

EI DORADO COUNTY OFFICE OF EDUCATION

LEA PLAN 2016-17 UPDATE

In response to requirements in the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA) - No Child Left Behind (NCLB), Local Education Agency (LEA) plans were developed in spring 2003 as five year plans from, July 1, 2003 - June 30, 2008. ESEA was not reauthorized until 2015 and will not be fully implemented until 2017-18. As a result, new LEA plans will not be required until July 2017. This addendum document provides an update on EDCOE's progress towards the 5 Performance Goals defined in ESEA/NCLB and describes LEA-level plans. An additional LEA Program Improvement addendum was prepared in 2013 to meet the requirements of Program Improvement Year 1. This addendum identified academic priorities for low-achieving students, strategies to strengthen the core academic program and professional development priorities. More detail about school performance and planned activities can be found in the Single Plan for Student Achievement for each school. These plans are reviewed annually and will be submitted to the Board for approval at the November 1st meeting.

GOAL 1: ALL STUDENTS WILL REACH HIGH STANDARDS, AT A MINIMUM ATTAINING PROFICIENCY OR BETTER IN READING AND MATHEMATICS

In past years, the Accountability Progress Report (APR), posted annually by the California Department of Education (CDE), reported the percent of all students and the percent of students in each subgroup who attained proficiency or better on the statewide assessments. Under the newly reauthorized ESEA, APR is no longer calculated. EDCOE now uses the results from the Smarter Balanced Test to measure student performance. Students are considered proficient if they attain a measure of Standard Met or Standard Exceeded on the assessment. In 2015/16, 46% of students were proficient in English Language Arts, with 22% scoring proficient for Mathematics.

As indicated in school plans, EDCOE programs have added instructional materials, technology tools, and software that have helped teachers differentiate instruction and support to meet a wide range of student needs. As indicated in the LEA Program Improvement Addendum, Title I funds have been allocated to provide staff development aligned with California's Common Core Standards and Smarter Balanced Assessment System. Additional professional development is planned to help teachers increase the use of instructional strategies that research has shown to be effective in supporting achievement of socioeconomically disadvantaged students and English Learners.

In 2013/14, EDCOE was in Program Improvement (PI) Year 2 as a result of not meeting all statewide targets for the fourth consecutive year. In 2016/17, EDCOE has not progressed in PI because participation rates for state assessments were met. LEAs in PI are subject to Title I

accountability requirements. The Title I accountability requirements for Year 2 PI are 1) continued implementation of the approved LEA Program Improvement Addendum (Appendix A) and 2) reservation of at least 10% of the LEA Title I allocation for professional development.

GOAL 2: ALL LIMITED-ENGLISH PROFICIENT STUDENTS WILL BECOME PROFICIENT IN ENGLISH AND REACH HIGH ACADEMIC STANDARDS, AT A MINIMUM ATTAINING PROFICIENCY OR BETTER IN READING/LANGUAGE ARTS AND MATHEMATICS.

The California English Language Development Test (CELDT) measures progress towards proficiency in English. For the purposes of federal Title III funding, EDCOE is the lead agency for a consortium of all El Dorado County districts except Lake Tahoe Unified, Buckeye Union and Placerville Union. Data is reported at the consortium level and for each member district (Appendix C). The data report includes the percent of students who made annual progress in learning English. Adequate annual progress is generally defined as progressing one level on CELDT for each year in the program. Of EDCOE's English learners, 54.5% met the target of one year's growth on CELDT in 2015-16, below the state target of 60%.

The Title III Accountability Report also includes the percent of students who achieved proficiency in English. The State Board of Education defined proficient as an Early Advanced or Advanced overall score on CELDT with no sub-skill score (Reading, Writing, Listening, and Speaking) below Intermediate. The percentages are reported for two students groups, those who have been identified as English Learners for less than five years and those who have been identified for five or more years. In 2015-16, 42.9% of EDCOE's English Learners who have been identified for five or more years moved to proficient, missing the statewide target of 50.9%. Because the number of English Learners who have been identified for less than five years is fewer than 10 students, not data is available for those students.

Title III funds are allocated to EDCOE student programs based on their numbers of English Learners. Programs use their Title III funds to purchase supplemental research-based instructional materials that are designed to accelerate achievement of English Learners. As the consortium lead, EDCOE offers professional development in instructional strategies such as academic vocabulary and active engagement that research has shown to accelerate English learner achievement.

GOAL 3: BY 2014-15, ALL STUDENTS WILL BE TAUGHT BY HIGHLY QUALIFIED TEACHERS.

In 2015-16, EDCOE reported that 85% its teachers were highly qualified as described in ESEA/NCLB. The 2016/17 school year is a transition year for the implementation of the reauthorized ESEA. Teacher qualifications requirements will be defined by the State of California during 2016/17. EDCOE will ensure that all teachers meet those requirements.

