

**East Side Union High School District
 830 North Capitol Avenue
 San Jose, California 95133-1316
 CDS 43-69427**

**LEA ADDENDUM PLAN
 July 1, 2008 – June 30, 2011**

1. Program Improvement Corrective Action: Goals for Improving Student Achievement

Measurable goals for student achievement, participation, growth on the API, and graduation rate	Persons Involved	Timeline	Estimated Cost	Status - Completed - Ongoing - In Process
Raise Student Achievement				
Current Status: ESUHSD is PI 3 ("light"). The district did not meet the AYP target for Participation Rate (ELA and mathematics), Percent Proficient (ELA and mathematics for Students with Disabilities), and Graduation Rate.				
GOAL 1.1 Each year, between July 2008 and June 2011, the <i>district percent proficient</i> in ELA and mathematics will increase by 10% on AYP (CAHSEE) for all students.	AS, PR, DLT, DELSE, DT, CT, DSPED, SAC	July 2008-June 2011	Cost Embedded	ELA + 3% Math + 4.4
GOAL 1.2 Each year, between July 2008 and June 2011, the number of Students with Disabilities who score proficient or above in ELA and mathematics will increase by 10% as measured by AYP (CAHSEE).	AS, PR, DLT, DELSE, DT, CT, DSPED, SAC	July 2008-June 2011	Cost Embedded	ELA + 1.8 Math + .7
GOAL 1.3 Each year, between July 2008 and June 2011, the number of students who score proficient or advanced will increase in ELA by 5% and Algebra 1 by 5% as measured by the CST.	AS, PR, DLT, DELSE, DT, CT, DSPED, SAC	July 2008-June 2011	Cost Embedded	ELA flat Math 9th + 4% 10th + 1%

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<p>GOAL1.4 Each year, between July 2008 and June 2011, the number of Hispanic and African American students who score proficient or advanced in ELA and Algebra 1 will increase by 10% as measured by the CST.</p>	AS, PR, DLT, DELSE, DT, CT, DSPED, SAC	July 2008-June 2011	Cost Embedded	<p>ELA: AA + 3% H +1 % Alg. AA -9% H -5%</p>
<p>GOAL1.5 Each year, between July 2008 and June 2011, students in Algebra 1 and ELA 9th and 10th will show a 5% growth on district curriculum embedded benchmark tests.</p>	AS, PR, DLT, DELSE, DT, CT, DSPED, SAC	July 2008-June 2011	Cost Embedded	Still checking
Meet CAHSEE Participation Rate				
<p>GOAL 1.6 All Hispanic, all Students with Disabilities and African American males students will meet the <i>participation rate</i> of 95% on the AYP (CAHSEE).</p>	AS, PR, APED, DLT, DELSE, DT, CT, DSPED, SAC	July 2008-June 2009	Cost Embedded	Met Part Rate in all but Stud w. Disab
<p>GOAL 1.7: Each year between June 2008 and July 2011, all student subgroups and school-wide group will meet the participation rate of 95% on the AYP (CAHSEE).</p>	AS, PR, APED, DLT, DELSE, DT, CT, DSPED, SAC	July 2008-June 2011	Cost Embedded	Same as above
Meet Graduation Requirements:				
<p>GOAL 1.8 Each year, between July 2008 and June 2011, district graduation rate will increase by 1%.</p>	AS, PR, APED, DLT, DELSE, DT, CT, DSPED, SAC	July 2008-June 2011	Cost Embedded	Small increase
Decrease Achievement Gap				
<p>GOAL1.9: Each year, between July 2008 and June 2011, ESUHSD will decrease the gap between the highest performing sub group and other sub groups by 5% as measured by the ELA and Algebra 1 CST.</p>	AS, PR, APED, DLT, DELSE, DT, CT, DSPED, SAC	July 2008-June 201	Cost Embedded	Haven't met goal; but all sub groups increased overall

