Academy
Sierra Ridge Academy
Graduation (Qualifying) Houses

2009-2010

Program Accomplishments

Russell Colletta, Principal

Introduction

Rite of Passage Charter High School (ROPCHS) serves troubled teens from California by providing an opportunity to earn high school credit, pass the General Educational Development test, or earn a high school diploma in an instructional program specifically designed to meet their needs. The school operates under a state-approved charter through El Dorado County Office of Education (EDCOE) and functions in cooperation with Rite of Passage, a private non-profit corporation.

The students we serve are fourteen- to eighteen-year-old, court-adjudicated young men who have typically failed in other placements and have committed a variety of criminal offenses. Their skill levels are very disparate, with reading and math skill levels from first to twelfth grade. Teachers are able to provide a great deal of one-on-one support as the class size typically averages sixteen students. These young men also have the opportunity to participate in life skills development classes, weekly individual counseling sessions with a licensed clinician, vocational training, and daily group processing opportunities as they work through their personal psycho-social issues in conjunction with their academic growth. The school is in operation 251 days a year, and conducts classes seven hours each day.

Demographics

ROPCHS served approximately 600 total students on three campuses over the course of the 2009-2010 academic year, with an average length of stay in the program of approximately nine months. Due to the extended school day and extended school year, many students are able to accelerate their credit acquisition to a level commensurate with their peers in regular high school settings. The typical student enters the program functioning at about the sixth grade level in math and reading, but makes significant progress in core academic skills in a relatively short period of time.

Accreditation

The school was fully accredited by the Western Association of Schools and Colleges (WASC) in June 2006. During the 2008-2009 school year, the school hosted a WASC visiting committee that conducted a three-year review of the progress made on the school's plan to improve student learning. The school staff designed and implemented a plan to focus and clearly

articulate its curriculum, ensure instruction is based on research proven methods and provides multiple opportunities to learn, and uses assessment data for monitoring and adjusting the instructional program, also to provide feedback to students to increase their learning. The visiting team affirmed the school’s success in achieving its initiatives. The school was awarded the maximum three year extension of its full accreditation status.

Adequate Yearly Progress/Academic Performance Index

As of the writing of this report, the school had not received its AYP and API designations for the 2008-2009 school year.

School Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
API	376	442	525	596	634	646	578	595
AYP	N/A	Yes	Yes	Yes	Yes	No	No	No

Instruction of State Content Standards

The school staff completed a process to define essential, standards-based content and skills in all core academic content areas. The staff reached agreement on the critical need to focus instruction on key skills and content areas due to the limited amount of time students are enrolled in the program.

The staff uses published versions of standardized tests, assessment blueprints, and other resources to determine the content focus and level of difficulty of their instruction. This process ensures that instruction will be provided on content and skills that are frequently assessed and have been identified as essential for success in “real life” settings. An analysis was also done of the actual content instruction in order to provide feedback about how comprehensively essential skills are being taught.

Math and other core classes have been structured to allow for more effective instruction to a wider range of student abilities. Higher level math classes are further differentiated by small group instruction on various levels of content. Teachers in all subject areas have been encouraged to try alternatives to whole group instruction, such as peer tutoring, small group instruction, and project based activities.

The school offers a spectrum of remedial classes in reading and mathematics in order to provide appropriately challenging instruction for students when they enter the program. The goal of all remedial classes is to accelerate learning as much as possible student in order to have most students functioning at high school level. Policies on issuing credit and other functions have helped support this process.

The school has implemented a three-tiered Response to Intervention structure in order to provide a systematic way for students who need additional help to be identified and served. Teachers meet weekly to report students who need the focused interventions available at tiers two and three of the school’s system. This new practice has had a profound effect on teaching and learning. It has help to establish a success orientation for both teachers and students, and provides multiple opportunities for students to become successful in learning essential content and skills.

The school has also worked to improve its first tier of instruction (the level of instruction all students initially receive) to include research proven strategies. There are systems in place to provide students with information about their progress in learning, not just a summative assessment of their learning. The school also focuses instruction on key content vocabulary as identified in the Tennessee Academic Vocabulary lists, and common assessment terms.

Vocational Training

Depending on which campus the student was enrolled, students continued to achieve new skills in welding/manufacturing technology, culinary arts, construction trades, automotive technology, digital imaging, computer technology, animal husbandry, and facility maintenance. Students earned college credit through Columbia College and through articulation agreements with Western Nevada College, as well as certification through the American Welding Society. Students were also able to earn OSHA and CPR certification. Over half the students who exited the program completed at least 500 hours of training in a vocational trade.

Student Assessment and Achievement

An analysis of statewide assessments results has been accomplished and distributed to staff and stakeholders. Skill area strengths and needs have been identified. Special study sessions were provided to prepare students for the assessments. The entire school curriculum is specifically focused on content and skills necessary for success of the California High School Exit Exam and the general Education Development test. This is due to the relatively short amount of time students are enrolled in the school and the fact that the placing agency's typical academic goal for a student is proficiency on these assessments. Incentives from the school and the group living programs were established to improve student cooperation with the assessment process.

The school continues to use the Renaissance STAR testing program to conduct a school-wide evaluation of growth in individual student achievement three times a year. A detailed analysis of the data from these assessments is conducted and distributed to stakeholders and staff at the end of each grading period. The analysis revealed that students typically make more than one grade level growth in both math and reading in each four month grading term. The staff also reviewed the alignment of these assessments to the state standards to ensure student achievement on this measure could reasonably translate to achievement on other measures.

Further analysis also revealed that approximately 50% of the students achieved the growth level set as a target in the accreditation action plan, as determined by the Alternative Schools Accountability Model (ASAM) pre/post testing system.

As stated above, a detailed analysis of Renaissance STAR testing results is conducted at the end of each grading period for both math and reading. Individual student growth and school-wide trends are both carefully vetted. These data do suggest significant growth in student skills; and currently available state-wide assessment results confirms this conclusion.

Staff Development

The staff participates in weekly training sessions that are focused on effective instructional strategies, especially those with a high yield for disadvantaged learners. A large contingent of staff from all sites attended a three-day training on effective assessment strategies during the

2009-2010 school year. The focus was not just on assessments *of* learning, but designing and using assessments *for* learning. The staff received training on interpreting data, classroom assessment design, and methods for giving students feedback on their learning that will help them make progress rather than become frustrated. This information is especially needed when working with this at-risk population and has already had positive effects.

This training provided a foundation for defining Performance Level Descriptors, a rubric based system, to give students feedback on what they have learned as well as what they need to learn next. The school will continue to develop this system in the coming school year.

Student Activities

Students were provided the opportunity to participate in over eight different interscholastic activities and sports. Awards Assemblies were held during the 2009-2010 academic year as students were honored for their academic, athletic, personal growth and vocational training achievements. Students also participated in writing contests, vocational skill activities and contests, and community service activities.

Conclusion

The teaching staff at Rite of Passage Charter High School looks forward to another year of growth and success for the troubled teens we serve in our collaborative relationship with the Rite of Passage Program. During the 2010-2011 school year, the staff will further implement and refine its initiatives in curriculum, instruction, and assessment. The staff will use an on-going process to monitor student success in both academic and social development so that the troubled youth population we serve will have the very best hope and opportunity for a productive, successful future.

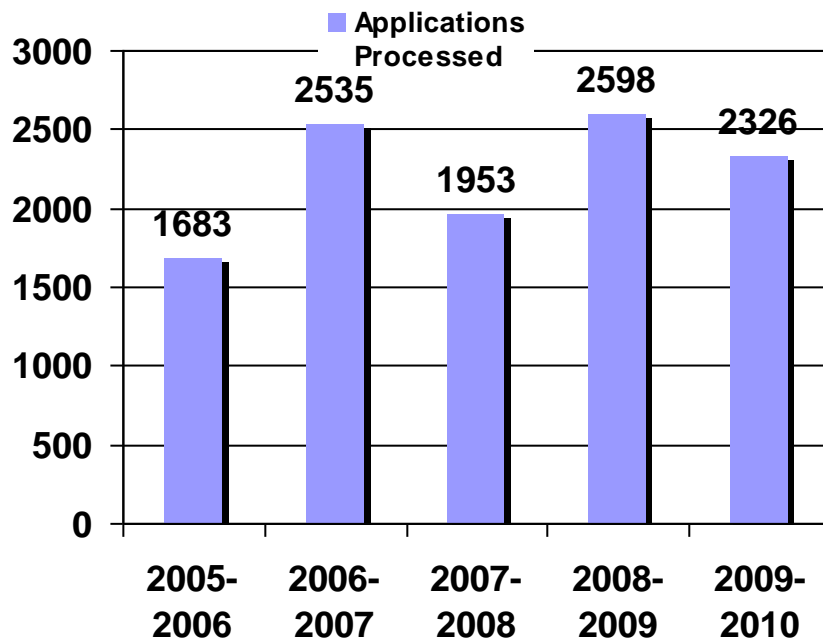
HUMAN RESOURCES 2009-2010 HIGHLIGHTS

Recruitment/Retention

Recruitment remains a major ongoing focus and concern for the Human Resources department and one of the “up sides” to a down economy is the improved number of applicants for employment. In 2009-2010, HR continued to see a large number of applications for most positions. HR conducted 78 active recruitments in 2009-2010. A total of 2,326 applications were processed (2,206 online and 120 paper applications.) We remain committed to our innovative recruitment practices and continued our efforts:

- **Employee Incentives** – EDCOE offers \$100 incentives to existing employees who refer an applicant who is subsequently hired. Eleven (11) employee referrals in 2009-2010 resulted in a new hire.
- **School Van Placards** – EDCOE has magnetic signs that have been placed on student vans, advertising for employment opportunities.