GOAL 4: ALL STUDENTS WILL BE EDUCATED IN LEARNING ENVIRONMENTS THAT ARE SAFE, DRUG-FREE, AND CONDUCIVE TO LEARNING.

The 2003 LEA Plan used the fall 2002 California Healthy Kids Survey (CHKS) data as baseline data for a number of indicators regarding drug, alcohol, and tobacco use and developmental assets. The CHKS, administered once every two years, given in 2012 data is the most recent available. Appendix G summarizes the CHKS results for 2006, 2008 and 2012 for EDCOE's Charter Community School (CCS) and also provides statewide results from 2011. The high turnover in CCS students limits the usefulness of the EDCOE data because very few students take the survey more than once as a Charter Community School student. The results are not measuring change in the same group.

The CHKS data indicates high-risk behaviors and provides the starting point for selection of research-based programs. Staff discuss options with the County TUPE Coordinator, who helps them examine program evaluation data and locate relevant resources. Several scientific research-based programs have been implemented to improve the outcomes for our high-risk populations. Project Alert was used for tobacco prevention education in grades 7 and 8. Two tobacco intervention/cessation programs that have been used are Helping Teens Stop Using Tobacco and Intervening with Teen Tobacco Users. EDCOE staff provides professional development for youth asset development, and Reconnecting Youth was also used for youth development in grades 9-12. EDCOE staff have also referred students to alcohol, tobacco or other drug prevention projects operated by community-based organizations and funded by the county health, public health, or alcohol and drug program department.

GOAL 5: ALL STUDENTS WILL GRADUATE FROM HIGH SCHOOL.

The 2016/17 school year is a transition year for the implementation of the reauthorized ESEA. Beginning in July 2017, graduations rates in California will be measured by the Graduation Rate Indicator. This indicator will measure both the percentage of students that graduate and the increase in the number of students that graduate. Graduation rate data for county offices is not available at this time.

ADDITIONAL MANDATORY TITLE I DESCRIPTIONS

1. Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

The number of children eligible for Free/Reduced Price Lunch programs is the low-income measure used to identify schools eligible for Title I funding. All schools with a 75% or above poverty level are funded. All other schools are funded by poverty ranking district wide.

2. Provide a general description of the nature of the programs to be conducted by the LEA's schools.

All of EDCOE's Title I schools are all School-wide programs. EDCOE staff assists in the comprehensive needs assessment through assistance with in-depth analysis of student achievement data and sharing research on effective methods and proven strategies that address the needs of low achieving students. Ongoing professional development is provided in these methods and strategies. Detailed school data, goals, and activities described in each school's SPSA. The 2016-17 plans are scheduled for approval by the Board on December 6, 2016.

3. Describe the actions the LEA will take to assist schools in need of improvement.

EDCOE staff will meet with the principal and school leadership team to revise the school plan based on an in-depth analysis of student performance data. EDCOE will assist in identifying and providing professional development to help teachers address the problems that resulted in the identification of PI. EDCOE staff will work with school staff to analyze the cost benefit of the use of funds and revise the budget to use the school's resources most effectively.

4. Describe the actions the LEA will take to implement public school choice and Supplemental Educational Services.

The 2016/17 school year is a transition year for the implementation of the reauthorized ESEA. During this transitional year, public school choice and Supplemental Educational Services are not required.

5. Describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals.

In 2015-16, EDCOE reported that 85% its teachers were highly qualified as described in ESEA/NCLB. The 2016/17 school year is a transition year for the implementation of the reauthorized ESEA. Teacher qualifications requirements will be defined by the State of California during 2016/17. EDCOE will ensure that all teachers meet those requirements.

6. Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

EDCOE is the LEA for Head Start and state preschool programs throughout El Dorado County. To increase program effectiveness and reduce fragmentation or duplication of services, each district develops an annual school transition plan. Preschool and

kindergarten teachers meet twice a year to discuss school readiness issues. EDCOE is the LEA for the county's Native American Education (Title VII-A) program. The Indian Education Coordinator works with schools throughout the county to identify eligible students who can benefit from tutoring and other support services. EDCOE is also the LEA for a McKinney-Vento Consortium consisting of all districts in the county except one. The McKinney-Vento County Coordinator facilitates quarterly network meetings of district liaisons to provide training resources, updated information, and an opportunity to share and coordinate resources to support homeless students. The County Coordinator works with districts and with EDCOE programs to be sure that homeless students who attend non-Title I schools are provided appropriate support services, and that homeless students in Title I schools receive any services needed because of their special needs. Regular updates from the State Coordinator have been helpful in clarifying and coordinating the use of Title I and McKinney-Vento services to assist homeless students. The County Coordinator also attends a variety of community services meetings to provide a conduit for information regarding community resources available to support homeless students and their families.