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OBJECTIVES AND ACTION PLAN

2. Program Improvement Corrective Action: Institute SBE-adopted Textbook and Rigorous Curriculum

New Textbook and Standards-Based Curriculum	Persons Involved	Timeline	Estimated Cost	Status
<p>CURRENT STATUS ELA: The core (benchmark and strategic) ELA program uses McDougal Littell <i>Language of Literature</i> Grade 9 & <i>Language of Literature</i> Grade 10 textbooks and materials implemented in 2002. The Intensive Intervention program is <i>Scholastic Read 180</i> implemented in 2007-08. The SBE-adopted <i>Shining Star</i> program is used for all EL students. Writing packets were developed to support <i>Shining Star</i> and give additional CAHSEE writing practice. When appropriate, EL students are placed in Read 180 classes, CAHSEE support classes, and after-school tutorials. Special education also uses the core textbook and if appropriate, students may be placed in Read 180. When appropriate <i>SRA Reach</i> and <i>Bridges</i> are used for students with disabilities. The special education department is currently previewing <i>Scholastic System 44</i>, an add-on to Read 180, to further address academic needs of students with disabilities. Core ELA materials are adapted for English learners through the use of SDAIE strategies and the publisher's supplemental materials. Core materials are adapted for students with disabilities by training teachers to make appropriate accommodations, adapting the pacing guides to the needs of the students, and through the use of appropriate supplemental materials.</p> <p>CURRENT STATUS MATHEMATICS: The core textbook/ materials for Algebra 1 are the SBE-adopted <i>Algebra 1</i> textbook and the ancillaries from McDougal Littell (published in 2007). It is used in all Algebra 1 core and intervention courses. Half of the textbooks were purchased in 2007 and the other half in 2008. The</p>				

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<p>McDougal Littell curriculum will be fully implemented for all Algebra 1 students, including EL and special education students, in 2008-09. Strategic and Intensive 9th grade students are placed in a support class in addition to their Algebra 1 class. The core textbook/material for those classes is the <i>McDougal Littell Algebra 1 (2007)</i> textbook. <i>Moving with Math</i> is used as a supplement. In addition to <i>Moving with Math</i>, resource materials are provided for each grading period and are accessible on the district intranet. These materials are also distributed at teacher workshops each month. Pacing calendars are provided for each of these classes, with supplemental materials listed for each day. Core mathematics materials are adapted for English learners through the use of SDAIE strategies and the publisher's supplemental materials. Core materials are adapted for students with disabilities by training teachers to make appropriate accommodations, adapting the pacing guides to the needs of the students, and through the use of appropriate supplemental materials.</p> <p>OBJECTIVE 2.1: Provide a rigorous, comprehensive ELA curriculum using the most recent and appropriate SBE-adopted textbook and materials in all English/reading language arts courses in 9th and 10th grades for benchmark, strategic, and students and the ELD component of the core curriculum.</p> <ul style="list-style-type: none"> • Prepare a phase-in plan for 2009 ELA adoption and review materials. • Review and pilot materials. • Purchase a SBE-adopted textbook. • Distribute materials and implement the new ELA textbook and materials. 	<p>AS, SAC DLT, DCH</p> <p>AS, SAC DLT, DCH</p> <p>AS, SAC DLT, DCH</p> <p>AS, SAC, DCH, TE</p>	<p>2008-2009</p> <p>2009-2010</p> <p>April, 2010</p> <p>August, 2010</p>	<p>Cost Embedded</p> <p>Cost Embedded</p> <p>596,000</p> <p>Cost Embedded</p>	<p><i>Appropriate materials available</i></p> <p><i>Delayed adoption</i></p>
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<ul style="list-style-type: none"> Use SBE-adopted ELA textbook/materials on a “daily” basis. Create a consistent, guaranteed curriculum in ELA 9th and 10th at all high schools. <p>OBJECTIVE 2.2: Continue to provide a comprehensive intensive intervention program through the use of SBE-adopted English/reading language arts intensive intervention instructional materials for all 9th and 10th grade students unable to demonstrate proficiency in 6th grade standards.</p> <ul style="list-style-type: none"> Continue implementation of Read 180 in all high schools for Intensive Intervention for ELA. Monitor student effectiveness with Read 180. <p>OBJECTIVE 2.3: Provide a rigorous, comprehensive Algebra 1 program using SBE-adopted, standards-aligned textbooks and instructional materials.</p> <ul style="list-style-type: none"> Complete the implementation of the McDougal Littell SBE-adopted Algebra 1 textbook. Create a consistent, guaranteed curriculum in Algebra 1 at all high schools. 	TE	2008-2010	Cost Embedded	Ongoing
	AS, SAC, DLT, DCH	2009	Cost Embedded	In Progress
	AS, SAC, PR, APED, DCH, TE	2008-2009	Cost Embedded	Ongoing
	AS, DT, SAC, CT, TSA	2008-2010	Cost Embedded	Ongoing
	AS, SAC, PR, DCH, TE	2008-2009	870,000	Completed
	AS, SAC, PR, DCH	2008-2010	Cost Embedded	In Process

