

District Name: Stanislaus County Office Of Education

CD Code: 5010504

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

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. (<i>First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Reasons for lack of success of prior LEA Plan (2003) and Addendum (2008): <ul style="list-style-type: none"> • Ineffective use of student monitoring systems (enrollment, attendance, academic progress, etc.) • Lack of instructional strategies to address high level of student mobility • Inconsistent instructional practices • Little use of assessments to monitor/adjust instruction 				

<ul style="list-style-type: none"> • Lack of monitoring of intervention results • Lack of accurate and timely identification of English Learners and Re-designated English Proficient students <p>Factors that impact success:</p> <ul style="list-style-type: none"> • Student mobility (86%-88%) • Low skills at entrance • Inaccurate enrollment/attendance counts and class lists • Transition communication from feeder districts and schools (cum folders, student assessment data) • Lack of adequate support for English Learners and Re-designated English Proficient students • Difficult family and social issues • High levels of substance use, gang involvement, and truancy <p>Each school staff completed the Academic Program Survey (ABS). Results were used to complete the District Assistance Survey (DAS).</p> <p>Planned Strategies:</p> <ol style="list-style-type: none"> 1. Update student information system (ARIES reports) and teacher attendance records. 2. Place students promptly (Petersen Ed. Pathways [PEP]) By scanning documents directly to receiving teachers. 3. Enter students in class lists in a timely fashion. 4. Identify student levels in reading and math with Measure of Academic Progress (MAP). 5. As part of WASC process, train teachers on how to develop and review disaggregated test results using Descartes NWEA, Edusoft, or similar tools. 6. Analyze state (STAR) and local disaggregated data including 90-day MAP benchmarks in reading/language arts, writing, and mathematics. 	<p><u>Strategies 1-6</u> Student Data Analyst (on-going) PEP Counseling Staff School Counselors (on-going) School site staff Teachers (annually in Fall, on-going for new students) Data Teams (3/10) SLT (1/10) C&A Consultant SLT (spring '10)</p>	<p><u>Strategies 1-6</u> Data Analysis Team (DAT): Data Analyst Assessment Facilitator Counselor, Guidance Technician, Hardware/Software Training</p>	<p><u>Strategies 1-6</u> \$312,250</p>	<p><u>Strategies 1-6</u> ADA Title I, Parts A/D Title I, AARA</p>
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<p>7. Provide research-based, computerized intensive reading and mathematics intervention program (for students reading below Grade 6 and/or general math and algebra).</p> <p>8. Implement reading and math intervention.</p> <p>9. Pilot the EDGE Program (Hampton Brown) as a reading intervention for identified students including ELLs.</p> <p>10. Select and purchase Compass Learning as a math interventions program.</p> <p>11. Investigate various testing/disaggregation systems used by other Alternative Education programs.</p> <p>12. Provide time for teacher collaboration on standards-based instruction, data analysis of student test results, and assessments (by subject and grade level).</p> <p>13. Select and purchase the technology application program (APEX) for individualized instruction.</p> <p>14. Develop benchmark assessments and pacing guides.</p> <p>15. Observe classroom implementation of strategies.</p> <p>16. Encourage use of technology at school and at the public library (especially for homeless students).</p>	<p>Teachers (1/10) Teachers (on-going)</p> <p><u>Strategies 7-10</u> C&A Consultant DSL SSC Cat. Prog. Director Teachers Principals</p> <p><u>Strategies 11-16</u> Principals SLT C&A Consultant Teacher Leaders (09/09 and on-going) Teachers (09/09 and on-going)</p>	<p><u>Strategies 7-10</u> Materials, Software Programs</p> <p><u>Strategies 11-16</u> Admin Staff (AS) Cat. Program Director Assessment Facilitator</p>	<p><u>Strategies 7-10</u> \$103,100</p> <p><u>Strategies 11-16</u> \$65,000</p>	<p><u>Strategies 7-10</u> CAHSEE Title I, Part A and AARA Title I Funds</p> <p><u>Strategies 11-16</u> ADA, Title I, Part A Title I, Part D, Title I AARA</p>
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2009 STAR Results:</p> <p>No. of Students: 448 API: 448 (-47); AYP: met 1 of 16 AYP criteria.</p> <p>LEA-wide and other subgroups did not meet either participation or proficiency targets except for Socioeconomically Disadvantaged (SED) in ELA.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Schools (including significant subgroups) will meet minimum participation rate criteria of 95% on STAR. 2. Schools (including significant subgroups) will meet state target growth for API, AYP, and graduation rate. 3. Students scoring at STAR Basic and Below levels will increase at least one proficiency level per year in English Language Arts and Mathematics. 	<p>Staff, students, SSC (Annually)</p> <p>Local assessments for students enrolled for 90 days or more</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>1. Implement research-based elements of a challenging program that leads to academic success, i.e., powerful curriculum materials, explicitly designed instructional techniques supported by technology, regular collection and analysis of student performance data, meaningful team work, and a system of reliable feedback. (Schmoker, 1996, Tucker and Codying, 1998.)</p> <p>2. Institutionalize powerful strategies for increasing student achievement: summarizing and note-taking; reinforcing effort and providing recognition; practice; non- linguistic representations; cooperative learning; setting objectives and providing feedback; and questions, cues, and advance organizers. (<i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i> (Marzano, Pickering, and Pollock)</p> <p>3. Provide training to Principals on how to Implement five-phase instructional model schoolwide. (objective, Direct Instruction, Guided Practice, Independent Practice, Closure)</p> <p>4. Provide an effective professional development program based on research, i.e., it will be coherent and long-term, actively involve staff in interaction about their learning, and include classroom follow-up of instructional strategies.</p>	<p>DSLTT (on-going)</p> <p>Teachers (Fall 09 and on-going)</p> <p>Cat. Prog. Director C&A Consultant Principals (on-going)</p>	<p><u>All Strategies</u> Training Staff Materials Substitutes</p>	<p><u>All Strategies</u> \$22,500</p>	<p><u>All Strategies</u> Title I, Part A Title II, Part A Title I, AARA</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>1. Monitor use of state-adopted materials.</p> <p>2. Monitor student assessments.</p> <p>3. Identify and modify as necessary “essential standards.”</p> <p>4. Study CST and CAHSEE Blueprints and Released Test Questions; provide students with test-taking skills.</p> <p>5. Develop pacing guides and periodic benchmark tests.</p> <p>6. Establish use of five-phase instructional model.</p> <p>7. Provide support classes and tutoring focused on standards.</p> <p>8. Develop incentives for attendance, test participation, etc. (field trips, movie passes, pizza parties, barbecue luncheons)</p> <p>9. Provide nutritional support with a breakfast program for students eligible for free/reduced meals.</p> <p>10. Provide character education program.</p> <p>11. Continue to utilize school resource officers (Modesto Police Department), sheriff officer and county probation officer.</p> <p>12. Launch a standards based academic and career exploration program using multimedia, video and hands-on activities (Paxton/Patterson).</p> <p>13. Pilot the Stanislaus Military Academy (SMA) for selected students at John B. Allard as a smaller learning community project</p>	<p><u>Strategies 1-6</u> Principals Teachers C&A Consultant (On-going) SLT,</p> <p><u>Strategies 7-9</u> Tutors Principals Student Support Advocates (SSA)</p> <p><u>Strategies 10-13</u> Categ. Prog. Director Principals SSAs Teachers SMA Teachers and volunteers</p>	<p><u>Strategies 7-9</u> Supplies Staffing</p> <p><u>Strategies 10-13</u> Law Enforcement, SSA, Software Programs, Contracts,</p>	<p><u>Strategies 7-9</u> \$75,000</p> <p><u>Strategies 10-12</u> \$797,800</p>	<p><u>Strategies 7-9</u> ADA CAHSEE Title I, Part A & D, Title I AARA</p> <p><u>Strategies 10-12</u> ADA Title I, Part A & D, Title I AARA,</p>