Fiscal Year 16/17	0	0
LEA Plan Summary		
Summary Budget Data		
Title I part A		\$ 303,451
Title I part D		\$ 843,562
Title II part A		\$ 4,949
Title III-LEP		\$ 5,154
		\$ 1,157,116

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District Name: El Dorado COE

CD Code: 09-10090

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and 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 LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jamorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE no later than March 18, 2013. The LEA Plan Addendum should:

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

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

The El Dorado County Office of Education (EDCOE) offers several student programs designed to meet students' specialized needs:

- **Charter Alternative Program** - Charter Alternative Program provides a home study program for students in grades K-8.
- **Special Education** - The Special Services Department provides instructional programs for students with low incidence disabilities on the Western Slope of El Dorado County. Students from district-operated programs whose needs cannot be met in those less restrictive settings can be referred to the County Office for possible placement in these programs. The

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Special Services Department also provides Designated Instructional Service support and itinerant services on campuses on the Western Slope of El Dorado County.

- **Charter Community School Home Study Academy** - Charter Community School Home Study Academy offers a choice of educational options, including: 7-12th grade Home Study Academies; Campus (Day) Program; El Dorado Trade School, combining class instruction with career strands; CARE classes, partnering with local school districts; On-line learning options; Programs for Pregnant and/or Parenting Minors; School-to-Career and Regional Occupation Program Strands; Gifted and Talented Education and Extended Day Programs.
- **El Dorado COE Charter Community Day** - The El Dorado COE Charter Community Day School provides alternative education program for at-risk students, grades K-6, residing within El Dorado County. The Charter Community Day School Program serves students who are experiencing difficulty meeting behavioral, social, and academic standards in a traditional setting.
- **Golden Ridge** - Golden Ridge School is located in the El Dorado County Juvenile Hall and serves the El Dorado County's incarcerated youth in grades K-12
- **Blue Ridge** - Blue Ridge School is the court school in El Dorado County designed to serve the Lake Tahoe Region. Student population consists of court incarcerated youth that generally range between grades 7-12.
- **Rite of Passage** - Rite of Passage Charter High School exclusively serves students in grades 9-12 residing in therapeutic foster group homes operated by Rite of Passage, a private, non-profit corporation. Rite of Passage specializes in treating adjudicated young men who have a history of failure in multiple prior placements.

In the effort to increase student achievement and meet AYP requirements, EDCOE programs completed a needs assessment through the analysis of student achievement data (STAR, CAHSEE, and CELDT) and data collected from CDE recommended academic program survey tools (Academic Program Surveys District Assistance Surveys and English Learner's Self Survey Assessment). Based on the analysis of the data, the following high leverage focus areas were identified to improve the instructional program:

1. Implementation of a data-driven assessment system that can be used throughout the year to monitor student performance and inform instructional decisions.
2. Implementation of structures and professional development that support teachers in the analysis of assessment results to inform instructional decisions.
3. Professional development to increase the use highly effective, research-based instructional strategies for high risk students, including the use of instructional technology to differentiate instruction.
4. Professional development to increase teacher understanding of the new California Common Core Standards and the Smarter Balanced Assessment System to ensure the successful transition to the more rigorous standards and assessments.

Contributing factors to the lack of success of the current LEA plan:

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- Student programs have access to a data system that allows for analysis of state assessments, but the need exists for a data system that allows teachers in all programs to analyze student achievement data based on benchmark assessments at key point during the year
- Additional systematic professional development is needed for the development of pacing guides that allow teachers to follow a common sequence of instruction and assessment
- System-wide professional development is needed to increase the use highly effective, research-based instructional strategies for high risk students, including reading/literacy intervention for students performing below grade level, effective instructional practices, classroom management, and the use of instructional technology to differentiate instruction.

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2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

2011/12 STAR Results

Number of Students: 354

API: 693 (30); AYP: Met 9 of 16 AYP Criteria

LEA-wide and all significant subgroups met participation targets. LEA-wide, Hispanic, White and Socioeconomically Disadvantaged subgroups did not meet AYP proficiency targets.

LEA-wide and subgroups met 2012 Target Graduation Rate.

Academic Goals:

1. Continue to meet or exceed participation rates
2. Continue to meet graduation rate targets
3. Meet or exceed API growth targets
4. Reach specified growth goals for Percent Proficient as delineated in the chart below:

English Language Arts

Groups	AMO 2013	AMO 2014	AMO 2015
LEA-wide	63.7	73.7	83.7
Hispanic	45.2	55.2	65.2
White	71.7	87.1	97.1
SE Disadvantaged	39.2	49.2	59.2

Mathematics

Groups	AMO 2013	AMO 2014	AMO 2015
LEA-wide	50.7	60.7	70.7
Hispanic	24.3	34.7	44.7
White	49	59	69
SE Disadvantaged	19	29	39

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3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

Rite of Passage

1. Staff all classrooms with highly-qualified teachers.
2. Professional development and articulation to make certain that pacing guides and academic programs are being followed with fidelity and students are being taught using best instructional practices.
3. Professional development to increase the use highly effective, research-based instructional strategies for high risk students, including reading/literacy intervention for students below grade level, effective instructional practices, classroom management, and the use of instructional technology to differentiate instruction.
4. Implementation of a data-driven assessment system that can be used throughout the year to monitor student performance and inform instructional decisions.
5. Articulation time to disaggregate data and discuss student achievement.