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<p>OBJECTIVE 2.4: Continue to provide a comprehensive intensive intervention program through the use of SBE-adopted intervention mathematics instructional materials for all students unable to demonstrate proficiency in 6th grade mathematics standards.</p> <ul style="list-style-type: none"> • Prepare a phase-in plan for 2007 SBE-adopted Intervention and Pre-Algebra materials for the intervention support class. • Review and pilot materials. • Purchase SBE-adopted materials for intensive support classes. • Distribute materials and implement the new materials for the intensive support classes. • Use SBE-adopted materials in intensive support classes on a “daily” basis. 	AS, SAC, PR, DCH	2008-2009	Cost Embedded	<i>In Process</i>
	AS, SAC, PR, DCH	2008-2009	30,000	<i>In Process</i>
	AS, SAC, PR	2009-2010	550,000	
	AS, SAC, PR, DCH	2009-2011	Cost Embedded	
	PR, SAC, DCH, TE	2009-2011	Cost Embedded	

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ACTION PLAN

3. Program Improvement Corrective Action: Implement a New Curriculum

Current status and action plan for implementation of new curriculum	Persons Involved	Timeline	Estimated Cost	Status
<p>CURRENT STATUS: ESUHSD administered the APS with leadership teams from all schools in January 2007. Progress on the nine Essential Components has been assessed for two years. Based on APS results, the district selected five districtwide focus areas: SBE-adopted textbooks, SB 472 professional development, pacing guides/curriculum-embedded assessments, collaboration periods, and intensive interventions (See attachment).</p> <p>Student placement criteria was developed and implemented for ELA at 9th grade and Algebra 1/mathematics 10th in August 2007. Student placement criteria for ELA 10 was developed in 2008 and will be implemented with the 2008-09 school year. Pacing guides and curriculum-embedded assessments for Algebra 1 were developed and implemented in 2007 and are presently being refined. Pacing guides for ELA 9th and 10th have been developed and will be implemented in fall 2008. Curriculum-embedded assessments for ELA 9th were developed and implemented in 2007-08. Curriculum-embedded assessments for 10th will be developed and implemented 2008 - 2010. ELD pacing guides and curriculum-embedded assessments were developed in 2007-08 and will be implemented in 2008-2009. Collaboration periods designed to analyze and inform instruction were implemented 2007-08, in conjunction with professional development for site leadership teams (principal, APEDs, ELA and mathematics department chairs, and teacher leaders).</p>				

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<p>OBJECTIVE 3.1: implement the Nine Educational Program Components at all high schools.</p> <ul style="list-style-type: none"> Continue to administer the Academic Program Survey (APS) and monitor progress on a yearly basis. Implement and refine consistent student placement system for 9th and 10th grade ELA and mathematics program based on common multiple criteria to support individual students' needs (including students with disabilities) in benchmark, strategic, and intensive. Identify multiple entrance and exit criteria for placement and movement across years. Refine multiple entrance and exit criteria for placement and movement across years. Train staff to use criteria for appropriate course placement and to monitor student progress and placement. Develop and monitor master schedules at every school that reflect the placement criteria. Develop, implement, and refine pacing guides for ELA at 9th and 10th grades, Algebra 1 CAHSEE support, and Algebra 1 support. Continue to develop, implement, and refine common curriculum-embedded benchmark assessments for Algebra 1, Algebra 1 Support, ELA/mathematics CAHSEE Support, and English 9th and 10th. Provide coaching for intensive intervention teachers in the areas of ELA and mathematics. 	AS, DP, DLT, PR	Spring 2009, 2010, 2011	10,000	<i>Ongoing</i>
	AS,DLT, SAC, DT, CT	2008, 2009, 2010	300,000	<i>Ongoing</i>
	AS,DLT, SAC, DT, CT	2008	Cost Embedded	<i>Completed</i>
	AS,DLT, SAC, DT, CT	2009, 2010	Cost Embedded	<i>On Going</i>
	AS, DLT, DT, CT, SAC, PR, APED	2008 – 2010	Cost Embedded	<i>On Going</i>
	PR, APED	Spring 2009-2011	Cost Embedded	<i>On Going</i>
	SAC, DTH, TE	2008-2011	Cost Embedded	<i>In Process</i>
	SAC, DTH, TE	2008-2011	Cost Embedded	<i>In Process</i>
AS,TSA, CPD, SAC, TE	2008-2011	Cost Embedded	<i>On Going</i>	