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Needs were developed from DAS, staff questionnaires, administrator observations, and consultation with teachers. Training will include:</p> <ul style="list-style-type: none"> • Analysis of student achievement data from STAR, MAP, and other District assessments • AB 466 training (Holt) for new teachers • AB 430 training for principals • Student data system • Test results disaggregation and assessments • On-line intervention and acceleration courses • Crisis Prevention • Explicit Direct Instruction (EDI) • Five-phase lesson plan (objective, direct instruction, guided practice, independent practice, closure) • Differentiated instruction • Use of ELD/SDAIE strategies • 40 Developmental Assets <p>Strategies:</p> <ol style="list-style-type: none"> 1. Continue to provide staff development for teachers. 2. Continue twice monthly staff development for instructional staff. 3. Coordinate WASC and PI activities. 4. Provide comprehensive orientation for new staff. 5. Provide professional development and professional reading support for new teachers (BTSA) and staff mentoring program for all eligible teachers. 6. Discuss common professional reading: 	<p><u>Strategies 1-7</u> (All are on-going unless noted otherwise) Principals C & A Consultant Lead Teachers Cat. Prog. Director DSLT</p>	<p><u>Strategies 1-7</u> Professional Development Training Materials Training Staff Stipend</p>	<p><u>Strategies 1-7</u> \$45,900</p>	<p><u>Strategies 1-7</u> ADA Title I, Part A Title II, Part A Title III BTSA Title I, AARA</p>

6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

- 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>The LEA Consortium met two of three AMAO goals in 2009: (1) percent of students making annual progress in learning English (increase of one level on the CELDT); (2) percent of students attaining English Proficiency on the CELDT; and (3) adequately yearly progress in English Language Arts and Mathematics for the English Learner subgroup.</p> <p>Goal: English Learners in the LEA Consortium will continue to achieve annual AMAO goals.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Identify all English Learners. 2. Utilize SDAIE strategies (make connections to prior learning; emphasize comprehensible input; use visuals to contextualize key concepts and vocabulary; clarify meaning; discuss real-life applications, etc.) 3. Provide support to Redesignated English Proficient students continuing to need assistance with academic work. 	<p><u>Strategies 1-3</u> PEP (annually and on-going for newly enrolled students Teachers (Fall 08 and on-going.)</p> <p>Teachers Tutors/mentors (on-going)</p>	<p><u>Strategies 1-3</u> Materials Substitutes</p>	<p><u>Strategies 1-3</u> \$49,500</p>	<p><u>Strategies 1-3</u> Title I, Part A Title III</p>

