

District Name: El Dorado Union HSD

CD Code: 09-61853

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) **no later than January 15, 2010**, is required to:

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (<i>First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Analysis of student achievement data indicate the following: Program Improvement status was established due to the performance of Students w/Disabilities below the criteria established by the Department of Education for two consecutive years. (fall/winter 2009/10)	Board of Trustees, Cabinet, Site Principals, Site Councils	No additional	NA	NA

Annual districtwide results on the California Content Standards Tests show a general growth trend. Districtwide performance is up the past 5 years in all CST areas including growth of 10 or more points in 13 of the 15 testing areas. This growth is also evident on the California High School Exit Exam where sophomores in 2009 passed the ELA section at 94% and the Math section at 95%.

While overall trends show growth, a significant achievement gap exists between both our Students w/Disabilities and our English Learners when compared to district averages on both the CST's and the CAHSEE.

CAHSEE Pass Rates (%) English Language Arts

Group	2007	2008	2009	1 Year Change	2 year Change
All Students	92%	91%	94%	3	2
Hispanic	77%	79%	82%	3	5
Low SES	76%	72%	82%	10	6
English Learner	35%	0%	35%	35	0
Students w/Disabilities	64%	49%	59%	10	-5

	2007	2008	2009
All Students	92%	91%	94%
English Learner	35%	0%	35%
Students w/Disabilities	64%	49%	59%
Gap in Performance of ELs	57%	91%	59%
Gap in Performance Students w Dis.	28%	42%	35%

CAHSEE Pass Rates (%) Mathematics

Group	2007	2008	2009	1 Year Change	2 year Change
All Students	91%	92%	95%	3	4
Hispanic	82%	83%	89%	6	7
Low SES	72%	77%	84%	7	12
English Learner	16%	75%	44%	-31	28
Students w/Disabilities	58%	51%	68%	17	10

	2007	2008	2009
All Students	91%	92%	95%
English Learner	16%	75%	44%
Students w/Disabilities	58%	51%	68%
Gap in Performance of ELs	75%	17%	51%
Gap in Performance Students w/Dis.	33%	41%	27%

CST Proficient/Advanced Rates (%) ELA
9th grade ELA

	2007	2008	2009	1 Year Change	2 year Change
All Students	71%	74%	74%	0	3
Hispanic	49%	56%	56%	0	7
Low SES	43%	50%	45%	-5	2
English Learner	0%	0%	6%	6	6
Students w/Disabilities	17%	16%	23%	7	6

	2007	2008	2009
All Students	71%	74%	74%
English Learner	0%	0%	6%
Students w/Disabilities	17%	16%	23%
Gap in Performance of ELs	71%	74%	68%
Gap in Performance Students w/Dis.	54%	58%	51%

10th Grade ELA

	2007	2008	2009	1 Year Change	2 year Change
All Students	61%	63%	67%	4	6
Hispanic	39%	40%	48%	8	9
Low SES	31%	36%	45%	9	14
English Learner	11%	0%	6%	6	-5
Students w/Disabilities	20%	14%	13%	-1	-7

	2007	2008	2009
All Students	61%	63%	67%
English Learner	11%	0%	6%
Students w/Disabilities	20%	14%	13%
Gap in Performance of ELs	50%	63%	61%
Gap in Performance Students w/Dis.	41%	49%	56%

CST Proficient/Advanced Rates (%) Algebra (all grades)

	2007	2008	2009	1 Year Change	2 year Change
All Students	29%	32%	32%	0	3
Hispanic	19%	26%	29%	3	10
Low SES	19%	16%	18%	2	-1
English Learner	0%	6%	4%	-2	4
Students w/Disabilities	7%	4%	14%	10	7

	2007	2008	2009
All Students	29%	32%	32%
English Learner	0%	6%	4%
Students w/Disabilities	7%	4%	14%
Gap in Performance of ELs	29%	26%	28%
Gap in Performance Students w/Dis.	22%	28%	18%