These ideas/practices are in addition to our existing and ongoing efforts to cover local community college campuses, participate in local job fairs, advertise in newspaper and trade publications, and post positions on EdJoin. Twenty new hires in 2009-2010 were referred by Ed Join; seven (7) by newspaper advertisements; and four (4) from outside agencies.



HR again administered our annual confidential Employment Survey. This survey covered a broad array of topics having to do with employee job satisfaction at EDCOE and sought input as to the ways in which EDCOE could be more responsive to employee needs. EDCOE hosted the third annual Employee Picnic, (borne out of responses to the Employment Survey in prior years). The picnic was planned and paid by EDCOE Leadership. As indicated by attendance and a follow-up survey, it was a very successful event.

Substitute Services

In 2009/10, the total number of certificated substitute jobs was 12,859. El Dorado County programs and districts averaged 71.4 certificated jobs per day (based on 180 school days). The busiest day of

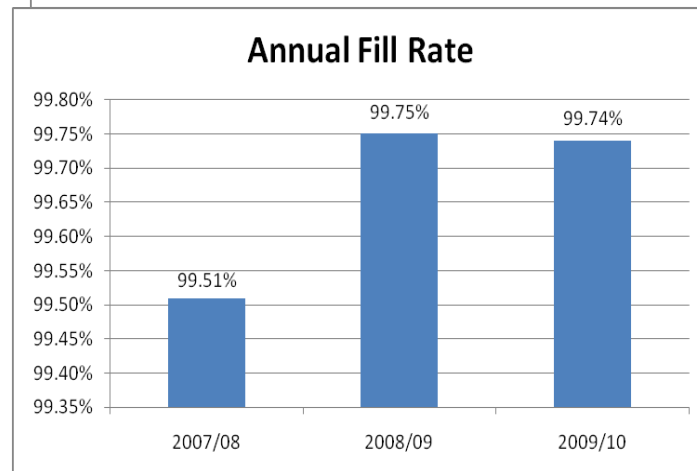
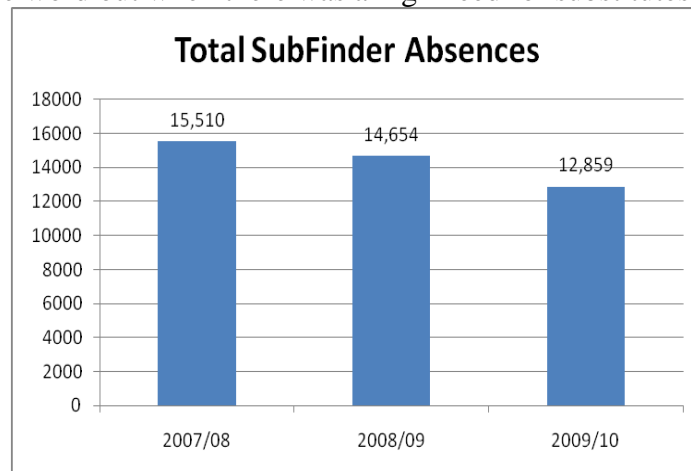
the year was May 14, 2010, with 176 jobs on the day of the Spelling Bee. Fill rates continue to be excellent at 99.74% for 2009/10. The number of substitutes has risen from 515 in 2008/09 to 603 in 2009/10. Admission to the SubPool continues to be by site or district administrator referral only (procedure implemented in 2008).

Nineteen El Dorado County teachers, who experienced layoff due to reduction in force cutbacks, entered or reactivated in the SubPool. Several were hired back at their districts either full or part-time. Not all RIF teachers pursued joining the SubPool.

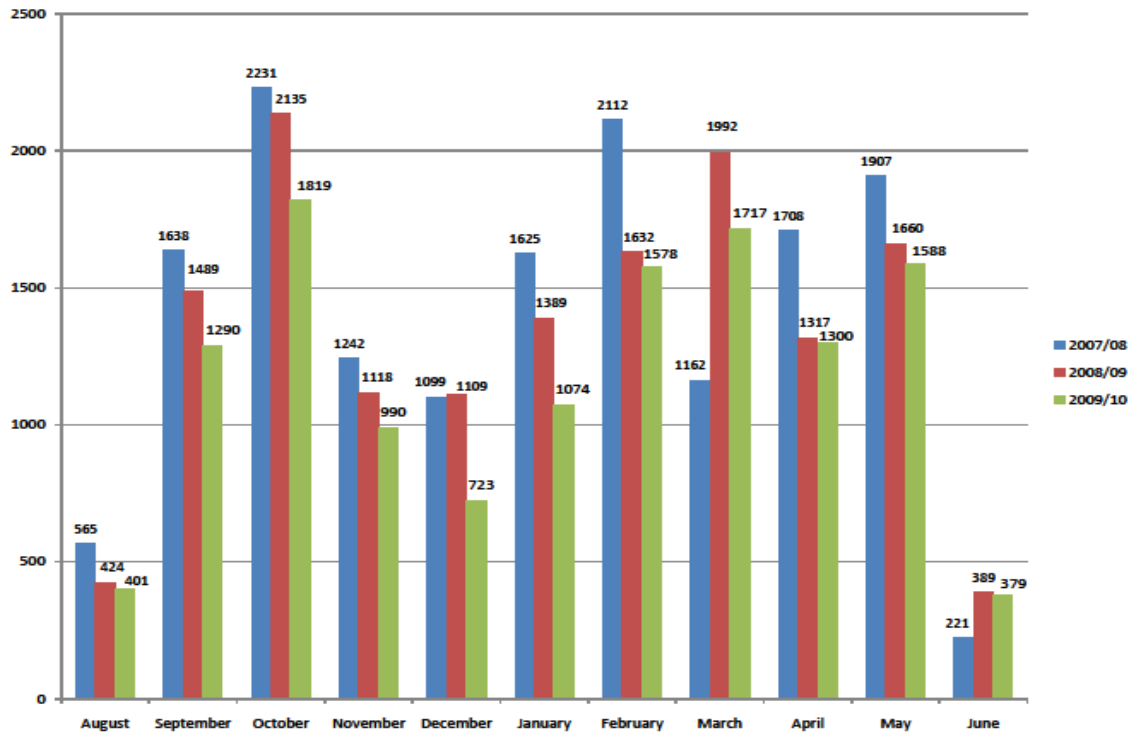
Guest Teacher Program accomplishments include the development and implementation of three new policies (in conjunction with the Personnel Issues Group) effective July 1, 2010:

1. Guest Teachers must work a minimum one job every 90 days (three jobs per year) to remain active in the SubPool.
2. Guest Teacher Evaluation policies and procedures were revised for clarity and ease of use. Multiple site blocks may result in deactivation pending a required on-line professional development activity and or termination of enrollment in SubPool.
3. Guest Teacher Self Assessment/Teacher Feedback Form was developed to facilitate better communication and improved understanding between teachers and substitutes. Guest Teachers are required to utilize this checklist to provide uniform feedback and promote accountability.

On-line access to forms and policies was implemented through the SubFinder Website. Electronic communication through an e-mail list has assisted in improving communications about new sites, policies and getting the word out when there was a high need for substitutes.



SubFinder Certificated Absence/Job Report
 Total Number of Absences plus Supplementary Assignments for all Sites



8/12/2010

Employee Benefits

The Human Resources Department coordinates all employee benefits for new and existing employees including Cobra information to all terminating employees and/or family members. Our Benefits Technician continues to do an effective job with the employee open enrollment process. Leaves of absence, including Family Medical Leave (FMLA), Pregnancy Disability Leave (PDL) and California Family Rights Act Leave (CFRA), are coordinated through the HR Department. HR worked with payroll and employees on the coordination of worker's compensation disability payments with Education Code Industrial Leave and other paid leaves. HR assisted 38 employees with Worker's Compensation Claims. A total of 41 claims were settled, 17 of which were prior years' claims. The HR Department also coordinates the Section 125 plan and the annual re-election process as well as the APPLE retirement program for Charter Community School.