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<ul style="list-style-type: none"> • Continue to train teachers on the use of collaboration time to analyze student work to inform instruction. • Monitor the use and effectiveness of collaboration periods. • Provide on-going coaching and modeling on the use of data to inform instruction. • Continue to develop and monitor intervention programs for students below grade level. • Continue to monitor fiscal support for Program Improvement sites. <p>CURRENT STATUS DAS: DAIT Tools – Working with Santa Clara County Office of Education, the DAS document was reviewed in 2005-06 by districtwide teams and a district LEA Addendum plan was written. Nascent Inc. worked with ESUHSD from 2006-2008. During that time, the LEA Addendum has been monitored, the APS, ELSSA, and the LRE were administered and the results incorporated into the district LEA Addendum. Additionally, four professional development days were provided for PI leadership teams and DLT including Overview of PI (state and district), Nine Essential Components, Collaboration Periods, Data Analysis, Writing the SPSA Aligned with District LEA Addendum Updates, Special Education (IDEA, LRE), and English Learner Analysis including ELSSA. Five after-school sessions provided targeting specific strategies to improve areas of program improvement such as “How to Increase Participation Rate” and updating the LEA Addendum.</p> <p>OBJECTIVE 3.2: Continue to assess, monitor, and implement the 7 DAS areas and 37 standards to improve district effectiveness.</p>	AS, DP, DCH, SAC	2008-09	20,000	<i>On Going</i>
	AS, PR, DLT	2008-2011	Cost Embedded	<i>On Going</i>
	AS, DP, DT	2008-2011	10,000	<i>On Going</i>
	AS, DP, DT	2008-2011	10,000	<i>On Going</i>
	AS, DP	2008-2011	2,000	<i>On Going</i>

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<ul style="list-style-type: none"> • Monitor implementation of the LEA Addendum Action Plan at district and site levels on an on-going basis. • Update the Board of Trustees on the DAIT Progress on a regular basis. • Explain clearly the accountability requirements regarding student achievement of all students. • Continue to align LEA Addendum with all Single Plans for Student Achievement incorporating the districtwide program improvement focus areas. • Monitor progress on Single Plan for Student Achievement (SPSA to assess progress in meeting site goals. • Continue to develop and monitor a process for continuous improvement that will support each site in a coherent, focused plan to improve teaching and learning for all students. • Review qualifications and credentials for all special education/EL teaching staff to ensure they meet minimum levels of intern status and are assigned within credentialed authorization. • Recruit teachers who meet California Credentialing Standards specifically in special education, EL, and mathematics. • Continue to monitor fiscal support for LEA Addendum and District PI Focus Areas. 	AS, DP, PR, DLT	2008-2011	28,000	<i>On Going</i>
	AS, DP	2008-2011	Cost Embedded	<i>On Going</i>
	AS, DLT	2008-2011	Cost Embedded	<i>On Going</i>
	AS, DP, PR	2008-2011	20,000	<i>On Going</i>
	AS, PR, DLT	2008-2011	Cost Embedded	<i>On Going</i>
	AS, PR, DLT	2008-2011	Cost Embedded	<i>On Going</i>
	AS, HR	2008-2011	Cost Embedded	<i>On Going</i>
	AS, HR, PR	2008-2011	Cost Embedded	<i>On Going</i>
	AS & Assoc. Sup. of Business	2008-2011	Cost Embedded	<i>On Going</i>

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ACTION PLAN

4. Program Improvement Corrective Action: Professional Development Based on Scientifically-Based Research for all Relevant Staff

Current status and action plan for professional development	Persons Involved	Timeline	Estimated Cost	Status
<p>CURRENT STATUS: Professional Development for Teachers: Teachers have been encouraged to take the SB 472 professional development for the past three years. This is monitored in partnership with the county. At this point in time, 10% of 9th and 10th ELA teachers have completed the training. Read 180 teachers took implementation training from Scholastic. Read 180 SB 472 training will occur during the summer of 2008.</p> <p>Only eight Algebra 1 teachers from a SAIT high school attended AB 466 training. Others have not because they were not using the SBE-adopted textbook. In the summer of 2007, 25 teachers attended a SB 472 “like training” put on by the SCCOE SB 472 trainers for the district because they were purchasing the McDougal Littell <i>Algebra 1</i> text which was not approved until fall. Twenty-two percent of the teachers went through the “unofficial” county training. Two official SB 472 training sessions are scheduled for this summer open to 60 teachers (approximately 40% of Algebra 1 teachers).</p> <p>It should be noted that three ESUHSD teachers have worked as partners with the Santa Clara County Office of Education to develop and implement the AB472 training for the recently adopted McDougal Littell <i>Algebra 1</i> (2007) textbook. They are also certified AB 472 trainers and will be the main instructors for</p>				

