

District Name: Merced County Office of Education

CD Code: 2410249

MERCED COUNTY OFFICE OF EDUCATION'S LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

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

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

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

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

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ➤ Aligned use of instructional materials and embedded assessments to support school site staff to effectively interpret data to modify classroom instruction and monitor students achievement every 6-8 weeks <ul style="list-style-type: none"> ▪ Embedded Assessments: currently in the process of completing the alignment of standards and assessments within core content areas. 	<p>Teacher on Special Assignment Curriculum Teams August 2009 – June 2010</p>	<p>Sub Coverage</p>	<p>\$5,000</p>	<p>Title I 3010/3025</p>

<ul style="list-style-type: none"> ▪ Data Chats: instructional staff have expressed concern with prior data review processes and would like a more in depth and formalized approach to data review and practical application to improve learning. With assistance from the LEA, site administration are in the process of creating a formalized data analysis process to meet regularly with instructional staff to review and discuss data related to instruction. ▪ Professional Development that focuses on the analysis of student achievement data from state, district, and/or embedded assessments <p>Analysis of Prior LEA Plan * The prior LEA Plan was not as successful as it could have been due to the oversight of data driven classrooms with teachers being formally apprised of all student data</p>	<p>District Site Administration</p> <p>March 09 – June 2010</p> <p>District March 09 – June 2010</p>	<p>Data Retreat to Create and Finalize Formal Data Review Process</p> <p>Professional Development</p>	<p>\$5,000</p> <p>\$10,000</p>	<p>Title I 3010/3025</p> <p>Title I 3010/3025</p>
<p>➤ Full and timely provision of State Board-adopted instructional materials in reading/language arts, mathematics, and all intervention materials will be purchased</p> <ul style="list-style-type: none"> ▪ Math textbooks were adopted July 2008, and all math teachers will be attending AB 472 training with full implementation by 2010-2011. Math intervention materials are currently being reviewed by our Math Collaboration Team for purchase June 2009 <p>Analysis of Prior LEA Plan * One of the major failings of our last plan was the lack of commitment to common Intensive and Strategic Intervention programs in reading and mathematics.</p>	<p>District Curriculum Lead TSA Content Teams</p> <p>February 2009 – June 2010</p>	<p>Sub Coverage Textbooks/ Teacher Materials</p>	<p>\$10,000</p>	<p>IMFRP 3010/7156</p>

<p>➤ Additional classes for strategic and intensive intervention for students testing below grade level in reading/language arts and mathematics, as well as English learners</p> <ul style="list-style-type: none"> ▪ Intervention materials are being purchased in Math by June 2009. Implementation of the intervention courses will begin 2009-2010. Teachers will be trained for the materials during the Summer 2009 ▪ For English Learners, Clark Consulting and Training, Inc., will provide training for administration on English Learner Program Design, and he will also provide instructional staff development for English Learners <ul style="list-style-type: none"> • Design and develop a two-strand professional development sequence that addresses ELD and content area instruction 	<p>District Director Leadership Team</p> <p>February 2009 – June 2010</p> <p>District All Staff</p>	<p>Textbooks</p> <p>Consultant</p>	<p>\$20,000</p> <p>\$10,000</p>	<p>IMFRP 7156</p> <p>Title I 3010/3025</p>
<p>➤ Appropriate standards-based professional development for administrators and teachers, i.e., AB 430 and SB 472 training</p> <ul style="list-style-type: none"> ▪ High School Math Teachers: teachers will be going through AB 430 training ▪ Middle School Teachers: teachers will be going through AB 430 Math training 	<p>Director Leadership Team Math Teachers Middle School Teachers</p> <p>March 09 – June 2010</p>	<p>Trainings</p>	<p>\$10,000</p>	<p>Title I 3010/3025</p>