<p>Based on the analysis of student achievement data and the survey tools provided by the State of California, the EDUHSD has identified the following goals to address student learning needs:</p> <ul style="list-style-type: none"> • Increase options whereby students can demonstrate required learnings both within and outside the traditional school day and calendar (<i>Options outside the traditional calendar can be found in section 7 of this document.</i>) • Increase implementation of diagnostic and formative assessment tools to identify specific learning gaps in both content and academic skills • Increase implementation of effective instructional strategies designed to improve engagement and understanding <p>In order to address the identified areas listed above EDUHSD will take the following steps:</p> <ul style="list-style-type: none"> • Develop and implement an Academic Recovery system that allows students to demonstrate learnings missed at initial learning within the timeframe of the current course instead of relying upon summer school or the retaking of the entire course. (To be completed fall 2009 with appropriate modifications implemented in subsequent semesters through the 2010-11 school year.) 	<p>Superintendent, Associate Superintendent Educational Services, Site Principals</p>	<p>Academic/Credit Recovery during school year:</p> <p>APEX and Cyber High software licenses</p> <p>hourly rates for teachers after hours</p> <p>sections taught within school day</p>	<p>\$34,000 APEX \$26,640 Cyber</p> <p>\$33,636</p> <p>\$224,596</p> <p>\$1,747</p>	<p>General Fund and Title I</p>
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<ul style="list-style-type: none"> • Develop and implement an Intersession system that allows students to demonstrate learnings missed at initial learning immediately following the traditional semester timeframe. (Initial implementation will be January and June 2010 with appropriate modifications implemented in subsequent semesters through the 2010-11 school year.) • Identify and implement an online curricular option that includes strong core content, direct support of CAHSEE skills and content, and the ability to monitor individual student progress. (Identification to occur spring 2010 with initial implementation in fall 2010. Full implementation to occur in spring 2011.) <p>Failure of prior LEA Plan:</p> <p>While overall academic performance for students in the EDUHSD steadily increased the past several years, including students from our significant subgroups, Students with Disabilities failed to meet the AYP targets for English language arts and mathematics the past two years.</p> <p>Contributing factors:</p> <ul style="list-style-type: none"> • Varied curriculum delivery models for Special Needs and EL Students had mixed results. • Traditional instructional practices remained the norm in most core content areas • Intervention models such as summer school were far removed both in time and content from initial learning 				
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<ul style="list-style-type: none"> • Few established teachers completed authorizations for teaching EL students. • Collaborating and defining of essential learnings in some core content areas were incomplete. 				
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source																														
<p>In accordance with the State adopted Academic Performance Index, the District and each of its schools, including all significant subgroups, will meet the 5% growth performance targets and the 95% participation targets</p> <p>In order to meet Adequate Yearly Progress in 2010, the District must meet the following targets:</p> <p>English Language Arts</p> <table border="1" data-bbox="205 841 953 1013"> <thead> <tr> <th>Subgroup</th> <th>2009 Target</th> <th>2009 Actual</th> <th>2010 Target</th> <th>Required Growth</th> </tr> </thead> <tbody> <tr> <td>w/Disability</td> <td>44.5%</td> <td>25.4%</td> <td>55.6%</td> <td>30.2%</td> </tr> <tr> <td>Socio/Econ Disadvantaged</td> <td>44.5%</td> <td>48.1%</td> <td>55.6%</td> <td>7.5%</td> </tr> </tbody> </table> <p>Mathematics</p> <table border="1" data-bbox="205 1081 953 1252"> <thead> <tr> <th>Subgroup</th> <th>2009 Target</th> <th>2009 Actual</th> <th>2010 Target</th> <th>Required Growth</th> </tr> </thead> <tbody> <tr> <td>w/Disability</td> <td>43.5%</td> <td>26.9%</td> <td>55.6%</td> <td>28.7%</td> </tr> <tr> <td>Socio/Econ Disadvantaged</td> <td>43.5%</td> <td>53.1%</td> <td>55.6%</td> <td>2.5%</td> </tr> </tbody> </table>	Subgroup	2009 Target	2009 Actual	2010 Target	Required Growth	w/Disability	44.5%	25.4%	55.6%	30.2%	Socio/Econ Disadvantaged	44.5%	48.1%	55.6%	7.5%	Subgroup	2009 Target	2009 Actual	2010 Target	Required Growth	w/Disability	43.5%	26.9%	55.6%	28.7%	Socio/Econ Disadvantaged	43.5%	53.1%	55.6%	2.5%	<p>Superintendent, Associate Superintendent Educational Services, Site Principals</p>	<p>No additional</p>	<p>NA</p>	<p>NA</p>
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Purchase of and monitoring the implementation of Board adopted instructional materials in core content areas to ensure all students have access to grade appropriate core curriculum. (Materials for English 9 purchased and implemented Fall 2010. Subsequent purchases will be made each summer to insure adequate materials are available for all students.)</p>	<p>Superintendent and Associate Superintendent of Educational Services, Site Principals</p>	<p>Textbooks currently in place in core areas, replacement texts will be purchased</p>	<p>\$33,500 Average of past two years</p>	<p>General Fund</p>
<p>Implement "Pyramid of Interventions" (EDUHSD's Response to Intervention model) designed to support students in learning core content standards, as well as, personal behaviors conducive to academic and personal success. Interventions to include quality initial instruction, academic support classes, CAHSEE preparation, tracking of and intervention with Cohort Students, Student Study Teams, and Connections Program. (Ongoing)</p>	<p>Superintendent and Associate Superintendent of Educational Services, Site Principals and Department Chairpersons</p>	<p>Course sections, instructional materials for support classes</p>	<p>\$10,000 per section</p>	<p>Title I and General Fund</p>
<p>Provide extended time and instruction through Academic Recovery and Intersession systems to address identified student learning gaps at, or as near as possible, to initial learning. (To be completed Fall 2009 with appropriate modifications implemented in subsequent semesters through the 2010-11 school year.)</p>	<p>Superintendent and Associate Superintendent of Educational Services, Site Principals and Department Chairpersons</p>	<p>See section 1 and 7</p>	<p>NA</p>	<p>NA</p>