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<p>the two sessions being offered this summer.</p> <p>OBJECTIVE 4.1: Provide professional development to ensure full implementation of the district core, strategic and intensive intervention programs.</p> <ul style="list-style-type: none"> • Provide SB472 professional development to English 9th/10th grade teachers, including all special education teachers. • Provide SB472 ELPD training for teachers who have completed the 40 hour AB 466/SB 472 (offered each summer through SCCOE). • Provide SB 472 (Read 180) for all Read 180 teachers. • Coordinate with SCCOE to provide SB 472 (Shining Star) training for ELD teachers. Until official program is available, provide training on Shining Star through curriculum specialist and publisher. • Work with SCCOE to monitor completion of SB 472 for all ELA and math teachers. • Provide SB 472 Algebra 1, professional development to all Algebra 1 teachers, including special education teachers. • Continue to provide training for mathematics and ELA teachers in the implementation of support and intervention courses. Provide a two-day training for 10th grade Algebra 1 Support class and a two-day training for the 9th grade CAHSEE Math Support class. 	<p>CPD, SAC, TE</p> <p>CPD, DELSE, ELAD, TE</p> <p>CPD, SAC, TE</p> <p>CPD, ELAD</p> <p>CPD</p> <p>CPD,SAC, TSA, TE</p> <p>CPD, SAC, TSY, TE</p>	<p>2008-2010</p> <p>Summer 2008</p> <p>Ongoing, yearly</p> <p>2008-2010</p> <p>Ongoing</p> <p>Ongoing each summer</p> <p>On-going each summer</p>	<p>N/A</p> <p>N/A</p> <p>30,000</p> <p>18,000</p> <p>N/A</p> <p>N/A</p> <p>50,000</p>	<p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p>
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<ul style="list-style-type: none"> • Provide training on ELD/ELA Map of Standards, pacing guides, and assessment for all ELD teachers. • Train special education teachers on adopted programs in ELA and mathematics. (Academy for New Teachers on Compliance Issues, Academy for Returning Special Education Teachers on Compliance Issues, Special Education Curriculum and Classroom Management, Transition to Adult Life, Social Skills Training). • Train all general education teachers in new special education requirements - IDEA requirements, LRE, Response to Intervention, Training of Trainers for Special Education Department Chairs • Provide training for school staff leadership teams and department chairs on analyzing data and assessing progress towards SPSA and district goals. • Train staff on criteria for appropriate course placement using multiple measures. • Investigate research-based instructional strategies which can be implemented across grade levels and content areas. • Assess the use of Direct Instruction and Differentiated Instruction. 	CPD, ELAD, TSA, TE	On-going each summer	20,000	<i>On Going</i>
	CPD, DSPED, TSA	On-going each summer	20,000	<i>On Going</i>
	CPD, SPED	Summer 2008	57,000	<i>Completed 2008, on going training</i>
	DT, CT, DP	Ongoing	5,280	<i>On Going</i>
	DT, CT	Ongoing	Cost Embedded	<i>On Going</i>
	CPD	2008-09	Cost Embedded	<i>On Going</i>
	CPD, DLT	2008-09	Cost Embedded	<i>In Process</i>

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<p>CURRENT STATUS: Professional Development for Administrators 70% of all administrators have completed the AB75/430. Ten administrators are completing Year II in 2008 and 10 administrators will complete Year II in 2009.</p> <p>OBJECTIVE 4.2: Provide professional development for administrators</p> <ul style="list-style-type: none"> • Continue to provide AB430 training to site administrators. • Provide training on ELD programs at the Administrator Academy. • Train administrators on the use of ELD observation tools in Administrator Academy. • Provide training on Principles of Second Language Acquisition programs at the Administrator Academy. • Provide training on Current Research on English Learners at the Administrator Academy. 	<p>CPD</p> <p>CPD, ELAD, CELSE</p> <p>CPD, ELAD, CELSE</p> <p>CPD, ELAD, CELSE</p> <p>CPD, ELAD, CELSE</p>	<p>Ongoing</p> <p>Summer 2008</p> <p>Summer 2009</p> <p>Summer 2009</p> <p>Summer 2010</p>	<p>Cost Embedded</p> <p>Cost Embedded</p> <p>Cost Embedded</p> <p>Cost Embedded</p> <p>Cost Embedded</p>	<p><i>On Going</i></p> <p><i>Completed 2008</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p>
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ACTION PLAN

