

EL DORADO UNION HIGH SCHOOL DISTRICT

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SUPERINTENDENT
CHRISTOPHER HOFFMAN

December 1, 2011

Dear Parents/Guardians:

The El Dorado Union High School District (EDUHSD) remains the highest performing high school district in the four-county Sacramento region. In addition, all four district comprehensive high schools rank in the top 20% in California. Based on the results of the California Department of Education Academic Performance Index (API), the EDUHSD posted a 6-point API gain over last year, totaling 834, and exceeding the statewide 800 API target for proficiency by 34 points. I am also pleased to report that more students are taking and passing Advanced Placement courses than ever before, and that our District continues to offer robust elective course offerings and career technical education classes. We have much to celebrate in our District. However, the federal government created an accountability system for schools in 2001 under the No Child Left Behind Act that is in the process of being reauthorized. Both California Superintendent of Public Instruction Tom Torlakson and U.S. Secretary of Education Arne Duncan have called on Congress to make changes to the existing law. Efforts are underway in Washington to improve the legislation. The U.S. Department of Education is also allowing states to apply for waivers from the requirements of the No Child Left Behind Act. The California State Board of Education is reviewing and considering the waiver process. In the meantime, we must abide by the current requirements of the federal legislation. The purpose of this letter is to notify you of our efforts to comply with requirements of the No Child Left Behind Act.

The Elementary and Secondary Education Act (ESEA)/The No Child Left Behind (NCLB) Act of 2001 requires the California Department of Education to annually review the student academic performance in English-language arts and mathematics of each district that receives funds under Title I, Part A. A district is identified as PI if it fails to meet yearly student performance goals, known as Adequate Yearly Progress (AYP), for two consecutive years.

ESEA/NCLB also requires the California State Board of Education to determine a corrective action for each PI Year 3 district. Corrective action is the collective name given to the steps a district must take that substantially and directly respond to instructional, managerial, and organizational problems in the district and that will lead to students achieving proficiency in the core academic subjects of English language arts and mathematics.

At its November meeting, the SBE determined that the EDUHSD must take the following actions:

- Implement a standards-based/standards-aligned curriculum by providing:
 - SBE-adopted standards-aligned grades 9 through 12 core materials in reading/English-language arts and mathematics to all students.
 - Support for a coherent instructional program in all schools based upon full implementation of the SBE adopted/standards-aligned instructional materials in every classroom, including interventions as needed.
- Provide appropriate professional development, including, but not limited to, materials-based professional development and use of effective instructional strategies.
- Provide professional development related to the CCSS (common core state standards) as materials are available, such as district-wide professional development to increase awareness and understanding of the main concepts of the SBE-adopted CCSS, potential areas of integration of CCSS concepts and skills with

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current curriculum materials, and implications for improved rigor in effective instruction, student engagement and depth of knowledge.

- Ensure full implementation of the curriculum as measured by district support for implementation of the district assistance and intervention team (DAIT) standards adopted by the SBE at its September 2009 meeting (Item 6 on the SBE September 16–17, 2009, Agenda Web page at <http://www.cde.ca.gov/be/ag/ag/yr09/agenda0909.asp>) and the nine Essential Program Components (EPCs) for instructional success at the school level.
- Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and any racial, ethnic, and socioeconomically disadvantaged student groups not meeting standards.

How can parents help the EDUHSD improve?

Here are some suggestions to help you work with us to support improvements:

- Learn more about the ESEA/NCLB requirements and become aware of strategies to improve student academic achievement. Additional information and resources are available at:
 - The California Department of Education Title I, Part A, Web page at: <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>
 - Program Improvement Status Determinations Web Page at: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>
 - The U.S. Department of Education's Web site at: <http://www.ed.gov> (Outside Source) and <http://www.ed.gov/parents/landing.jhtml> (Outside Source)
- Talk with school staff about the District Plan and the revisions that must be made to help students meet the state standards in ELA and mathematics.
- Visit your child's school. You also may participate in voluntary activities to assist your school or the District.

I encourage you to contact Christopher Moore, Assistant Superintendent of Educational Services, for further information about any of these requirements and to find out how you can become involved in our efforts to improve our District at (530) 622-5081, ext. 7226.

Sincerely,



Christopher R. Hoffman
Superintendent