Credential Services/NCLB Compliance

The El Dorado County Office of Education's Credentials Analyst continues to provide credentialing services to the districts within the county and their employees as well as the community. The services provided include, but are not limited to, the following; recommendation for the Emergency 30 Day Substitute Permit; credentialing clarification for obtaining additional authorizations; scheduling of staff per: Education Code requirements, Administrators' Assignment Manual (California Commission on Teacher Credentialing) and NCLB (No Child Left Behind); Credential/Payroll Auditing, per Education Code 45037 (AB 2859).

During the 2009-2010 school year, four districts were monitored per EC 44258.9 (b)(1)(A)

and (C); Williams Settlement. The quarterly assignment monitoring results for these four schools was 100% compliance. EC 44258.9 (c)(4) includes reporting of Decile 1, 2 and or 3 schools; again 100% compliance was reported for this one school.

As part of EDCOE's commitment to service, the Credentials Analyst provided a seminar to District credentialed staff, providing clarification on Subject Matter Authorizations, Supplemental Authorizations and additional Teaching Authorizations. There were a total of 43 credentialed district employees that attended the seminar, with 15 of them scheduling follow up appointments for assistance with the application process for obtaining an additional authorization.

The Credentials Analyst continues to serve as a county representative at all Personnel Administrative Services Steering Committee meetings for Credentialing Staff, attended the 2009 Credential Counselors and Analysts of California Conference, and successfully completed the PASSCo/CTC Credentials Academy.

Fingerprinting

The HR department provides fingerprinting services to all of EDCOE and to all districts within the County. HR staff processed 816 sets of prints in 2009-2010, up from 708 in 2008-2009.

Other

The HR Department provides resources and support not only to EDCOE programs, but to local districts, as well. Trainings on Harassment Prevention were held in the fall and spring last year for school district employees in supervisory positions throughout El Dorado County. HR hosted workshops for school employees affected by layoffs last spring. Staff from the County Human Services Department, Employment Development, and Connections provided information about filing unemployment claims and other services offered by Connections. The Executive Director continued leadership of the Personnel Issues group on a quarterly basis. This group provides networking, information, and professional development to personnel staff in local school districts. Webinars were hosted by HR for school district staff on topics such as credentialing.

2009-10 Accomplishments

Terena Mendonca, Associate Superintendent

Administrative Services

The 2009-10 year continued to present fiscal challenges to public education throughout the state and within El Dorado County schools. The need for strong fiscal leadership has never been greater.

California's Ongoing Economic Crisis

While 2009-10 did not experience mid-year cuts, the cuts from the adopted budget were deep and ongoing. Planning in the out years continues to be problematic as the economy continues to struggle. Positive relationships and strong communication with our districts is more important than ever as they work with fewer and fewer financial resources and fiscal insolvency becomes a very real threat. My efforts to nurture and maintain relationships are critical during these times and I continue to work to find ways to strengthen our support role.

During the 2009-10 fiscal year, we had six districts qualified at First Interim. We worked extensively with these six districts with Diane Lacombe and me assuming the role of fiscal advisor. By Second Interim this number was reduced to three qualified districts.

Through serving on the CCSESA Common Message Sub Committee of the Business and Administration Steering Committee (BASC), we were better positioned to both influence the message to districts throughout the state and to produce timely guidance and support to districts in El Dorado County.

State apportionment deferrals created an additional cash shortage that would have required our districts to issue TRANS. TRANS issuance in today's California market would have added an additional expense for our districts.

Cash Management Assistance

We provided cash management training through a workshop co-presented by School Services of California and the Fiscal Crisis Management and Assistance Team. Additionally, we provided one-on-one cash management assistance and tools so that districts were able develop a better understanding of how to manage their cash. While many school districts and EDCOE have historically issued TRANS or Tax and Revenue Anticipation Notes, we have done so to address short-term cash shortages and to secondarily generate revenue through positive arbitrage. The economic crisis however, changed the investment market so that investors rated public education agencies within California as high risk such that the borrowing rates were high enough to cancel out positive arbitrage earnings. Moreover, this generated a cost of borrowing that districts had not previously experienced. EDCOE provided dry-period financing through extensive cash flow and while only one district required cash flow assistance during the 2009-10 year, the ability to borrow alleviated the need for borrowing through TRANS issuance.

Budget Forums

In 2008-09 we conducted three Budget Forum designed to share what we knew about the crisis and to what extent the crisis would impact programs and employees of EDCOE. We continued these forums by holding an additional three forums in 2009-10. Our message to employees continues to stress the importance and benefits of strong reserves in allowing us to maintain programs for children, which naturally protected jobs.

Restructure of CSROP

Consistent with our efforts to find efficiencies, we worked with the three CSROP districts to minimize administrative overhead in response to the flexibility offered through Tier III funding. This flexibility has removed compliance measures that allowed for a re-write of our JPA agreement. Moreover, we eliminated one layer of bureaucracy by streamlining the role of the board and executive board.

Preliminary Review of District Consolidation

Discussions with Superintendents initiated preliminary work in gathering data on district consolidation among our nine elementary districts. SSC was consulted to perform a revenue analysis of 24 different combinations. This work has extended into 2010-11.

Charter Special Education Local Plan Area (SELPA)

The Charter Special Education Local Plan Area (SELPA) in California continues to grow. The number of charters accepted into the Charter SELPA grew from 18 during the 2008-09 year, serving approximately 8,000 students, to 46 in 2009-10, with approximately 14,000 students. As governance and structure develops with this growth, we have also streamlined the application process by developing an online application that allows both applicant and reviewer to submit and view applications completely online. A total of 79 applications were processed through the online application process. Of these applicants, 60 were approved for the 2010-11 fiscal year.

Business Department Move and Business Efficiencies

As a result of EDCOE's new charter facility, additional space was made available, which allowed the business department to relocate its offices so that all of business were located together. This move involved all business staff through the planning and development stages. The end result has increased work flow and efficiencies.

We continually seek better and more efficient ways of functioning. One accomplishment for 2009-10 was the development of a standardized Facilities MOU with our districts. We have streamlined the process so that Facilities and Business work in coordination with program so that districts are no longer receiving multiple formats and agreements from each department.

Administrative Restructure

Through EDCOE's response to reduced State revenue, five administrator positions were eliminated, largely through attrition and retirements. This restructure required coordination, planning, and communication to staff. One result of this restructure was the shift of Human Resources under Administrative Services.

Additional Roles & Projects

My role at EDCOE includes serving on the Executive Committee of Schools Insurance Authority (SIA), our insurance Joint Powers Agency (JPA). Through this role, I am able to provide additional support to our districts in addition to positioning us to better mitigate our risks.

Additionally, I serve on the Governmental Relations Committee of the El Dorado Hills Chamber. This group deals primarily with business and community related issues within the El Dorado Hills region, although there are many items that come before the group that involve the county at large.

I serve as the co-chair for the Professional Development Committee of Business and Administrative Steering Committee, which is a subcommittee of CCSESA. This committee is responsible for professional development of business staff of county offices of education.



2009-10 Accomplishments

**Diane Lacombe, Director
External Business Services**

DEPARTMENT HIGHLIGHTS

Fiscal Oversight

To prevent fiscal crisis, we continued to focus on early identification of budget issues, training and support, and communication that ensures we work collaboratively with districts.

Budgeting and Financial Reporting

We continued to provide a variety of resources and tools for budgeting and financial reporting. During these challenging financial times, we added new resources and modified existing ones based on feedback and district needs including:

- Revenue Limit projection workbook
- SELPA Budget Book and Financial Updates (including “Bottom Line for Budgeting”)
- District Financial Comparison (“Databook”)
- Federal Interest Reporting template - **new**
- Posting a variety of resource documents on the CFO Corner of our website including CFO meeting documents, incoming fund notifications, and deposit permits
- Revenues Summary workbook - **new**
- EDCOE CALPADS Listserv - **new**
- At-a-glance calendar of principal apportionment reporting timelines - **new**
- Cash Flow Projection spreadsheet
- Cash Reconciliation workbook
- Workshops on Criteria & Standards, Year-end Reporting, SACS software, Cash Flow
- Fiscal Advisor assigned and services provided to qualified districts **new**

Cash Management

A critical element of fiscal solvency is maintaining sufficient cash levels to meet obligations. In light of reduced and deferred apportionments, change in timing of distribution of funds from the State, and lower district reserve levels, cash management is more important than ever. We increased our efforts in this area and accomplishments include:

- County-wide pool for dry period financing to cover cash flow needs, saving the districts and EDCOE up to \$200,000
- Sponsored a Cash Flow workshop provided by the Fiscal Crisis Management and Assistance Team (FCMAT) and School Services of California (SSC)
- Refined our cash flow projection template and worked individually with districts in development of cash flow projections

Accounting Services

Payroll

During 2009-10, EDCOE and many of the districts changed their Third Party Administrator (TPA) for administration of tax sheltered annuities (403(b) and 457 plans). We participated in the joint Request for Proposal (RFP) process and coordinated and provided support and assistance for the complex transition that occurred in February 2010. We were a liaison between the new TPA and districts and helped resolve many transition issues.