Charter Community School Home Study Academy, Charter Alternative Program, El Dorado COE Charter Community Day

1. Staff all classrooms with highly-qualified teachers.
2. Professional development to increase the use highly effective, research-based instructional strategies for high risk students, including reading/literacy intervention for students below grade level, effective instructional practices, classroom management, and the use of instructional technology to differentiate instruction.
3. Professional development to increase teacher understanding of the new California Common Core Standards and the Smarter Balanced Assessment System to ensure the transition to the more rigorous standards and assessments.

Blue Ridge, Golden Ridge

1. Professional development to increase the use highly effective, research-based instructional strategies for high risk students, including the use of instructional technology to differentiate instruction.
2. Professional development to increase teacher understanding of the new California Common Core Standards and the Smarter Balanced Assessment System to ensure the transition to the more rigorous standards and assessments.

Special Education

1. Professional development in the area of standards-based curriculum for severe populations.
2. Professional development in alignment of IEP goals to Common Core State Standards.

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4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions 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 .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
Rite of Passage			
1. Review teacher assignments; identify steps to bring all teaching staff to highly qualified status, monitor progress toward 100% highly qualified status.	Administrator & Personnel Services Staff	April 2013 – May 2014	Title I Set-aside \$5000
2. Develop pacing guides to align courses and instruction and assessments with California's Common Core Standards and the Smarter Balanced Assessment System.	Administrators & All Teachers	March - June 2013	Title I Set-aside \$1000
3. Provide supplemental instructional materials as needed to ensure instruction is aligned with standards.	Administrator	July 2013	General Fund \$8,500
4. Increase use of instructional strategies for high risk students by supporting teachers with training in specific areas, such as lesson delivery, use of technology to differentiate instruction and classroom management.	Administrator, Professional Development Director	April 2013 - 2014	Title I Set-aside \$5,500
5. If available, use the interim/benchmark assessments and data system from Smarter Balanced Assessment. If data system is not available through Smarter Balanced, upgrade current data system to allow ongoing monitoring of students achievement.	Administrator	July 2013	Title I \$1200
Charter Community School Home Study Academy, Charter Alternative Program, El Dorado COE Charter Community Day			
1. Review teacher assignments; identify steps to bring all teaching staff to highly qualified status, monitor progress toward 100% highly qualified status.	Administrator & Personnel Services Staff	April 2013 – May 2014	Title I Set-aside \$1500
2. Develop pacing guides to align courses and instruction and assessments with California's Common Core Standards and	Administrators & All Teachers	March - June 2013	Title I Set-aside \$1000

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the Smarter Balanced Assessment System.			
3. Increase use of instructional strategies for high risk students by supporting teachers with training in specific areas, such as lesson delivery, use of technology to differentiate instruction and classroom management.	Administrator, Professional Development Director	April 2013 - 2014	Title I Set-aside \$5,500
4. Literacy training for teachers to support students that arrive with low reading ability	Administrator, Professional Development Director	August 2013 – May 2014	Title I Set-aside \$2000
Blue Ridge, Golden Ridge			
1. Review teacher assignments; identify steps to bring all teaching staff to highly qualified status, monitor progress toward 100% highly qualified status.	Administrator & Personnel Services Staff	April 2013 – May 2014	Title I Set-aside \$3500
2. Develop pacing guides to align courses and instruction and assessments with California's Common Core Standards and the Smarter Balanced Assessment System.	Administrators & All Teachers	March - June 2013	Title I Set-aside \$500
3. Provide supplemental instructional materials as needed to ensure instruction is aligned with standards.	Administrator	July 2013	General Fund \$1000
Special Education			
1. Support special education teachers through training in the use of appropriate standards based materials at their school sites.	Administrator EDCOE staff	April – May 2013	Title 1 Set-aside \$1000
2. Special Education teachers will participate in professional development in the alignment of IEP goals and Common Core State Standards.	Administrator EDCOE staff	August 2013 – May 2014	Title 1 Set-aside \$1000

