

# Special Education Programs

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2025-26 School Contact Information

<b>School Name</b>	Special Education Programs
<b>Street</b>	6767 Green Valley Road
<b>City, State, Zip</b>	Placerville, CA 95667-8984
<b>Phone Number</b>	530-295-2274
<b>Principal</b>	Monica Vallerga
<b>Email Address</b>	mvallerga@edcoe.org
<b>School Website</b>	www.edcoe.org
<b>Grade Span</b>	Infant- Age 22
<b>County-District-School (CDS) Code</b>	09100906069470

## 2025-26 District Contact Information

<b>District Name</b>	El Dorado County Office of Education
<b>Phone Number</b>	530.622.7130
<b>Superintendent</b>	Ed Manansala, Ed.D.
<b>Email Address</b>	emanansala@edcoe.org
<b>District Website</b>	www.edcoe.org

## 2025-26 School Description and Mission Statement

In partnership with our local schools and districts, EDCOE Special Services operates a variety of county regional programs and provides specialized itinerant services for students with extensive support needs ages birth to 22.

Our classroom-based programs are co-located on public school campuses within El Dorado County and provide services ranging from infant to young adult programs. Each of our programs focus on meeting the individualized needs of our students, while also providing access to modified standards-based core curriculum with the ultimate goal of preparing students to meet their transition goals upon completion of their program. We value collaboration and utilize evidence-based best practices and data-driven decision-making throughout the IEP process. Our programs are located at school sites to promote inclusion and school connectedness.

### Mission Statement:

- Each and every student will be successful in school, develop meaningful life skills and become active members in their communities.
- All students will learn in a safe, productive, and caring environment.
- Our students build confidence, gain independence and make progress academically, socially, and emotionally.
- We value our students' abilities, support connectedness and active involvement in their schools and communities.

### Staff Development:

During the school year, staff members have access to a variety of professional development activities, including part-day and full-day trainings outside of the classroom, during monthly collaboration time, as well as through classroom-based coaching and mentoring during the school day. Special Services collaborates with our local SELPA, district partners, and community agencies to create meaningful and responsive professional development opportunities. Staff have three non-student workdays annually that can be used for staff development and certificated staff have three more additional days (up to 18 hours) of additional staff development opportunities that they can choose to utilize. Areas of staff development include IEP case management and compliance, behavior management, data collection, the implementation of adopted curriculum, evidence-based practices, educational benefit, and aligning IEP goals and instructional practices to state standards.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	27
Grade 1	20
Grade 2	15
Grade 3	16
Grade 4	10
Grade 5	9
Grade 6	7
Grade 7	13
Grade 8	14
Grade 9	11
Grade 10	9
Grade 11	14
Grade 12	37
Total Enrollment	202

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30.7
Male	69.3
American Indian or Alaska Native	2.5
Asian	5
Black or African American	2.5
Filipino	0.5
Hispanic or Latino	16.8
Two or More Races	4.5
White	66.3
English Learners	3
Foster Youth	1
Homeless	1
Socioeconomically Disadvantaged	27.7
Students with Disabilities	100

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.5	46.94	71	61.39	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	2.59	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	6	5.25	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	21.4	18.51	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	13	53.06	14.1	12.24	15831.9	5.67
<b>Total Teaching Positions</b>	24.5	100	115.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6	28.57	71.9	59.16	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.8	1.48	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	12.9	10.61	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	18.2	15.03	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	15	71.43	16.6	13.71	14303.8	5.15
<b>Total Teaching Positions</b>	21	100	121.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12	44.44	93.6	64.91	230039.4	100
Intern Credential Holders Properly Assigned	1	3.7	5.5	3.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	22.22	16.8	11.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.7	10.91	12112.8	4.34
Unknown/Incomplete/NA	8	29.63	12.4	8.65	13705.8	4.91
<b>Total Teaching Positions</b>	<b>27</b>	<b>100</b>	<b>144.2</b>	<b>100</b>	<b>278927.1</b>	<b>100</b>

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	4
Misassignments	0.00	0	2
Vacant Positions	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0</b>	<b>6</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0</b>	<b>0</b>

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0		0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	3.7

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Special Services Department operates 27 classroom-based programs across the SELPA serving students with moderate to severe disabilities. Our classrooms all have access to curricular materials which have been adopted by the school districts housing our programs. We provide supplemental curriculum designed for students with extensive support needs and supplemental curriculum for students with extensive

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Unique Learning Systems; iReady, STAR Autism	0
<b>Mathematics</b>	Unique Learning Systems; iReady, STAR Autism	0
<b>Science</b>	Unique Learning Systems;	0
<b>History-Social Science</b>	Unique Learning Systems;	0
<b>Foreign Language</b>	N/A for students with severe disabilities at the high school level	
<b>Health</b>	Unique Learning Systems; Positive Prevention Plus	0
<b>Visual and Performing Arts</b>	Unique Learning Systems;	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient laboratory equipment is provided by the district to accommodate lab stations of 2-4 students.	0

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

## School Facility Conditions and Planned Improvements

The County Office primarily uses facilities operated by local school districts. All district policies in relation to campus safety, fire drills, earthquake preparedness, and cafeteria/playground supervision are followed. All of the facilities used by the County Office are adequate to serve our students' needs.