Accounts Payable

Use tax reporting to the Board of Equalization (BOE) was completed separately by each district under their own BOE number whereas in previous years reporting was completed under one number for all districts. In addition to providing training at the Accounts Payable User Group meeting, we also prepared a template for each district and met one-on-one with districts as requested to help them complete their forms. For 1099 reporting, separate Employer Identification Numbers (EINs) were obtained for each district which will be used starting with the 2010 reporting.

California Longitudinal Pupil Achievement Data System (CALPADS)

Starting in October 2009, local educational agencies were able to start using CALPADS to find and submit data about students enrolled in California public schools. The first major set of functionalities was rolled out in 2009-10. After experiencing system performance issues during the roll-out, system stability was finally achieved and October 2009 enrollment counts were certified by August 2010. We provided support and reporting in CALPADS for EDCOE programs. We also created an email list-serve for EDCOE and districts to facilitate sharing within El Dorado County of questions and information about CALPADS.

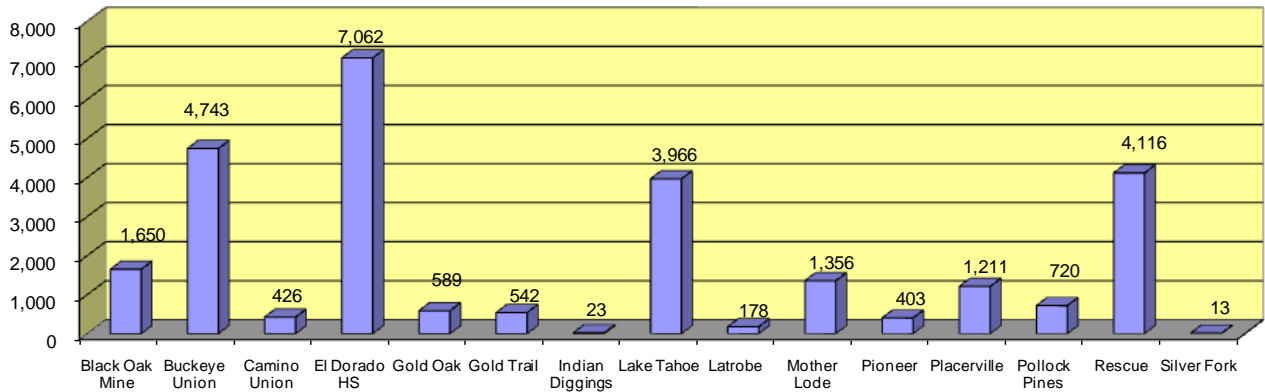
Business Department Move

In December 2009 the EDCOE Business Department relocated within Building A. The move allowed the Deputy Superintendent of Administrative Services and the entire internal and external business staff to now be located together. In addition, the new configuration resulted in improved workstation layouts allowing for the creation of three to four person groupings of sub-units within Business, such as payroll and accounts payable.

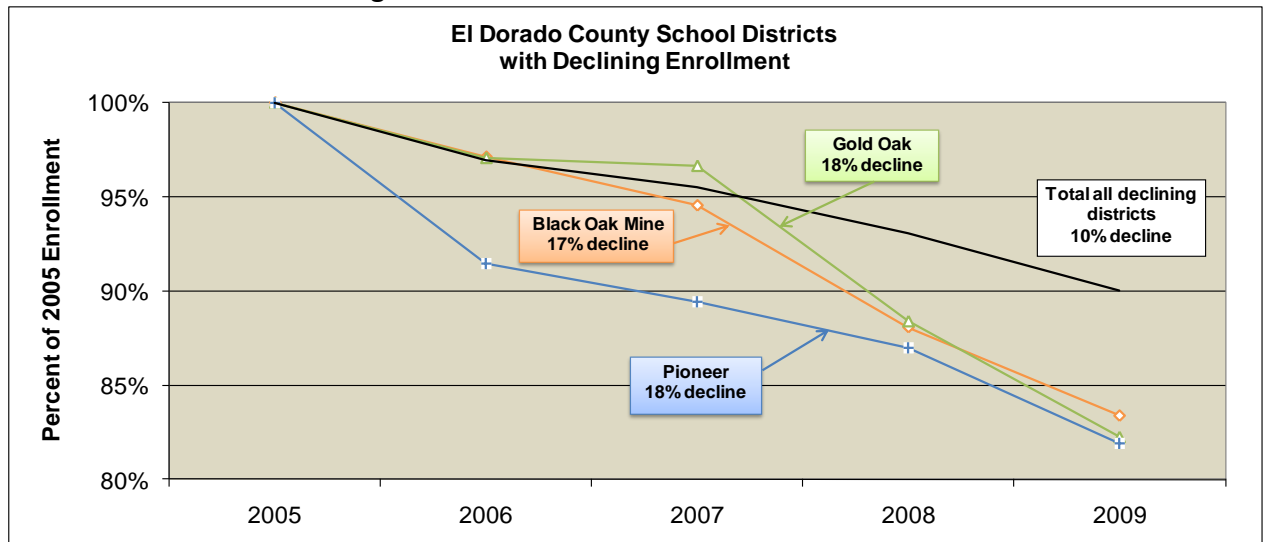
STATISTICS – SCHOOL DISTRICT DYNAMICS

El Dorado County contains 15 school districts grades K-12; with 12 elementary districts, two unified districts and one high school district. The school districts vary in size from less than 20 students to over 7,000 students.

Oct 2009 Enrollment in El Dorado County School Districts



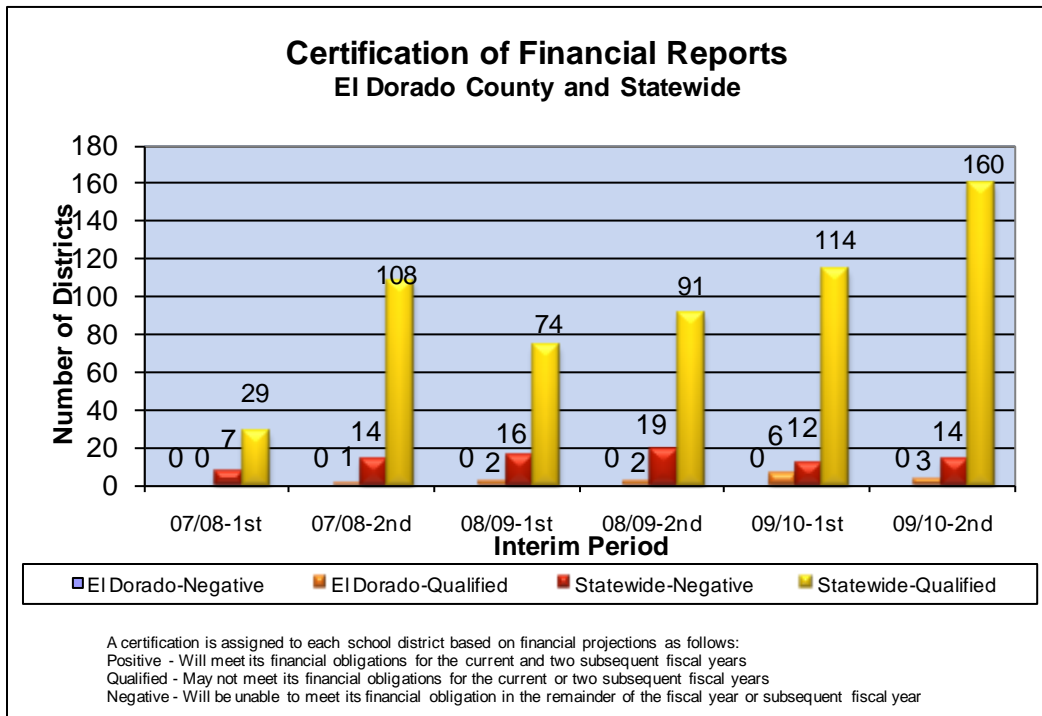
Over the last several years a majority of the school districts have experienced declining enrollment with some seeing a decline of as much as 18% of their enrollment.