<p>➤ Frequent school visits by district staff and classroom visits by site administrators to monitor implementation of the EPCs and to provide feedback on levels of implementation</p> <ul style="list-style-type: none"> ▪ The LEA has contracted with Kevin Clark Consulting to assist with the creation and implementation of a formal “Walk Through” process that focuses on current Professional Development theories and practices. 	<p>Director Leadership Team</p> <p>July 09 – June 2010</p>	<p>Consulting Fees</p>	<p>\$5,000</p>	<p>Title I 3010/3025</p>
<p>➤ Adequate coaches and specialists, particularly in reading/language arts, mathematics, and the instruction of English learners</p> <ul style="list-style-type: none"> ▪ The LEA has contracted with Kevin Clark Consulting to: <ul style="list-style-type: none"> • Design and develop a two-strand professional development sequence that addresses ELD and content area instruction • Provide staff with a clear explanation of how ELD differs from SDAIE instruction • Assist staff with understanding unified theory and definition of language that is immediately useful for lesson planning • Assist staff to become proficient at utilizing 10 research-based ELD methods that accelerate English learning • Assist staff to learn six high-impact content area teaching strategies that are useful in any subject area • Provide in-class assistance and coaching to teachers as they gain confidence and skill with the new methods • Provide in-class demonstration lessons 	<p>Director Leadership Team</p> <p>March 09 – June 2010</p>	<p>Consulting Fees</p>	<p>\$10,000</p>	<p>Title I 3010</p>

The Merced County Office of Education Board of Trustees have established an Alternative Governance Board in year 5 of Program Improvement. The mandate of this board will be to evaluate and monitor the educational programs of the school in year 5 of PI. The purpose of the restructuring is to improve student academic achievement and enable the school to make adequate yearly progress (AYP).

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>School Goal #1: To maximize student learning in reading and vocabulary</p> <p>School Goal #2: To maximize student learning in math</p> <p>School Goal #3: Increase language development for all EL students</p> <p>The schools within our district have set anticipated annual performance growth targets for each of our student subgroups as mandated by NCLB requirements. The following are the set goals for all schools within the LEA:</p> <p>60% of CBEDS identified CDS students will achieve proficiency levels of 350 in ELA portions on the CAHSEE</p> <p>60% of CBEDS identified CDS students will achieve proficiency levels of 350 on the Mathematics portions on the CAHSEE</p> <p>Participation Rates: 95% of students will participate for STAR and CAHSEE administrations</p>	<p>District Director Leadership Team</p> <p>On-Going</p>	<p>N/A</p>	<p>N/A</p>	

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>UC Merced: in 2007, we began a partnership with UC Merced's statistics department to analyze data related to the high mobility of our students and student achievement. We are in the process of disaggregating years' prior and compiling longitudinal data for students who remain in our programs longer than a year.</p>	<p>District Director Leadership Team</p> <p>July 2009 – June 2010</p>	<p>Consulting Fees</p>	<p>\$5000</p>	<p>Title I 3010/3025</p>
<p>NWEA: our district adopted Northwest Evaluation Association's assessment program, and we are in our first full year of full implementation; administration, certificated, and identified classified staff have completed professional development (in compliance with the vendor's schedule) provided by NWEA. Staff learned to analyze and interpret pre and post testing data at the classroom level up to the district achievement levels and create data ladders to design lessons.</p>	<p>District Director Leadership Team</p> <p>July 2009 – June 2010</p>	<p>Program Cost</p> <p>Professional Development</p>	<p>\$16,000</p> <p>\$10,000</p>	<p>Title I 3010/3025</p> <p>Title I 3010/3025</p>
<p>Kevin Clark Consulting: our district is working closely with Clark Consulting on a comprehensive needs assessment model which encompasses all forms of student achievement data from standardized testing to benchmark assessments in the classroom.</p>	<p>District Director Leadership Team</p> <p>March 2009 - June 2010</p>	<p>Professional Development</p>	<p>\$15,000 (Already Calculated)</p>	<p>Title I 3010</p>

High Quality Professional Development

The LEA is incorporating PD opportunities that are aligned with the Single Plan for Student Achievement, is sustained and ongoing, and is focused on higher student achievement levels.

<p>Guided Language Acquisition Development (GLAD): teachers will be trained in GLAD teaching strategies in cohorts to increase student vocabulary across all content areas. All EL certificated and support staff have attended the training to better assist their students with English language acquisition. In addition, administrative staff has also attended trainings to assist in monitoring effective instruction.</p>	<p>Jill Macha Brandi Marquez TSA</p> <p>June 2008 – June 2010</p>	<p>Theory and Practice Training</p> <p>Mentor/ Curriculum Development Days</p>	<p>Cohort 1: \$18,000 (07-08)</p> <p>Cohort 2: \$9,000 (08-09)</p> <p>Cohort 3: \$10,000</p>	<p>Title I 3010/3025</p> <p>Title I 3010/3025</p> <p>Title I 3010/3025</p>
<p>Classroom Organization and Management Program (COMP): A comprehensive program for creating an effective learning environment. In the alternative learning environment, classroom management is imperative to student success and achievement</p>	<p>Jill Macha Brandi Marquez Daphne Post</p> <p>July 2009 – June 2010</p>	<p>Trainer Training Sub Coverage Materials</p>	<p>\$5,000</p>	<p>Title I 3010/3025</p>