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5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
Rite of Passage			
1. Staff NCLB Compliance – teachers identified as not highly qualified will complete identified steps to become highly qualified.	Administrator & Personnel Services Staff	April 2013 – May 2014	Title I Set-aside \$5000
2. Teachers will participate in staff development aligned with California's Common Core Standards and Smarter Balanced Assessment system with the focus of developing pacing guides and interim benchmark assessments.	Administrators & All Teachers	March - June 2013	Title I Set-aside \$1000
3. Teachers will participate in trainings to ensure the use of effective instructional practices, classroom management and the use of instructional technology to differentiate instruction.	Administrator, Professional Development Director	April 2013 - 2014	Title I Set-aside \$5,500
4. Teachers will participate in trainings focused on the use of data system to analyze student achievement.	Administrator, Teachers	July 2013 – December 2014	No additional cost
5. Teachers will participate in team meetings to plan common assessments, analyze student work and plan instruction to increase student achievement	Administrator, Teachers	April 2013 - 2014	No additional cost
Charter Community School Home Study Academy, Charter Alternative Program, El Dorado COE Charter Community Day			
1. Staff NCLB Compliance – teachers identified as not highly qualified will complete identified steps to become highly qualified.	Administrator & Personnel Services Staff	April 2013 – May 2014	Title I Set-aside \$1500
2. Teachers will participate in staff development aligned with California's Common Core Standards and Smarter Balanced Assessment system with the focus of developing pacing guides and interim benchmark assessments.	Administrators & All Teachers	March - June 2013	Title I Set-aside \$1000

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3. Teachers will participate in trainings to ensure the use of effective instructional practices, classroom management and the use of instructional technology to differentiate instruction.	Administrator, Professional Development Director	April 2013 - 2014	Title I Set-aside \$5,500
4. Teachers will participate in literacy/reading trainings to better serve students with a wide range of reading abilities.	Administrator, Professional Development Director	August 2013 – May 2014	Title I Set-aside \$1500
Blue Ridge, Golden Ridge			
1. Review teacher assignments; identify steps to bring all teaching staff to highly qualified status, monitor progress toward 100% highly qualified status.	Administrator & Personnel Services Staff	April 2013 – May 2014	Title I Set-aside \$3500
2. Teachers will participate in staff development aligned with California's Common Core Standards and Smarter Balanced Assessment system with the focus of developing pacing guides and interim assessments.	Administrators & All Teachers	March - June 2013	Title I Set-aside \$500
3. All teachers will participate in professional development activities that focus on the effective use of supplemental instructional materials as needed to ensure instruction is aligned with standards.	Administrator	July 2013	General Fund \$1000
Special Education			
1. Special Education teachers, when appropriate, will participate in professional development activities at schools or districts (where their programs are located) to support implementation of new textbooks in English/language arts aligned with student content standards.	Administrator EDCOE staff	April – May 2013	Title 1 Set-aside \$1000
2. Teachers of students with moderate/severe disabilities will participate in professional development activities sponsored by the County Office of Education to align Common Core Standards for low incidence populations.	Administrator EDCOE staff	August 2013 – May 2014	Title 1 Set-aside \$1000
3. Special Education teachers will participate in professional development in the alignment of IEP goals and Common Core State Standards.	Administrators & All Teachers	March - June 2013	Title I Set-aside \$500

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6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Rite of Passage				
1. Continue to provide SES services to students in areas of identified need.	Administrator	Ongoing	\$40,000	20% Title I set aside for SES
2. Provide interventions including support classes in language arts, mathematics, and CAHSEE preparation for students with diagnosed needs.	English/Math teaches	Ongoing	No extra cost	NA
Charter Community School Home Study Academy, Charter Alternative Program, El Dorado COE Charter Community Day				
1. Embed tutorial time within the instructional day focusing on language and reading skills.	Teachers & Instructional Assistants	Ongoing	No extra costs	NA
2. Use technology to differentiate instruction based on individual student need.	Teachers & Instructional Assistants	Ongoing	\$10,000	General Fund
Blue Ridge, Golden Ridge				
1. Provide interventions including support classes in language arts, mathematics, and CAHSEE preparation for students with diagnosed needs.	Teachers & Instructional Assistants	Ongoing		
2. Use technology to differentiate instruction based on individual student need.	Teachers & Instructional Assistants	Ongoing	\$5000	General Funds
Special Education				
1. Provide state mandated extended year programs for special education students based on the student's Individualized Educational Program (IEP).	Executive Director/Principal	Extended Year Staff	\$50,000	Special Education Funds

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7. 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.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Rite of Passage				
1. Maintain a Site Council with staff, case managers, and student representatives. Because students are in a court adjudicated residential placement, case managers replace parents on the Site Council. The Site Council reviews student assessment results in reading and participates in planning how to improve school reading programs.	Members meeting costs	Samples: Mailing costs, duplication costs	\$300	General Fund
Charter Community School Home Study Academy, Charter Alternative Program, El Dorado COE Charter Community Day				
1. All parents will continue to receive information about the adopted academic content standards in E/LA for each grade. This information is available in languages other than English.	Administrator	Duplicating Costs	\$400	General Fund
2. All parents will continue to receive information about the adopted academic standards in E/LA for each grade. This information is available in languages other than English.				
3. Each school will continue to send each parent his/her student's individual state assessment results, with an explanation of how to interpret them and a comparison to site and district student performance. This information is available in languages other than English.		Mailing costs	\$300	General Fund
4. All parents will be invited to a meeting at the beginning of the school year designed to provide information about the reading program and services available.		Duplication Costs	\$400	General Fund
5. Each parent will be invited to parent conferences, at which the teachers discuss the reading program and individual student assessment results.		Duplication Costs	\$400	General Fund