<p>Continued implementation of Professional Learning Communities at both the site and district levels focused on the academic performance of all students. (Ongoing)</p>	<p>Superintendent and Associate Superintendent of Educational Services, Site Principals and Department Chairpersons</p>	<p>No Additional</p>	<p>NA</p>	<p>NA</p>
<p>Implement effective teaching strategies designed to improve student engagement and understanding of core content. Strategies include, but not limited to, SDAIE methodologies, team teaching, small group instruction, and frequent and timely feedback. (On Going. For example: Fall of each year teachers provided opportunities to obtain authorization to teach English Learners. District will reimburse teacher expenses once certificate is earned.)</p>	<p>Associate Superintendent of Educational Services, Assistant Superintendent Human Resources, Site Principals and Department Chairpersons</p>	<p>Reimbursement for course and examinations</p>	<p>\$15,000</p>	<p>Title II</p>

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

<p>Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</p>	<p>Persons Involved/Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Teachers provide quality first instruction focused on content standards using Board adopted instructional materials. (Ongoing) Teacher collaboration focused on student learning and implementing effective instructional strategies. (Ongoing) Regular analysis of a wide variety of student achievement data by teachers, as well as, district and site administrators to inform instruction and learning related decisions.</p>	<p>Superintendent, Associate Superintendent of Educational Services, Site Principals</p>	<p>Related expenditures already included in sections 1, 3 and 7</p>	<p>NA</p>	<p>NA</p>

<p>(Ongoing) Academic Recovery system designed to intervene at or near the time of initial learning. (To be completed Fall 2009 with appropriate modifications implemented in subsequent semesters through the 2010-11 school year.)</p>				
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on results from analysis of student achievement data, as well as, the completion of State adopted assessment tools, EDUHSD identified the following areas of need with regard to professional development:</p> <p>Effective use of diagnostic and formative assessments to inform instruction and identify gaps in student learning. (Ongoing)</p> <p>California Teachers of English Learners (CETEL) certificate training. (Ongoing, offered Fall of each school year.)</p> <p>Training of teachers in newly adopted materials, SB 472 in English language arts and mathematics. (Fall 2009 and Spring 2010 English 9, other training will be developed once new materials are purchased. No new adoptions</p>	<p>Associate Superintendent of Educational and Site Principals</p> <p>Associate Superintendent of Educational Services and Assistant Superintendent of Human Resources</p> <p>Associate Superintendent of Educational</p>	<p>No new expenditures</p> <p>Tuition and test fees</p> <p>Trainer, substitutes, hourly costs</p>	<p>NA</p> <p>\$300 to \$2,000 per staff member</p> <p>\$5,000</p>	<p>NA</p> <p>Title II</p> <p>Title II</p>