STATISTICS – FISCAL OVERSIGHT AND BUSINESS OPERATIONS

Fiscal Oversight

- Reviewed and approved all school district budgets
- During 2009-10, six districts in El Dorado County received qualified certifications at 1st interim and three districts received qualified certifications at 2nd interim



Business Operations

- Reviewed and processed 61,924 district and COE payroll checks totaling \$117,334,080
- Processed STRS reporting for 3,804 members' contributions totaling over \$9.6 million, and PERS reporting for 1,690 members' contributions totaling over \$3.5 million
- Reported 7,378 W-2s to the IRS, Franchise Tax Board, and Social Security Administration
- Reviewed and coordinated the processing of 37,024 Accounts Payable checks totaling \$178,642,154
- Issued 519 1099s to vendors doing business with El Dorado County schools

2009-2010 Accomplishments
Jim Maher, Director
Internal Business Services

Highlights during 2009-2010 continue to include the extraordinary state financial situation with the resultant complexity added to the accounting/budgeting process. Late budgets, American Recovery and Reinvestment Act dollars (ARRA) and flexibility provisions continue to add to an exciting end of year. Additionally, during 2009-2010, administrative expenditures were reviewed throughout the organization and significant reductions in staff costs were realized during the year as some restructuring related to the retirement of existing staff occurred. Also, fiscal year 2009-2010 was a year for staff changes in the business department. Accounts payable saw the departure of Sandy Thomas, replaced by Michelle Parsons and the Accounting Section saw the departure of Mary Masuda, replaced by Sue Thorne. Both new employees have brought great skills with them and we are delighted to have them as part of our team. Lastly, based upon the successful pilot program during 2008-09 involving the Special Education Program, we implemented during 2009-2010, an across the board budgetary review process of all employee reimbursement items. This has resulted in a more efficient account coding and posting process.

Overall Department Highlights

QSS Software

During 2009-2010, we have continued to attend trainings on the conversion of the QSS financial system to a GUI (Graphic User Interface) version of the software. The completion date for the conversion continues to be pushed back by the software provider, however all staff are now fully functioning in the components of the new software that is available to them. We continue to learn new features in the software that provide for increases in productivity.

Growth (Changes) in Programs

New Programs for 2009-10 included significant American Recovery and Redevelopment Act dollars, the 21st Century Community Learning Center in association with the Los Rios Community College, After School Education and Safety (ASES), and a local project funded by the County of El Dorado at Veerkamp Park.

Programs eliminated from 2008-09 included the School Counseling Grant supporting Elementary Programs operated by New Morning and various restricted categorical programs that were replaced with unrestricted revenues under flexibility provisions of the 2008-09 budget.

Cross Training/New/Enhanced Responsibilities

As we continue to focus on capacity building in our department, cross training becomes critical. We are well cross-trained in the areas of payroll, purchase order processing, vendor maintenance, accounts payable check writing, and purchase order printing, . Areas that need to be addressed continue to be Accounts Receivable, Inter-program cost allocations, Fixed Asset Management, Program Accounting and Financial Reporting, Cash Reconciliations and California Use Tax reporting.

Focus for the Coming Year

Areas that will require our efforts during the coming year include the continuation of the American Recovery and Reinvestment Act (ARRA) reporting, continued emphasis on cross-training, particularly within the accounts payable and payroll departments necessitated by the retirements of two staff persons, and continued QSS conversion trainings including purchase orders, payroll, and position control.

Departmental Statistics
Payroll

During 2009-2010, payroll department highlights include:

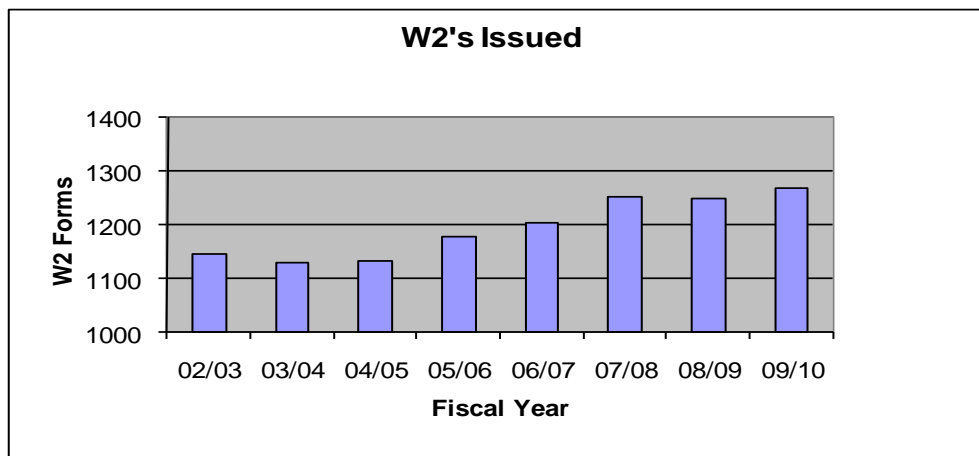
W-2 forms issued in calendar year 2009 were 1,268, an increase of 1.44%.
W-2 forms issued in calendar year 2008 were 1,250.
W-2 forms issued in calendar year 2007 were 1,254.

Salaries paid during 2009-2010 were \$26,511,612, an increase of 0.1%

Health and Welfare premiums paid in 2009-2010 were \$3,660,777, an increase of 2.91%

Changes in employment status during 2009-2010 included 170 new hires and 110 terminations.

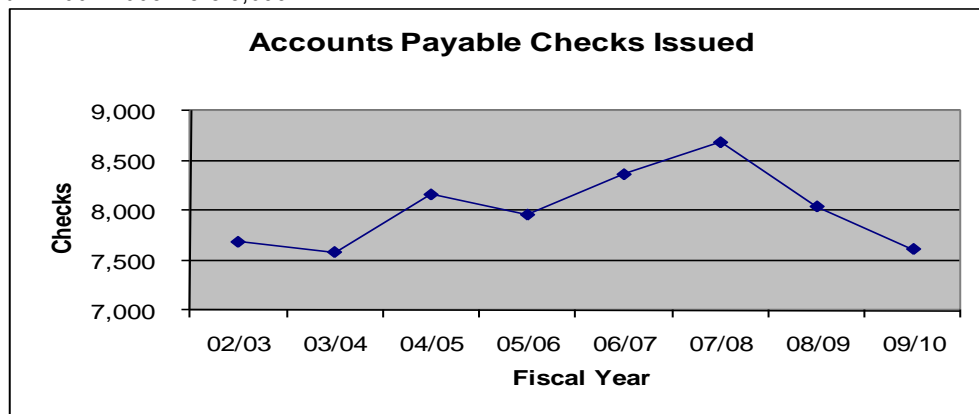
Emily Montoya, Nancy Lawrence, and Carla Brown continue to provide outstanding service to the programs and staff.



Accounts Payable

During 2009-2010, department highlights include:

AP checks issued in 2009-2010 were 7,615, a decrease of 4.95%
AP checks issued in 2008-2009 were 8,045.
AP checks issued in 2007-2008 were 8,693.

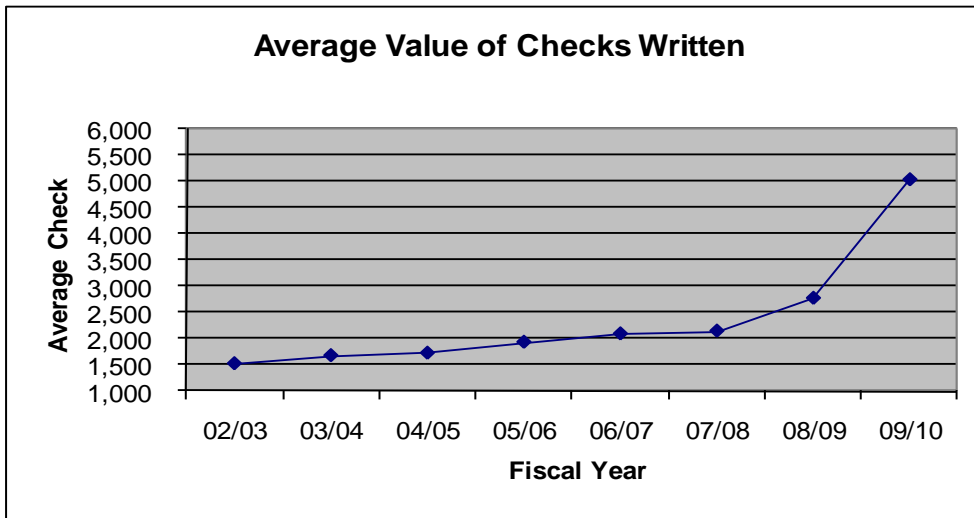


Departmental Statistics continued;