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6. A parent compact that describes how parents, students, and school staff will work together to improve student achievement will be revised periodically with parent input				
Blue Ridge, Golden Ridge				
1. To the extent possible, parents will receive the results of state and local individualized assessment results for their student.	Principal	Postage & envelopes	\$100	General
2. The School Advisory Council/Site Council will be organized to include the following members: one teacher, one principal, one detention staff (acting as parent) and one student Probation staff act as parents for incarcerated youth.	Principal			
Special Education				
1. EDCOE will send each parent his/her student's individual state reading assessment results, with an explanation of how to interpret them.	Principal	Staff costs	\$2000	State Special Education Funds
2. EDCOE will send each parent his/her student's progress on their individual goals and objectives as stipulated in the IEP. Progress reports will be sent to parents of EDCOE students at least as often as parents of general education students are notified.	Principal EDCOE Staff	Staff costs	\$2000	State Special Education Funds
3. Parents will be invited to Individual Educational Program (IEP) meetings at least annually to review his/her special education program and related services.	EDCOE Staff	Staff costs	\$3000	State Special Education Funds
4. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)				

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: El Dorado County Office of Education

County District Code: 09-10090

Date of Local Governing Board Approval:

District Superintendent: Vicki L. Barber, Ed.D.

Address: 6767 Green Valley Road

City: Placerville

Zip Code: 95667

Phone: 530-295-2229

FAX: 530-621-2543

E-mail:
vbarber@edcoe.org

Signatures:

**On behalf of LEAs, participants included in the preparation of this LEA Program
Improvement Plan Addendum:**

Signature of Superintendent

Printed Name of Superintendent

Date

Signature of Board President

Printed Name of Board President

Date

By submission of the local board approved LEA PI Plan 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.

[< Back to Search](#)
[Print Test Results](#) | [Get Research Files](#)

Test Results for:

El Dorado County Office Of Education Sch District

CDS Code: 09-10090-0000000

El Dorado County Office Of Education Sch District

El Dorado County

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Group/Subgroup:

All Students (Default)

Apply Selections

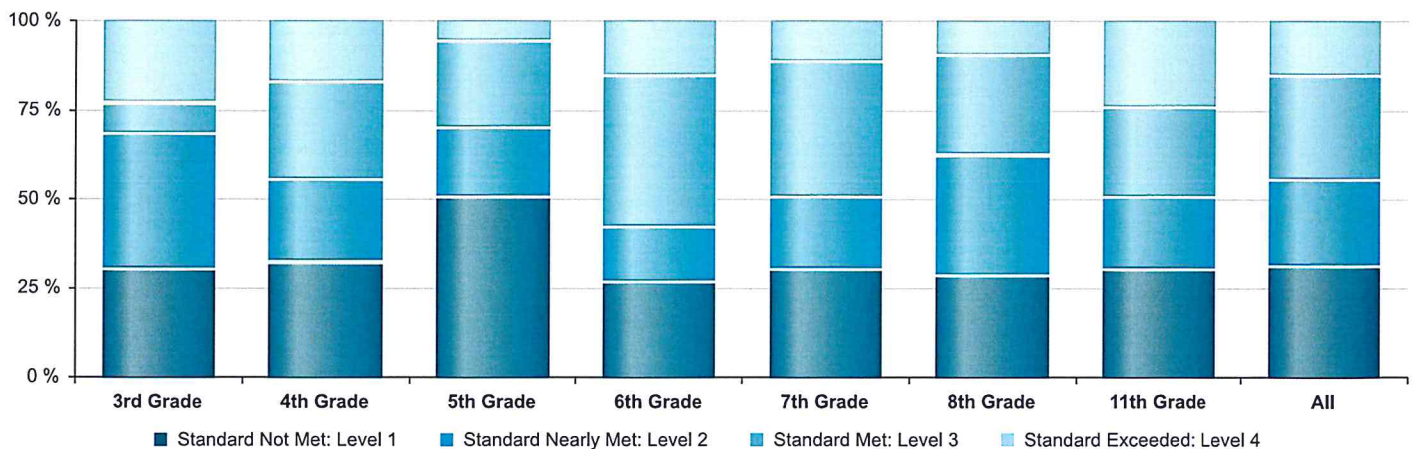
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	17	32	23	34	98	128	160	492