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

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Curriculum:</p> <ul style="list-style-type: none"> ➤ Continued use of standards-aligned instructional materials ➤ Training of administrators and teachers on all state-adopted materials ➤ Implementation of LEA determined Reading and Math intervention programs by all teachers ➤ Creation/Implementation of curriculum-embedded assessments by all teachers ➤ Continued fiscal support for funding sources to align with school plans ➤ Regular classroom visits by Site/Program Administrators in all classrooms on a continual basis to ensure implementation of Curriculum Pacing Guides 	<p>District Program Director Leadership Team</p> <p>On-Going</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>
<p>Instruction:</p> <ul style="list-style-type: none"> ➤ Special Education Resource Classes on sites ➤ Individual professional development follow-up for teachers with instructional consultants ➤ Facilitation of Content Area Collaboration by Site Administration, Teacher on Special Assignment, and Content Area Leads, which supports teacher collaboration as well as ways to improve instruction ➤ involvement in specific professional development by all staff, that are aligned with the LEA goals of improving reading, math, and the academic success of our English Learner subgroups 	<p>District Director Leadership Team</p> <p>On-Going</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>

<p>Assessment:</p> <ul style="list-style-type: none"> ➤ Creation/Implementation of curriculum embedded assessments and targeted quizzes by all teachers ➤ Use of assessments by all teachers to improve instruction and to identify those students in need of intervention classes during or after the school day 	<p>District Director Leadership Team</p> <p>On-Going</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
The professional development needs of our instructional staff were discussed through various discussions within School Site Council Meetings, Leadership Team Meetings, Staff Meetings, Content Curriculum Collaboration Meetings, Staff In-Services, and through the DAS.				
<ul style="list-style-type: none"> ➤ On-going support of understanding the creation/implementation of Standards Pacing Guides ➤ On-going professional development opportunities within the areas of reading/language arts and math ➤ On-going professional development opportunities that focus on the analysis of student achievement data ➤ On-going support for the creation/implementation of curriculum embedded assessments/Targeted Quizzes <p>*The LEA will continue to address the above noted needs in that all staff will participate in trainings with our instructional external entities assisting with program improvement and instructional effectiveness.</p>	<p>Program Director Leadership Team Site Administration Teacher on Special Assignment</p> <p>On-Going</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>

6. English Learners

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

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>NCLB Goal 1: All students will attain proficiency in reading and mathematics by 2014.</p> <p>NCLB Goal 2: All English learners will become proficient in reading/language arts and mathematics.</p> <p><i>LEA Academic Proficiency Target:</i> At least 45% of English learners will score Proficient or Advanced on the California Standards Test in both ELA and mathematics by Summer of 2009.</p> <p><i>LEA English Language Proficiency Targets:</i></p> <ol style="list-style-type: none"> Sixty percent of English learners will meet growth rates specified in AMAO 1. <p><u>Context:</u> The LEA has for the past two years invested heavily in developing administrative and teacher expertise in the use of strategies to make content area instruction more understandable to English learners. As previously referenced, these GLAD strategies have helped to make text-dense content areas more accessible to English learners. Phase II of this work is the design, development and implementation of a grammar-based ELD program that has as its goal the teaching of discrete English language skills that are antecedent to academic reading and writing. To that end, we have a three-prong strategy plan that is described below.</p>	<p>Program Director Leadership Team Site Administration Teacher on Special Assignment</p> <p>Clark Consulting and Training, Inc.</p> <p>July 2009 – June 2010</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>	<p>Costs Assessed in Sections 1-3</p>

Strategies: Three principal strategies will be implemented to achieve the aforementioned goals:

Strategy 1: The LEA will collaboratively develop a unified theory of instruction for English learners that sets forth a framework of language learning principles that will guide all instruction. Up until now, there has been no articulation of a language learning “philosophy” for this substantial portion of our students;

Strategy 2: An intensive English language immersion program will be established for our students who test at CELDT levels beginning, early intermediate and “low” intermediate. These students lack foundational English language skills and knowledge that are requisite for participation in our ELA and other content courses;

Strategy 3: All English learners at the CELDT levels of “high” intermediate and above will participate in advanced ELD instruction that is separate from ELA instruction. These advanced ELD courses will focus on teaching the structure and mechanics of the English language in ways that are directly applicable to students’ daily literacy tasks and content area assignments.