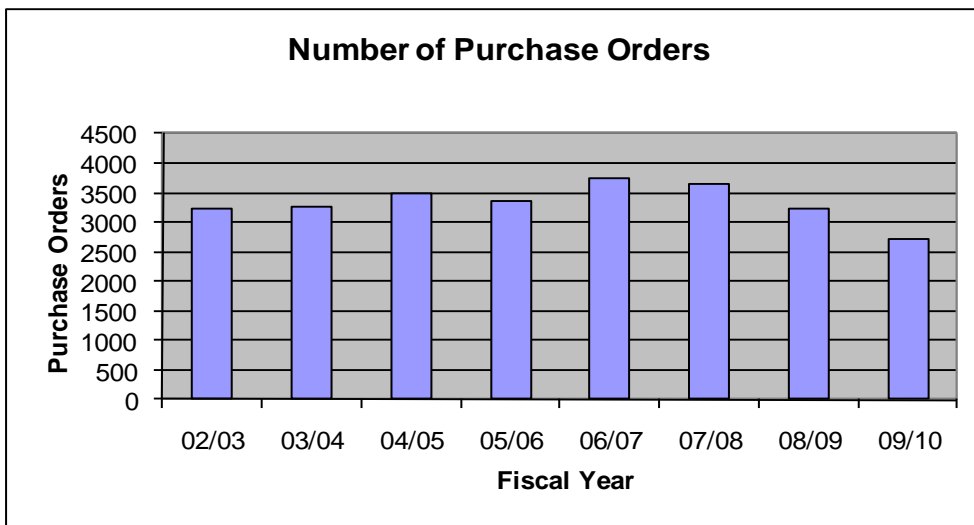
The total of vendor checks written in 2009-2010 was \$38,328,825, an increase of 86.28%
The total of vendor checks written in 2008-2009 was \$22,269,646.
The total of vendor checks written in 2007-2008 was \$18,613,576

Average check amount in 2009-2010 was \$5,033, an increase of 105.79%
Average check amount in 2008-2009 was \$2,768
Average check amount in 2007-2008 was \$2,141

(Significant increases contributing to the increase in dollar value of checks written and average value of check are related to the expansion of our Charter SELPA pass-through payments to participating schools.

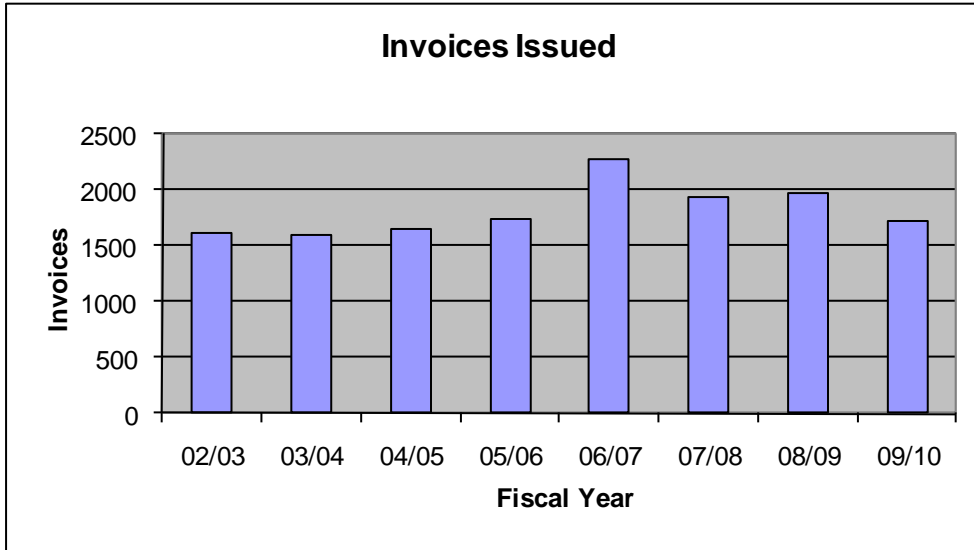


Purchase Orders issued in 2009-2010 were 2,727, a decrease of 13.72%
Purchase Orders issued in 2008-2009 were 3,229.
Purchase Orders issued in 2007-2008 were 3,659.



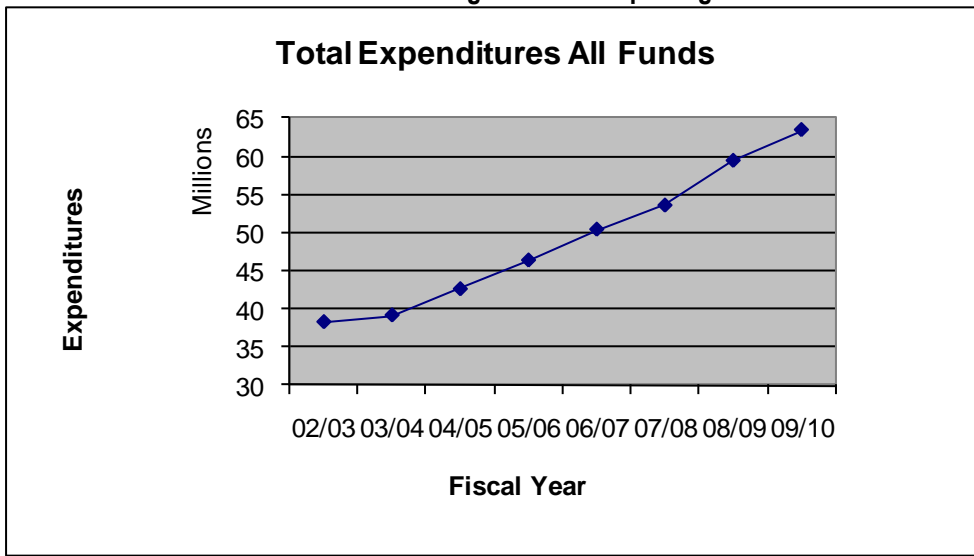
Departmental Statistics continued;

Invoices issued in 2009-2010 were 1,720, a decrease of 12.94%
Invoices issued in 2008-2009 were 1,971.
Invoices issued in 2007-2008 were 1,940.



The Accounts Payable department with Debbie Goodearl, Athena Lacher, and our newest arrival, Michelle Parsons, continue to provide outstanding service to our programs, staff and outside suppliers.

Accounting/Financial Reporting



Responsibility for the budgeting and financial reporting of the County Office budget is divided among the four accountants in the department. Tricia Kowalski, Kerri Smith, Jennifer Weston, and our newest arrival, Sue Thorne, continue to provide excellent service and support to the county office programs.

IT Accomplishments

Fiscal year 09-10 was a year of significant changes for Information Technology. On top of significant staffing changes, IT took on a much more direct role in district support. In response to requests from many small districts for desktop support help, IT and Charter stepped in to fill the gap with a new District Support Technician position. This program allows school districts in need of technology assistance to secure the help of a qualified, trained technician that is completely dedicated to district support, who also has access to all the IT resources that EDCOE can provide. The program has been very successful in meeting the technology needs of the districts participating.

This year saw two new faces in IT, Todd Johnsen and David Seabury. Todd stepped into fill the position of Joe Melhorn, who retired, and has done an admirable job of supporting our county with his strong experience in public education. With Brian Carlton's departure, David Seabury was hired from Rescue Union School District, and brought with him a wealth of knowledge that has also greatly benefitted EDCOE and all the districts we support.

The IT team managed the technology roll-out in our new Charter Community School building, including over 150 new PCs, many smart boards, projection systems, and video surveillance. IT was also heavily involved in the initial wiring design, and additional wiring installed later to support surveillance operations campus-wide. The new surveillance system has shown itself to be invaluable in allowing EDCOE staff to cooperate with law enforcement when needed.

The EDCOE Technology Academy continued to provide trainings throughout the fiscal year. In FY2009-10 the curriculum for our Office 2007 course offerings included Excel, Word, XP, Vista & Adobe Form Development and new offerings of Outlook and Powerpoint (curriculum developed by our own Laura Thomas). We offered classes not only to EDCOE employees, but have broadened our access to include district employees as well. Our classes were offered twice a month, and we were able to have move back to our own dedicated computer lab.

The Technology Academy broadened its offerings in FY2009-10 to include "Brown Bag Topics". These new offerings utilized the talents and knowledge of the entire IT team (and Marsha Nilsson). The sessions were provided during the lunch hour and each topic was presented twice. The topics presented were: VOIP (Phones), Email Etiquette, 5 Things you didn't know Outlook could do!, Free Computing 101 (free versions of all programs), Keeping Kids Safe at Home on the Internet, Photo Management using Picasa Web, Microsoft Movie Maker, OneNote – How Cool is this?, Home Backup Solutions, & Google Earth. Feedback from those who attended was positive and we plan to continue these offerings.