Appendix B


# of Students Tested	13	31	21	33	89	119	124	430
# of Students With Scores	13	30	21	33	87	119	118	421
Mean Scale Score	2397.4	2450.2	2449.1	2524.3	2537.6	2535.3	2577.0	N/A
 Standard Exceeded: Level 4	23 %	17 %	5 %	15 %	11 %	9 %	24 %	15 %
 Standard Met: Level 3	8 %	27 %	24 %	42 %	38 %	28 %	25 %	29 %
 Standard Nearly Met: Level 2	38 %	23 %	19 %	15 %	20 %	34 %	20 %	24 %
 Standard Not Met: Level 1	31 %	33 %	52 %	27 %	31 %	29 %	31 %	32 %

English Language Arts/Literacy Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	15 %	27 %	5 %	21 %	20 %	21 %	31 %	23 %
	Near Standard	54 %	40 %	52 %	48 %	50 %	44 %	44 %	46 %
	Below Standard	31 %	33 %	43 %	30 %	30 %	35 %	25 %	31 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	23 %	7 %	10 %	24 %	22 %	19 %	31 %	22 %
	Near Standard	38 %	57 %	38 %	48 %	51 %	51 %	39 %	47 %
	Below Standard	38 %	37 %	52 %	27 %	27 %	30 %	30 %	31 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	15 %	30 %	14 %	15 %	16 %	15 %	18 %	17 %
	Near Standard	62 %	57 %	67 %	70 %	66 %	66 %	64 %	65 %
	Below Standard	23 %	13 %	19 %	15 %	17 %	19 %	19 %	18 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	15 %	10 %	19 %	36 %	17 %	11 %	30 %	20 %
	Near Standard	62 %	63 %	52 %	52 %	59 %	54 %	49 %	54 %



Below Standard

23 %

27 %

29 %

12 %

23 %

35 %

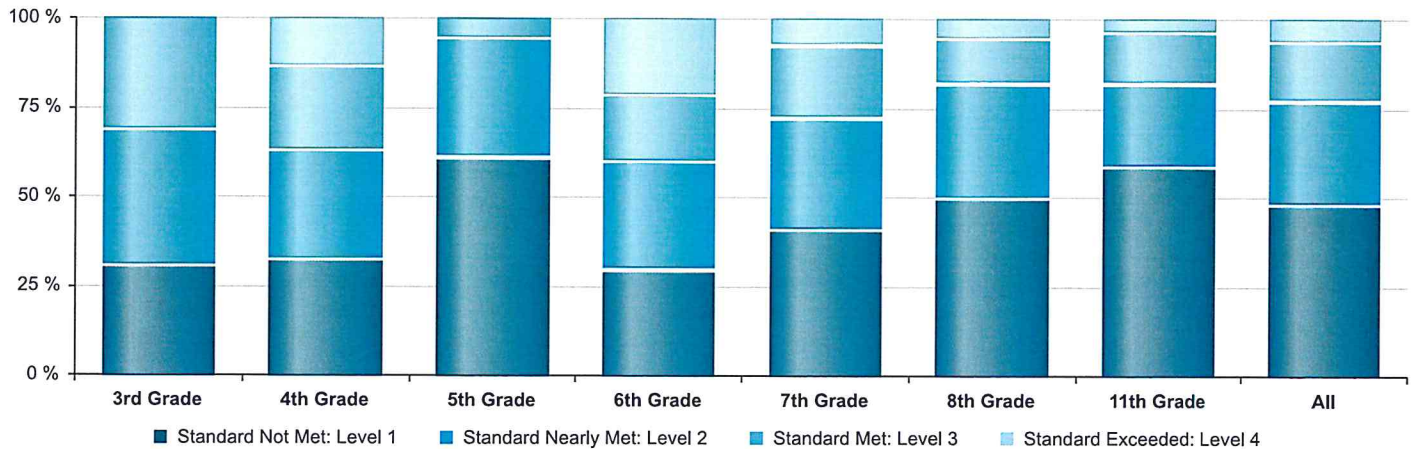
21 %

26 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

▼ All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	17	32	23	34	98	128	159	491
# of Students Tested	13	30	21	33	89	120	122	428
# of Students With Scores	13	30	21	33	86	118	118	419
Mean Scale Score	2379.1	2447.0	2421.1	2509.2	2500.4	2498.0	2503.4	N/A
Standard Exceeded: Level 4	0 %	13 %	0 %	21 %	7 %	5 %	3 %	6 %
Standard Met: Level 3	31 %	23 %	5 %	18 %	20 %	12 %	14 %	16 %
Standard Nearly Met: Level 2	38 %	30 %	33 %	30 %	31 %	32 %	23 %	29 %
Standard Not Met: Level 1	31 %	33 %	62 %	30 %	42 %	51 %	60 %	49 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8 %	20 %	0 %	27 %	12 %	7 %	5 %	10 %