5. Program Improvement Corrective Action: "High Priority" Students

Current status and action plan for English learners and Students with Disabilities	Persons Involved	Timeline	Estimated Cost	Status
<p>ENGLISH LEARNERS</p> <p>CURRENT STATUS: ESUHSD is in the process of revising the EL Master Plan to comply with CPM and PI requirements. ELD students are grouped for classroom instruction based on the English proficiency level. Beginning ELD 1 students receive three periods of ELD daily. Early intermediate and intermediate receive two periods daily; more advanced EL students receive one period daily. An after school tutorial is available to all students. All ELD teachers are properly credentialed and receive professional development on core and supplemental materials on a yearly basis. More teachers need to be trained in SDAIE strategies. The EL students met the AMAOs 1 and 3 this past year.</p> <p>Major Measurable Goals Based on ELSSA:</p> <ul style="list-style-type: none"> • The number of EL students who score at the early advanced or advanced level in ELD will increase by 5% as measured by the CELDT. • The number of EL students who score at the early advanced or advanced level in ELD will increase by 5% as measured by the CST. • The number of EL students who score proficient or above in ELA and mathematics will increase by 10% as measured by the CAHSEE. 				<p style="text-align: center;"><i>Increased by 5%</i></p> <p style="text-align: center;"><i>Decreased 4% ELA 2% Math</i></p> <p style="text-align: center;"><i>Decreased .1% ELA Increased 1% math</i></p>

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<p>OBJECTIVE 5.1: English Learners acquire full proficiency in English as rapidly and effectively as possible.</p> <ul style="list-style-type: none"> • Implement and refine curriculum-embedded common benchmark assessments for ELD 1, 2, and 3. • Research and develop ELD observation tool for administrators. • Conduct regular classroom reviews and observations to verify SDAIE strategies are being used. • Implement sound instructional practices appropriate for ELs within mainstream classrooms. • Implement goals generated by ELSSA assessment. • Analyze the achievement of EL students to inform instruction and improve performance (CELDT, CST, CAHSEE, curriculum-embedded assessments). • Monitor student progress at each level of English proficiency, as well as after reclassification. 	DELSE, ELAD, DT, CT, CELSE, TE	2008-2010	5,000	<i>On Going</i>
	DELSE, ELAD, DLT, CELSE	2008	Cost Embedded	<i>On Going</i>
	DELSE, ELAD, CELSE, PR, APED, TSA	2008-2011	Cost Embedded	<i>On Going</i>
	DELSE, ELAD, CELSE, PR, APED, TE	2008-2011	Cost Embedded	<i>On Going</i>
	DELSE, CELSE, ELAD, DLT	2008-2011	Cost Embedded	<i>On Going</i>
	DELSE, CELSE, ELAD, DLT	2008-2011	Cost Embedded	<i>On Going</i>
	DELSE, CELSE, ELAD, DLT	2008-2011	Cost Embedded	<i>On Going</i>

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<p>SPECIAL EDUCATION</p> <p>CURRENT STATUS: The area of special education has several needs. As a subgroup, students with disabilities did not meet district targets for percent proficient, participation rate, or graduation rate, and they continue to fail the CAHSEE. Although reading programs have been implemented in 2007 (including READ 180), the need to provide supplemental materials continues to exist. The Special Education Mathematics and Reading Task Force will continue to explore, purchase, and implement appropriate materials to provide curriculum that serves all students with disabilities.</p> <p>Another focus for Special Education is to provide the Least Restrictive Environment (LRE) for students. The focus of special education beginning in 2008 is to assure that all students with disabilities are provided equal access to all appropriate courses at all sites. Most incoming 9th grade students have been fully included at the feeder district. It is the goal of the LRE Plan to provide the same services to students entering high school.</p> <p>The district continues to address compliance issues relating to the implementation of IEPs, providing educational benefit, overdue IEPs, and the review of progress at each grading period. Training is planned for the summer and fall.</p> <p>Additionally, the focus to implement the LRE Plan is the major goal for the Special Education Department for 2008-09. This will include the implementation of the Student Study Team and the development of the RTI program at all sites as a general education function with support from special services to assist in training.</p> <p>DISTRICTWIDE GOALS BASED ON LRE:</p>				
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<ul style="list-style-type: none"> • Select and implement curriculum for all students who are significantly below grade level in reading and mathematics. • Select and implement SBE-adopted intensive intervention programs in the area of mathematics for students significantly below grade level. • Train special education teachers on the adopted programs in which they deliver instruction. • Provide time for special education and general education teachers to interact during collaboration meetings. • Monitor to assure compliance of LRE and that IEPs are completed on or before the annual due date. • Review the placement of students with disabilities to ensure they are learning in the LRE. • Provide professional development for general education teachers in modifying and accommodating the core curriculum for students with disabilities assigned to general education classes. • Develop, train, and implement a uniform response to intervention process throughout the district. <p>OBJECTIVE 5.2: Ensure the LRE action plan is implemented.</p> <ul style="list-style-type: none"> • Implement the LRE action plan with all sites. 				<p><i>Completed</i></p> <p><i>Completed</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p> <p><i>On Going</i></p>
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APED	Assoc. Prin. Education	CPD	Coordinator Prof. Dev.	DLT	District Leadership Team	ELAD	English Learner Admin.
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<ul style="list-style-type: none"> • Develop a process to monitor the completion of IEP's within the prescribed timeline. • Review and monitor the placement of students with disabilities to ensure they are learning in the least restrictive environment. • Select and implement curriculum for special education students whose needs are beyond the district's adopted program. • Develop appropriate measurable goals that are appropriately calculated for educational benefit. • Review goals at each reporting period and communicate to the student and parent. • Implement Student Study Team (SST) structures at all sites using the district adopted process and format. <p>OBJECTIVE 5.3: Continue to train teachers and administrators on writing, implementing, and monitoring IEPs.</p> <ul style="list-style-type: none"> • Train administrators and new teachers in special education practices at the summer academy. • Continue to train, review, and monitor the IEP process with administrators and all teachers. • Continue to monitor compliance with Least Restrictive Environment. 	AS, DSPED, DCH, TE	2008-2011	Cost Embedded	On Going
	AS, DSPED, PR, DCH, TE, TSA	2008	Cost Embedded	On Going
	DSPED, APED, DCH, TE	Ongoing	Cost Embedded	On Going
	DSPED, TSA, SAC	2008	Cost Embedded	On Going
	DSPED, TSA, TE	Ongoing	Cost Embedded	On Going
	DSPED, DCH, TE	Ongoing	Cost Embedded	On Going
	CPD, DSPED	Ongoing	Cost Embedded	On Going
	CPD, DSPED	Ongoing	Cost Embedded	On Going
	DSPED, TSA, TE	Ongoing	Cost Embedded	On Going