The migration to the new QSS Control Center (QCC) environment continues to move forward. In 2009-10 we offered 65 classes in the new environment and no longer provide trainings in the traditional QSS environment. Individuals from COE and districts continued to participate in the class offerings. This year we were able to successfully migrate all requisition entry users to QCC – requisition entry users are the largest single group of users in our QSS environment. Most remote school sites and departments are now fully functional in QCC. An additional area migrated this fiscal year is our retirement reporting (PERS & STRS). EDUHSD utilized the new Requisition-PO Routing process and was successful in this endeavor. At this point the major

modules yet to migrate are Position Control and Payroll. Stephanie spent a significant amount of time & energy reporting issues to the QSS forum, the current avenue for reporting problems, bugs & suggested improvements to the QCC software. We continue to be considered a leader in the QSS client community and are called upon to be presenters at the annual conference each year. Both Jeff and Stephanie are in leadership roles in the QSS User Group committee environment.

IT and M&O worked together very closely over the summer to move our Charter Home Study programs to our new campus at Charles Brown School. We revitalized the technology on site, rolling out wireless access for staff, students, and the public blanketing the entire campus. IT was also integral to all the moves at our Green Valley campus, coordinating with M&O and outside contractors to make modifications, and ensure that our network resources were available where they needed to be after the big shuffle.

FY 09-10 was also a year of technology refresh in a few of our conference rooms. IT worked with outside vendors to install an easy-to-use and reliable projection and conferencing system in B2 and D1. This also allowed EDCOE to free up equipment to increase video conferencing capabilities with two new Tahoe sites.

Overall, FY 09-10 was a great year of change for IT, as it was for many other departments. With an increase in services to districts, an exciting and challenging conversion ahead, and new high-capacity team members, we are excited about what can be accomplished in FY 10-11.

Facilities, Maintenance and Operations
Accomplishments for 2009/10
Kathy Daniels, Director of Facilities

Facilities

With the completion of the 2-story, 10 classroom building project, a domino effect of department/program moves began. The Charter staff and students moved into their new building and had a very successful year. Several department moves took place including the return of our Professional Development staff from the Carlton Building on Ponderosa Road.

A restroom and storage building was constructed at the Observatory with funds that were previously provided by the County for improvements to Veerkamp Park.

With continuing budgets cuts from the State, Cabinet started to brainstorm on how to creatively consolidate facilities to save money. Mother Lode Union School District's decision to close Charles Brown School gave us the perfect opportunity to relocate our 3 Charter Home Study Academies to one location; thus saving on facility and administrative costs. This was a huge undertaking over a very short amount of time, but both HSA2 and 3 were successfully moved to Charles Brown School. Family Connections then moved into our facility on Smith Flat School Road so that this facility did not lay vacant.

Children's Center secured a federal grant to replace 2 of their oldest portables; one at Schnell School and one at Charles Brown School. Both of these projects included new, larger classrooms and site work that improved the grounds for some of our youngest students.

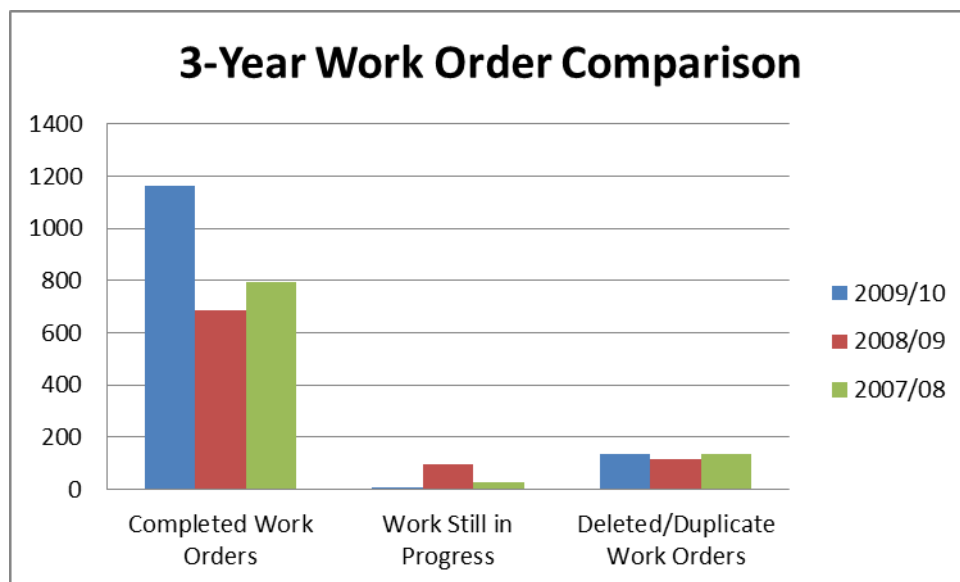
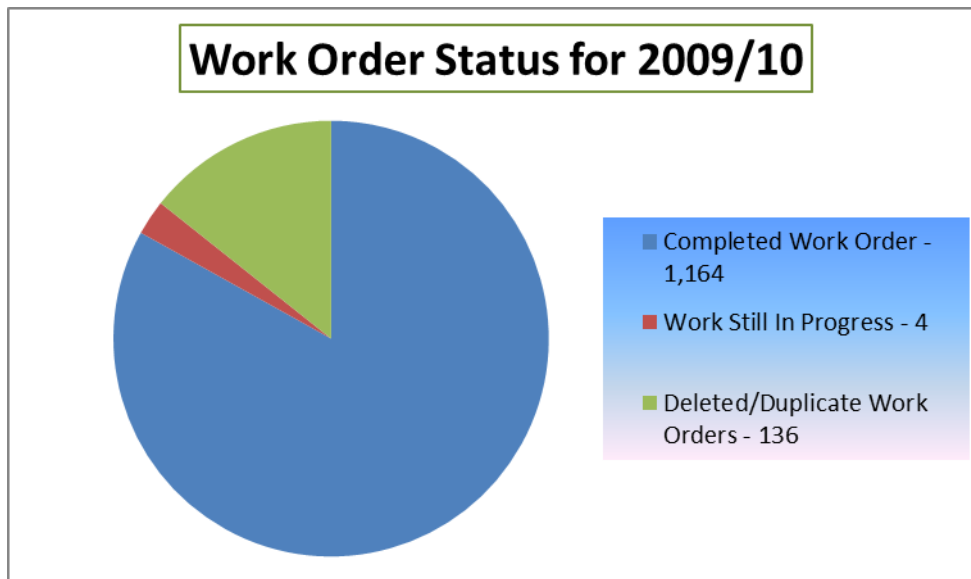
Maintenance

This year our department underwent some changes. We no longer have a maintenance supervisor, and I am now supervising all of our maintenance, grounds and custodial staff. Our department continues to work on better communication with each other and appreciating the work we provide for so many departments and programs.

Our maintenance and custodial staff continue to provide top notch service to our programs. We have had to think out of the box on ways to provide support to programs due to the increase of nearly 15,000 square feet from the newly constructed Charter Facility. We have worked with our students and staff on ways they can help their site custodians and we appreciate the "team" effort to ensure that students and staff are provided with a healthy, clean environment to work and learn.

Before many of the department moves were made this last year, remodel work needed to be done. Our staff did the remodel work in Building D for the Professional Development Staff and moved more boxes and furniture than we can count.

Below are two charts/ one showing the work order status for 2009/10, and one showing the comparison of completed work orders for the past 3 years.



Developer Fees

Developer fee activity is still very low throughout the County, with collections in 2009/10 coming in at \$1,025,053. We continue to provide support to our districts in handling all client questions concerning school fees, process refunds when applicable and stay abreast of changing legislation.

Other

We continue to work closely with other public agencies with regards to emergency preparedness. This year 72 people from El Dorado County attended the Emergency management Institute in Maryland for a week-long training for emergency response. This trip was funded by a FEMA grant and allowed us to work collaboratively for a week on a wild land fire scenario. These types of trainings continue to put El Dorado County ahead of other counties in our effort to be prepared by collectivity working together and pooling our resources.

I also attend the monthly meeting of FSCO, the Facilities Subcommittee for BASC; as well as the County School Facilities Consortium (CSFC). These two groups provide updates on school facilities legislation and are an excellent source of information for us when questions arise. Our office does provide facility support to those districts that do not have a facility person on staff.

Charter Alternative Programs and Extended Day

ACCOMPLISHMENTS 2009-2010

David Publicover
Executive Director

During the 2009-10 school year, Charter Community School offered eight educational programs that served approximately 1,055 students at 10 locations. Our Extended Day child care program served approximately 3,000 children on 22 sites. The following information summarizes major activities accomplished by each of our programs.