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
<ol style="list-style-type: none"> 1. Utilize students from area colleges as tutors/mentors for students to assist them to achieve standards. 2. Continue to provide instruction by Huntington Learning Center for foster youth attending alternative education schools. 3. Provide access to computer lab before, during, and after school. 4. Provide interventions including support classes in language arts, mathematics, and CAHSEE preparation for students with diagnosed needs and prevention/intervention class for students on probation. 5. Through a partnership with Hispanic Leadership Council, provide mentors and cultural activities. 6. Through a partnership with Stanislaus Artists in Residence in Schools (STARS), provide visual arts experiences for interested students. 	<p><u>Strategies 1-6</u> (Ongoing unless otherwise noted)</p> <p>Cat. Prog. Director Principals, Teachers Community Agencies (i.e. HLC, STARS, EI Concilio)</p>	<p><u>Strategies 1-6</u> Tutors CAHSEE Prep Classes Student Svcs. Mentors Materials</p>	<p><u>Strategies 1-6</u> \$72,500</p>	<p><u>Strategies 1-6</u> Foster Youth Svc. CAHSEE Title I, A/D Title I, AARA Healthy Start Agency In-kind</p>
<ol style="list-style-type: none"> 7. Provide intervention services for at-risk youth utilizing culturally appropriate and relevant strategies/services including college field trips, after school music, 8. Establish a work study program for interested students allowing them to earn wages and academic credit. 9. Expand Work for Success Project as a transition service for students considered high risk and involved in gang activities. 	<p><u>Strategies 7-9</u> Joven Noble Project staff Principals Music teacher School Counselors Categ. Prog. Director CVOC Inc. Work for Success staff Area law enforcement agencies</p>	<p><u>Strategies 7-9</u> Contracts for services</p>	<p><u>Strategies 7-9</u> \$446,600</p>	<p><u>Strategies 7-9</u> Agency In-Kind Title I, AARA Title I, Part A&D</p>

<p>10. Provide a 6-week extended year program for students who are credit-deficient for graduation, have not passed CAHSEE, and/or are below proficiency levels on STAR.</p> <p>11. Utilize .50 counselors to conduct individualized counseling sessions with identified at-risk youth</p>	<p><u>Strategies 10-11</u> Principals Teachers Counselors</p>	<p><u>Strategies 10-11</u> Salaries Materials Supplies</p>	<p><u>Strategies 10-11</u> \$317,800</p>	<p><u>Strategies 10-11</u> Title I, Part A Title I, AARA ADA</p>
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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
<ol style="list-style-type: none"> 1. Conduct regular meetings of the District Advisory Committee and School Site Councils. 2. During intake, continue to implement a home/school compact (agreement on responsibilities of staff, student, and parent) with each student and parent/guardian. Include attendance, academic achievement, behavioral expectations, necessity of taking tests, etc. 3. Make contact with parents and pregnant/parenting students; continue to offer Parent Support Group at Allard; initiate Parent Support Group at PACE using Parents as Teachers (PAT) Curriculum. 4. Provide parenting support group for behavior management. 5. Provide parents with resources and guidance. 6. Provide other parent/guardian education: <ul style="list-style-type: none"> • ESL, adult literacy • Job shadowing experiences for students and parents • Support for substance abuse and domestic violence problems • Other as determined by interest survey 7. Provide short-term anger management and/or crisis intervention (1:1 counseling.) 8. Continue to provide opportunities for parents to come to school (Back to School Night, monthly socials, Open House.) 9. Publish a monthly newsletter to improve understanding of California State Standards and assessments. 11. Provide courtesy copies of parent notices to staff. 	<p><u>All Strategies (as necessary)</u> (Ongoing unless otherwise noted) Cat. Prog. Director Principals PEP Staff DAC SSC Student Support Advocates (SSA) Joven Noble Project Staff SMA Volunteers Probation Dept. Local businesses EI Concilio CVOC Inc. Stanislaus Behavioral Health and Recovery School Counselors C&A Consultant</p>	<p><u>All Strategies</u> Communica- tion Expenses Training Personnel Parent Involvement Services Family Counseling Contracts</p>	<p><u>All Strategies</u> \$20,700</p>	<p><u>All Strategies</u> Title I, Part A Healthy Start Title I, Part A Cal-Safe Agency In-Kind ADA</p>

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

LEA Plan Information:

Name of Local Educational Agency: Stanislaus County Office Of Education

County District Code: 5010504

Date of Local Governing Board Approval: January 12, 2010

District Superintendent: Tom Changnon

Address: 1100 H Street

City: Modesto

Zip Code: 95354

Phone: (209) 238-1700

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tchangnon@stancoe.org**

Signatures:

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

	Tom Changnon	01-12-2010
Signature of Superintendent	Printed Name of Superintendent	Date
	Luis Molina	01-12-2010
Signature of Board President	Printed Name of Board President	Date

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

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