APED	Assoc. Prin. Education	CPD	Coordinator Prof. Dev.	DLT	District Leadership Team	ELAD	English Learner Admin.
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ACTION PLAN

6. Program Improvement Corrective Action: Activities Before School, After School, During the Summer, and During an Extension of the School Year.

Current status and action plan for activities before and after school and during the summer	Persons Involved	Timeline	Estimated Cost	Status
<p>CURRENT STATUS: The district has implemented several summer and after school programs to assist students in preparing for the CAHSEE. Utilizing funding resources through the Supplemental Instruction Program the district has designed an incoming 9th grade Math and English Language Arts (ELA) Institute that targets students in danger of not passing the CAHSEE. The session is twenty days in length and utilizes a very structured curriculum that is aligned to the CAHSEE and CST blue prints. Separate from the Math / ELA Institute AH, OG, and WCO have designed their own summer Bridge programs which targets incoming 9th grade students. Summer classes are also available for students identified as strategic or intensive who want to continue their acceleration through program improvement core and support classes.</p> <p>Through an MOU process the district collaborates with three feeder districts to offer a remedial mathematics program (Valdes Mathematics Program) for 7th and 8th grade students performing at the “Basic, Below Basic, and Far Below Basic” levels on their respective 6th or 7th grade mathematics CST.</p> <p>Starting in the 2007-08 school year four schools (AH, JL, WCO, and YB) qualified for a Century 21 Grant to provide a daily 3 hour after-school program. The program allows for tutoring, supplemental math/English Language Arts instruction, credit recovery, and character-based instruction. Each school targets 120 students each through this program.</p>				

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<p>All of the district schools are able to sponsor a Homework Center program which is a partnership with the City of San Jose to offer structured tutoring and supplemental instruction. Many of the schools are able to capitalize on web based resources to help assist students with CAHSEE preparation classes.</p> <p>OBJECTIVE 6.1: Increase participation in a greater variety of support classes outside of school hours.</p> <ul style="list-style-type: none"> • New Options Credit Recovery; English and mathematics Recovery Program, Migrant Education, ELD Homework Center, Valdes/Falcon Homework Center, Summer Program for At-Risk Students incoming 9th graders; Jump Start Program for incoming 9th graders, before and after school tutoring programs; YWCA Summer Bridge program for 9th graders; Homework Center with English and mathematics tutors; Algebra 1 recovery classes, Camelot Summer Institute for incoming 9th graders; CAHSEE Preparation classes before and after school and weekends. • Implement 8th and 9th grade summer transition programs in collaboration with feeder districts. • Counsel each 11th and 12th grade students who have not passed CAHSEE as to intervention opportunities. 	CELSE, ELAD, DCH, TE	Ongoing	1.5 million	Valdes/ Falcon in Process all others On Going
	PR, APED, SAC, TSA, CELSE	Ongoing	500,000	On Going
	PR, APED, CN	Ongoing	Cost Embedded	On Going

ACTION PLAN

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7. Program Improvement Corrective Action: Strategies that Promote Effective Parental Involvement