b. Title Me Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source																				
<p>In accordance with the State adopted Academic Performance Index, the District and each of its schools, including all significant subgroups, will meet the 5% growth performance targets and the 95% participation targets. In order to meet Adequate Yearly Progress in 2010, English Learners must meet the following targets:</p> <p>English Language Arts</p> <table border="1" data-bbox="205 808 953 945"> <thead> <tr> <th>Subgroup</th> <th>2009 Target</th> <th>2009 Actual</th> <th>2010 Target</th> <th>Required Growth</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>44.5%</td> <td>44.2 %</td> <td>55.6%</td> <td>11.4%</td> </tr> </tbody> </table> <p>Mathematics</p> <table border="1" data-bbox="205 1015 953 1151"> <thead> <tr> <th>Subgroup</th> <th>2009 Target</th> <th>2009 Actual</th> <th>2010 Target</th> <th>Required Growth</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>43.5%</td> <td>48.1%</td> <td>55.6%</td> <td>7.5 %</td> </tr> </tbody> </table> <p>In order to meet the goals, the District will implement the following actions:</p> <p>Review and update Master Plan for English Language Learners. (Review to occur in Fall 2009 through Winter</p>	Subgroup	2009 Target	2009 Actual	2010 Target	Required Growth	English Learners	44.5%	44.2 %	55.6%	11.4%	Subgroup	2009 Target	2009 Actual	2010 Target	Required Growth	English Learners	43.5%	48.1%	55.6%	7.5 %	<p>Associate Superintendent of Educational and Site Principals</p>	<p>No Additional</p>	<p>NA</p>	<p>NA</p>
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<p>2010. Updated plan will go to Board in Spring 2010.) The District will purchase missing materials, provide training opportunities for CETEL certificate, and support the development of ELD delivery models within the relatively small populations of English Learners in the District. (Summer 2010)</p> <p>Teachers will implement SDAIE strategies for English learners in core classes to ensure that ELs have meaningful access to grade appropriate core curriculum.</p> <ol style="list-style-type: none"> 1. Ensure teachers providing instruction to ELs are authorized 2. Provide additional professional development for authorized teachers to review and extend SDAIE strategies 	<p>Associate Superintendent of Educational and Site Principals</p> <p>Associate Superintendent of Educational and Site Principals</p>	<p>Instructional Materials</p> <p>CETEL authorization, teacher training</p>	<p>\$5,000</p> <p>CETEL \$300 to \$2,000 per staff member</p> <p>\$5,000 other training</p>	<p>General Fund and EIA</p> <p>Title II and EIA</p>
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7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Options outside the traditional school year will include an Intersession Model held at the end of each semester designed to allow students to demonstrate learning from the previous semester in order to remediate incomplete grades and content. (To be completed Fall 2009 with appropriate modifications implemented in subsequent semesters through the 2010-11 school year.)</p>	<p>Superintendent, Associate Superintendent Educational Services, Site Principals</p>	<p>Intersession costs: APEX and Cyber High software, Hourly rates for teachers</p>	<p>Costs covered through AR, section 1</p> <p>\$22,504</p>	<p>General Fund and Title I</p>

8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>EDUHSD encourages parental involvement through many mechanisms including: School Site Councils, District Advisory Committee, Budget Advisory Committee, Career Technical Education Advisory Committees, Citizens Bond Oversight Committee, English Language Learner Advisory Committee and many site level parent booster groups.</p> <p>Other methods of communication include:</p> <p>Automated phone system, district and site web pages, Annual Notification to Parents, Comprehensive Analysis of Student Achievement, site level parent newsletters</p> <p>(Most documents available in Spanish)</p>	<p>Superintendent, Associate Superintendent Educational Services, Associate Superintendent Student Services, Site Principals</p>	<p>No additional</p>	<p>NA</p>	<p>NA</p>

**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: El Dorado Union High School District

County District Code: 09-61853

Date of Local Governing Board Approval: January 12, 2010

District Superintendent: Sherry Smith

Address: 4675 Missouri Flat Road

City: Placerville

Zip Code: 95667

Phone: (530) 622-5081

FAX: (530) 642-0806

E-mail:
ssmith@eduhd.net

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan addendum:

Signature on file	Sherry J. Smith	1/12/2010
Signature of Superintendent	Printed Name of Superintendent	Date

Signature on file	Mary T. Muse	1/12/2010
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., Title III regional lead.*