Year and month of the most recent FIT report

August 2025

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	16	4	55	59	47	48
Mathematics (grades 3-8 and 11)	16	4	38	46	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	68	91.89	8.11	4.41
Female	23	21	91.30	8.70	4.76
Male	51	47	92.16	7.84	4.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	43	87.76	12.24	4.65
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	27	96.43	3.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	68	91.89	8.11	4.41

### 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	67	90.54	9.46	4.48
Female	23	21	91.30	8.70	0.00
Male	51	46	90.20	9.80	6.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	42	85.71	14.29	4.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	26	92.86	7.14	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	67	90.54	9.46	4.48

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	--	--	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	36	28	77.78	22.22	10.71
<b>Female</b>	17	14	82.35	17.65	14.29
<b>Male</b>	19	14	73.68	26.32	7.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	23	18	78.26	21.74	16.67
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	36	28	77.78	22.22	10.71

## 2024-25 Career Technical Education Programs

Each student in our programs have Individual Education Plans that identify students' present levels, areas of need, goals, services, accommodations and modifications. Each student's individual IEP addresses career awareness, exploration and preparatory activities in both school and community-based settings. Transition plans are developed to help students transition to post-secondary education/training and may include work experiences or participation in on-the-job training experiences. We also have Adult Transition Program available for students who need continued services after the 12th grade and through their 22 birthday.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	7.04
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are essential team members for their child's Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP). IEP meetings are scheduled annually, and additional meetings can be held upon parent request. Parents are encouraged to actively participate in their child's IEP or IFSP meetings and have the opportunity to be involved in the development of their student's educational program. In addition, parents are provided progress reports that ensure they are informed at regular intervals as to how their child is progressing in their Special Education program. Parents are provided the opportunity to informally meet with the child's teacher during the progress reporting period.

Parents are also invited to participate in El Dorado County SELPA's Community Advisory Committee (CAC) which consists of parents, teachers, and representatives of community agencies serving students with special needs from birth through age 22. CAC members are appointed by the Governing Board of each participating district. The CAC by-laws further describe the role and responsibilities of the Committee and specific implementation strategies. In addition to advising the SELPA on the development and review of the local plan, CAC supports a variety of activities on behalf of individuals with exceptional needs and their parents.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	20.9	14.8	14.6	8.2	8.9	8
Graduation Rate	--	--	--	70.1	78.7	71.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	222	215	92	42.8
Female	63	62	29	46.8
Male	159	153	63	41.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	3	23.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	12	34.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	150	145	67	46.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	77	74	32	43.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	222	215	92	42.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.57	8.22	1.35	2.31	2.25	1.89	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.09	0	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.35	0.00
Female	0.00	0.00
Male	1.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.33	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.35	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

EDCOE Special Services programs are co-located on public school campuses throughout the county and each program follows their host school's safety plan. Safety Plans are updated according to the individual school/district's protocols. Safety plans include coverage of the unique needs of students served by EDCOE Special Services.

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	2	3	0	0
Other	7	10	0	0

#### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	2	2	0	0
Other	7	11	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	2		
6	3	12		
Other	8	10		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	17.8
Resource Specialist (non-teaching)	1
Other	9.3

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	50643	49574	1069	84366
District	N/A	N/A	12521	
Percent Difference - School Site and District	N/A	N/A	-168.5	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2024-25 Types of Services Funded

The El Dorado County Office of Education expends monies for students in the areas of staffing, support services, and instructional materials. Expenditure data does not include federal and state pass-through monies that flow through to school districts in our county. COE expenditure data differs significantly from district data due to restricted programs.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	61,854	55,248
Mid-Range Teacher Salary	94,173	80,746
Highest Teacher Salary	126,092	109,655
Average Principal Salary (Elementary)	126,950	133,828
Average Principal Salary (Middle)	139,963	142,253
Average Principal Salary (High)	154,307	149,893
Superintendent Salary		155,954
Percent of Budget for Teacher Salaries		6.12%
Percent of Budget for Administrative Salaries		25.26%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

During the school year, staff members have professional development opportunities in the form of part day to full day training offered by the Special Services office, the SELPA, other districts, and other agencies in our area. Certificated staff can also choose to participate in up to 18 additional hours staff development opportunities outside of their workday. Primary areas of staff development include: strategies to deliver standards-based high-quality instruction, curriculum training and implementation, evidence-based practices, IEP Compliance, positive behavior management, and data collection.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3