Current status and action plan for parental involvement <i>(DAS Parent and Community Involvement)</i>	Persons Involved	Timeline	Estimated Cost	Status
<p>CURRENT STATUS: Parent involvement is evident at the local site level and the district level. Each of the comprehensive school sites and the district’s continuation high school has a duly appointed School Site Council (SSC) made up of parents, students, and staff. While the School Site Council is responsible for the development and monitoring of the Single Plan for Student Achievement, they have been asked by the School Board of Trustees to develop the Academic Master Plan for their site. This responsibility has provided the SSC even greater insight to the working of the school. The Academic Master Plan integrates future Bond Measure spending with the district’s academic goals, academic needs, and facility/plant needs for the next ten years.</p> <p>In addition to the SSC there are several ethnic-based parent groups advocating and supporting academic achievement goals for their respective groups. The two primary groups are the African American Parent Coalition and the Latino Parent Coalition. Each group works well with the Superintendent and his staff to coordinate activities for students and parents throughout the school year. Closing the Achievement Gap has been the uniting force for the parent groups.</p> <p>Specific parent services are provided to targeted parents and community through the districts CBET program and Migrant Education Program. The CBET program provides student tutoring and ESL services at five Title I schools. This very successful program looks to expand services next year. The Migrant Education Program through its Parent Advisory Council (PAC) plans services for over 700 families in the district. This program is</p>				

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<p>under new leadership and is rebuilding its service base. To date the parent response has very positive.</p> <p>The DAC / ELAC committee has the responsibility of reviewing and monitoring the implementation of the district's categorical services and programs. Meeting on a quarterly basis the committee provides input and guidance on services provided to students and families. This past year the district implemented a district wide auto-dialer program which can reach the district's 26,000 parents in a matter of minutes. Principals are able to utilize this communications tool from their sites.</p> <p>OBJECTIVE 7.1: Increase parent access to student information through communication tools and systems.</p> <ul style="list-style-type: none"> • Update district website to tri-lingual link access from each school site. • Increase use of Teleparent (auto-dialer system with multiple languages). • Broaden the use of Parent Connect/School Loop. • Translate and distribute district and school documents. <p>OBJECTIVE 7.2 : Continue to facilitate two-way communication with parents and community members on a regular basis.</p> <ul style="list-style-type: none"> • Provide regional parent empowerment events including information on financial aid, college requirements, counseling and alternative sources of education. • Provide college nights at sites in primary languages focusing around potential careers. • Provide information on alternatives for non-college bound 	<p>AS, DIT, DELSE, CELSE</p> <p>PR, DIT, CPD</p> <p>P, DIT, CPD, TE</p> <p>DELSE, CELSE, ELAD, PR, DSPED</p> <p>AS, PR, DSS, CPD</p> <p>PR, APED,</p> <p>PR, APED, CN,</p>	<p>2008-2011</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>100,000</p> <p>Cost Embedded</p> <p>Cost Embedded</p> <p>Cost Embedded</p> <p>10,000</p> <p>Cost Embedded</p> <p>Cost</p>	<p>On Going</p> <p>On Going</p> <p>On Going</p> <p>On Going</p> <p>On Going</p> <p>On Going</p> <p>On Going</p> <p>On Going</p>
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<p>students such as vocational nights.</p> <ul style="list-style-type: none"> • Conduct parent meetings and trainings targeting core content standards and graduation requirements. • Provide training for parents to participate in decisions affecting school and categorical programs. • Communicate required information concerning categorical program components on a timely basis in multiple languages. 	DSPED		Embedded	
	PR, APED, DSPED, CPD	Ongoing	36,000	<i>On Going</i>
	DELSE, CELSE, ELAD	Ongoing	8,000	<i>On Going</i>
	DELSE, CELSE, ELAD	Ongoing	18,000	<i>On Going</i>

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

LEA Plan Information:

Name of Local Educational Agency:
East Side Union High School District

County District Code:
43-69427

Date of Local Governing Board Approval:

District Superintendent:
Bob Nuñez

Address:
830 N. Capitol Avenue

City:
San Jose

Zip Code:
95133

Phone:
(408) 347-5010

FAX:
(408) 347-7503

E-mail:
nunezb@esuhds.org

Signatures:

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

Bob Nuñez

Signature of Superintendent Printed Name of Superintendent Date

Lan Nguyen

Signature of Board President Printed Name of Board President Date

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

Name of External Organization

Signature of External Organization Representative	Printed Name of External Organization Representative	Date
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Address	Phone
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Send this signed assurance page **no later than July 1, 2008** to:

Debbie Rury, Consultant
School and District Accountability Division
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814

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