ADMINISTRATION

- Worked collaboratively with the Maintenance, Technology, and Business Departments in planning the transition of our Home Study Academies into the Charles Brown facility.
- Expanded access to English, math, CAHSEE, and GED curriculum.
- Piloted ALEKS, a web-based math program that provides individualized assessment and targeted remediation.
- Completed transition to Alexandria, a web-based library system that provides online access to our entire library collection from any program site.
- Implemented the California Longitudinal Pupil Achievement Data System (CalPads).
- Continued program and facility improvements at El Dorado Trade School to bring it into compliance with El Dorado County Office of Education standards.
- Continued the Safe School Ambassadors program at El Dorado Trade School through the fourth year of our five year School Community Violence Prevention Grant.
- Participated in the SB 70 Career Technical Partnership Committee, including supporting the development and implementation of two highly successful middle school career faires.
- Improved the appearance and functionality of the Charter Community School website: <http://charter.edcoe.org>. Added additional resources for students, parents, and staff, including piloting staff web pages through Google Websites. Added additional resources to the GATE section of our website for parents and school district GATE Coordinators.
- Hosted quarterly meetings for local school district GATE Coordinators to share ideas and resources for coordinators and families through our GATE website: <http://charter.edcoe.org/gate/index.php>.
- Joined with local districts to sponsor annual GATE guest speaker.
- Partnered with Folsom Lake College and ROP to provide a Digital Media program.
- Hosted annual Charter Roundtables and bi-annual Site Council meetings for our clients to review, and make recommendations regarding, program components.

COMMUNITY DAY SCHOOL (4-6)

- Worked closely with all local elementary school districts, Probation, and SARB to serve high risk youth in grades 4-6.
- Continued to provide state-of-the-art instructional technology, including web-based instructional programs such as the ALEKS math program.

HSA I (K-8)

- Provided six curriculum trainings for parents in core subjects.
- Our Parent Booster Club held a supply drive, purchased two whiteboards, a portable sound system, and other supplies/equipment through fund raisers that they sponsored.
- Fielded Cross Country teams in the county sports league, grades 3-8.
- Received blue ribbons for all entries of the *Picturing Writing* projects at the County Fair.
- Participating 3rd – 8th graders earned “Superior” rankings in the Oral Interpretation Festival.
- Provided the following field trips:
 - Three productions California Children’s Theatre
 - 6th grade trip to The Tech Museum and the Rosicrucian Museum in San Jose
 - CA Railroad Museum and Old Town School House
 - Sky High Sports
 - 8th grade graduation trip to Discovery Kingdom
 - Community Observatory
- Provided the following school-wide events:
 - Meet and Greet
 - Back to School Events
 - Math Mania Month
 - Craft Faire with Student Entrepreneurs Awards
 - Family Reading Night with a presentation by a young readers author and illustrator
 - Read-a-Thon
 - Winter Send Off with book drive for Big Brothers Big Sisters
 - Two Movie Nights
 - Two 6th-8th dances
 - Pac St Work/Clean-Up Day
 - End of Year Picnic
- First year of sponsoring ski days; two held with over 40 participants.
- Provided monthly “Coffee Talk” sessions for parents to meet with program administrator.
- Enrichment classes offered to students included Sewing, Guitar, and Photography.
- Purchased eleven laptops computers and cart for teacher use.
- Piloted Google Websites teacher pages.

HSA II (9-12)

- Collaborated with Union Mine High School (UMHS) to host a performance of *Hamlet* by the San Francisco Shakespeare Festival touring group. Over 250 students and parents attended from HSA II, HSA III, and UMHS.
- Provided a variety of fieldtrips, including Nimbus Fish Hatchery, the Light Rail to the California Museum, River Cats baseball game, and Sky High Trampoline Center.
- Piloted *Naviance*, a new web-based career exploration and planning program.
- Hosted first Charter competition of the national poetry contest, Poetry Out Loud. The winner was an HSA II student who advanced to the county finals.
- Received training and successfully used Eno boards in the HSA II classroom in the new classroom.
- Piloted Google Docs teacher pages.
- Previewed several online curriculum choices including K12, APEX, and ALEKS.
- Continued two day per week class offerings to supplement independent study curriculum.
- Provided a highly successful independent study summer school program.

HOME STUDY ACADEMY III (7-12)

- Offered an AP English Literature course in which 95% of the senior class was enrolled.
- Fifty percent of graduating seniors were accepted to major Universities. Graduated students were accepted to and are attending Baylor University, William Jessup University, Grinnell College, Cal Poly San Luis Obispo, Cal State Humboldt, Cal State San Francisco, Cal State Sacramento, University of the Pacific, and Bennington College.
- Offered Jr. High Sports, including Cross Country, Track, Boys Basketball, and Girls Volleyball and our first High School Division 5 CIF Varsity Boys Basketball.
- Hosted a Japanese Ph.D. student who taught a Japanese culture and language course.
- Implemented student government, which sponsored several school dances and social events.
- Produced two student plays: *Cyrano* and *The Crucible*.
- Produced a student “Showcase of Talent” event.
- Had several students participate in “Poetry Out Loud” event.
- Hosted several ski days, a bowling event, Civil War reenactment trip, and speakers who shared about living in Germany during World War II and on living in modern day Iran.
- Participating 7th and 8th grade students scored “Superior” in the Oral Interpretation Festival.
- API scores were approximately 840 for High School and 940 for 7/8th grade.

CAMPUS (7-12)

- Continued to implement the Safe School Ambassadors and Reconnecting Youth programs through our School Community Violence Prevention Grant.
- Adopted and implemented the Character Based Literacy program, a highly effective novel-based curriculum, which is used by many schools and agencies throughout the state. The program has proven to be highly successful in meeting the unique learning needs of our student population.
- Implemented *Revolutions*, a web-based Algebra readiness program to better meet the needs of students who lack the mathematical prerequisite skills to be successful in Algebra.
- Continued our Character Education program, which included honoring our students and their parents at our 11th annual Awards Dinner.
- Special events: 15th annual Fall Festival with Indian Creek School, 21st annual Thanksgiving Feast, 13th annual Basketball Extravaganza, and 15th annual Egg Drop Competition.

EL DORADO TRADE SCHOOL (7-12)

- Adopted and implemented the Character Based Literacy program, a novel-based curriculum used successful by many court and community schools throughout the state.
- Implemented a highly successful summer school program that served more than 30 students from a variety of schools. The program featured a unique art curriculum in which students designed and created projects using glass fusion techniques.
- Collaborated with El Dorado County Career Technical Partnership in writing and being awarded three new SB70 mini-grants which focused on career awareness and projects classified as green and deal with issues of sustainability and energy.
- Continued implementing the Safe School Ambassadors and Reconnecting Youth programs through our School Community Violence Prevention Grant.
- Provided career exploration field trips to local and regional businesses.

CHARTER STATISTICS

1055 Students Served

H S A I	269
H S A II	156
H S A III	196
CCS	165
EDT	87
CDS	13
Tahoe CARE	32
CARE II	137

Graduations

65 High School Diplomas

CCS	13
HSA II	14
HSA III	26
EDTS	11
Tahoe CARE	1

2 California High School
Proficiency Exam Certificates (CHSPE)

CCS	0
HSA II	2
HSA III	0
Tahoe CARE	0

5 General Educational Development
Test Certificates (GED)

CCS	2
HSA II	2
Tahoe CARE	1

83 Middle School Diplomas

CCS	15
HSA I	24
EDTS	11
HSA III	33

EXTENDED DAY (K-8)

- Continued expansion of the C.A.R.E. Bear program to assist Charter Extended Day staff in dealing with children demonstrating behavioral difficulties.
- Continued to improve the appearance and functionality of the Extended Day section of the Charter/Extended Day website: <http://charter.edcoe.org>.
- Worked closely with the Technology Department to continue development of a new billing program.
- Moved summer service from Placerville district to Pacific Street, Lake Forest to Jackson, and Silva Valley to Brooks. Continued summer service at Sutter's Mill.
- Continued summer busing contracts with districts to accommodate summer swimming options for clients at our Placerville and El Dorado Hills summer sites.
- Worked with local parks and recreation programs to offer swimming at three summer sites.
- Participated in the 25th Annual Kids Expo at the El Dorado County Fair.
- Hosted a Saturday Back to School in-service for 125 new and/or returning employees.
- Continued to offer CPR certification classes for employees.
- Worked with parent and community members to present a careers unit at Schnell School.
- Participated in the first EDCOE school age care workgroup.
- Provided additional staff trainings:
 - New Employee In-services, monthly
 - New Instructor In-services
 - Business Coordinator In-services
 - Enrichment activities and character education in-services
 - Homework/quiet time in-services
 - Site Safety in-service

EXTENDED DAY STATISTICS

- 3,000 children served (full-time and part-time)
- 579 mornings (6:30-9:00) full-time equivalents
- 338 Kindergarten (mid-day) full-time equivalents
- 906 afternoons (2:15-6:00) full-time equivalents
- 949 students enrolled in summer program
- Substitute assistance and placement for over 100 employees
- Processed over approximately 49,000 parent calendar contracts