Appendix B



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	54 %	30 %	20 %	30 %	36 %	29 %	32 %	32 %
Near Standard	38 %	50 %	80 %	42 %	52 %	64 %	63 %	59 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	20 %	5 %	12 %	13 %	10 %	8 %	11 %
Near Standard	62 %	40 %	33 %	58 %	56 %	58 %	41 %	50 %
Below Standard	23 %	40 %	62 %	30 %	31 %	32 %	52 %	39 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8 %	17 %	0 %	21 %	12 %	8 %	4 %	9 %
Near Standard	54 %	50 %	40 %	39 %	52 %	59 %	46 %	51 %
Below Standard	38 %	33 %	60 %	39 %	36 %	33 %	50 %	40 %

[Mathematics Area Achievement Level Descriptors](#)



2014-15 Title III Accountability Reports

Consortium Data

Release Date: July 11, 2016
Lead: El Dorado County Office of Education
County: El Dorado
CDS Code: 09-10090-0000000

[Consortium Member Data](#)

[DataQuest Help](#)

The Title III Accountability Report indicates the status of each Title III-funded local educational agency (LEA) or consortium in meeting the three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers	464
Number with Required Prior CELDT Scores	456
Percentage with Required Prior CELDT Scores	98.3%
Number in Cohort Meeting Annual Growth Target	269
Percent Meeting AMAO 1 in Consortium	59.0%
2014-15 Target	60.5%

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2014-15 English Learners in Cohort	360
Number in Cohort Attaining the English Proficient Level	104
Percent in Cohort Attaining the English Proficient Level	28.9%
2014-15 Target	24.2%

5 Years or More Cohort

Number of 2014-15 English Learners in Cohort	177
Number in Cohort Attaining the English Proficient Level	96
Percent in Cohort Attaining the English Proficient	54.2%

Level

2014-15 Target

50.9%

AMAO 3 - Adequate Yearly Progress for English Learner Student Group at the Consortium Level

Participation Rate for English Learner Student Group

English-Language Arts/Literacy	N/A
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Mathematics	N/A
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Graduation Rate for English Learner Student Group

N/A

Title III Placement Year

Placement Year

Year 4

Additional Report Information

Special Conditions

Description of Special Condition Code: NS = The LEA received a Title III Immigrant subgrant only and did not meet the minimum "N" size of 50 CELDT takers needed to make AMAO determinations.

Notes:

If less than 65 percent of the 2014 Annual CELDT takers have prior year scores, no values will be printed for AMAO 1 and the LEA or consortium will not meet the AMAO 1 target.

'--' = EL student group did not meet the minimum group size, and no value is reported.

'N/A' = AMAO 3 measures are not available for Title III-funded consortia.

For more information on Title III accountability, refer to the CDE [Title III Accountability](#) Web page.

Questions: AMAO Team | AMAO@cde.ca.gov | 916-323-3071

Appendix D

El Dorado County Office of Education California Healthy Kids Survey 2006 – 2012

This summary includes the performance indicators in the LEA Annual Program Report, Goal 4.

The California Healthy Kids Survey is administered to the Charter Community School students every other year. EDCOE data represents all grade levels 5, 7, 9, 11 and has been charted in the 11th grade row.

The State percentage is the statewide percentage for the indicator, taken from the *Student Well-being in California 2009 – 2011 Statewide Results* report.

	EDCOE % 2006	EDCOE % 2008	EDCOE % 2012	State % 2012
Use of Cigarettes				
Never 7 th	/	/	/	97
Never 9 th	/	/	/	96
Never 11 th	58	29	54	96
Use of Alcohol				
Never 7 th	/	/	/	71
Never 9 th	/	/	/	51
Never 11 th	59	32	55	37
Use of Marijuana				
Never 7 th	/	/	/	92
Never 9 th	/	/	/	75
Never 11 th	/	/	/	62
None last 30 days 7 th	/	/	/	94
None last 30 days 9 th	/	/	/	85
None last 30 days 11 th	58	41	40	79

	EDCOE % 2006	EDCOE % 2008	EDCOE % 2012	State % 2012
Afraid of Being Beaten Up (past 12 months)				
Never 7 th	/	/	/	74
Never 9 th	/	/	/	81
Never 11 th	30	77	72	88

	EDCOE % 2006	EDCOE % 2008	EDCOE % 2012	State % 2012
Assets				
Caring Relationship 7 th	/	/	/	25
Caring Relationship 9 th	/	/	/	21
Caring Relationship 11 th	27	22	46	29
^ with an adult at school				
High Expectations 7 th	/	/	/	56
High Expectations 9 th	/	/	/	46
High Expectations 11 th	33	43	63	46
^ with an adult at school				
Meaningful Part 7 th	/	/	/	29
Meaningful Part 9 th	/	/	/	28
Meaningful Part 11 th	26	7	38	
^ with an adult at school				
School Connectedness 7 th	/	/	/	
School Connectedness 9 th	/	/	/	
School Connectedness 11 th	33	7	33	

	EDCOE % 2006	EDCOE % 2008	EDCOE % 2012	State % 2012
Very Safe at School				
25Very Safe 7 th	/	/	/	22
Very Safe 9 th	/	/	/	20
Very Safe 11 th	30	7	18	22