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

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>After School Focus on Achievement: The Focus on Achievement courses offered after school are standards aligned courses. "Power Standards" with high frequency on standardized tests are focused on with emphasis on the most complex standards. Differentiated instruction is used in these courses, and instructional staff use pacing guides used throughout the district.</p>	<p>District Leadership Team August 2009 – June 2010</p>	<p>Support Materials, Texts</p>	<p>\$10,000</p>	<p>Title I 3010/3025</p>
<p>Summer School Remediation/Credit Recovery: During the summer, all students are encouraged to attend summer school for remediation and credit recovery. A large majority of the population that ends the school year with our district are in need of intensive intervention based on levels, and a large number of students are in need of more than 25 credits to meet chronological graduation credit levels. Summer School courses principally support the core areas, with emphasis on ELA/Math.</p>	<p>District Leadership Team June 2009 – August 2009</p>	<p>Support Materials, Texts, Teacher Salaries</p>	<p>\$50,000</p>	<p>Title I 3011</p>
<p>Supplemental Educational Services (SES): are available for all students who qualify. The LEA has approximately six tutorial agencies that agreed to serve the district.</p>	<p>District Leadership Team August 2009 – June 2010</p>	<p>N/A</p>	<p>As Requested</p>	<p>N/A</p>

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

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Open House: each school campus in the district has an Open House event at the beginning of the school year. Students receive notices to send home, parent newsletters are sent out, the dates are posted on our website, and our new electronic calling system will begin notifying parents during the 2009-2010 academic year. All sites also inform parents that they will provide transportation for the entire family if needed for them to participate.</p>	<p>Leadership Team September/October Annual</p>	<p>Materials / Supplies</p>	<p>\$5,000</p>	<p>Title I 3010/3025</p>
<p>Parent Visitation Day: at the juvenile hall, parents are invited to a Parent Visitation Day twice a year. The educational staff provide Title I information, parents resources in the community, and a variety of other services to assist parents.</p>	<p>Juvenile Hall Staff Fall/Spring On-Going</p>	<p>Materials / Supplies</p>	<p>\$1,000</p>	<p>Title I 3010/3025</p>
<p>Parent Resource Center: a Parent Resource Center has been established at the district's main school site. A computer has been setup for parents without internet access to research information for their children, and community support materials are available to assist with a variety of needs parents may have.</p>	<p>Counseling Office Staff On-Going</p>	<p>Materials / Supplies</p>	<p>\$1,000</p>	<p>Title I 3010/3025</p>
<p>Parent Newsletters: each semester, a newsletter is sent out to parents with pertinent information related to Title I, standardized testing, student achievement data, and other relevant information necessary for parents to assist their children with their education.</p>	<p>Leadership Team Fall/Spring</p>	<p>Materials / Copies / Shipping</p>	<p>\$4,000</p>	<p>Title I 3010/3025</p>

<p>School Connects Auto Dialer: recently, the district has purchased an auto dialing system to improve communication between home and school. The system will be used to inform parents about Open House, testing, holidays, attendance, and an array of other important announcements we want parents to be informed of.</p>	<p>Leadership Team Attendance</p>	<p>System</p>	<p>\$2622</p>	<p>PI 3175</p>
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**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Merced County Office of Education

County District Code: 2410249

Date of Local Governing Board Approval: January 11, 2010

District Superintendent: Lee Andersen

Address: 632 West 13th Street

City: Merced

Zip Code: 95341

Phone: (209) 381-6601

FAX: (209) 381-6767

**E-mail:
landersen@mcoe.org**

Signatures:

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

	Lee Andersen	1/11/2010
Signature of Superintendent	Printed Name of Superintendent	Date
	David R. March	1/11/2010
Signature of Board President	Printed Name of Board President	Date

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

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