

District Name: Mendota Unified

CD Code: 1075127

## LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

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

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

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

The LEA Plan Addendum **must be submitted to the CDE no later than Friday, April 4, 2014**. The LEA Plan Addendum should:

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

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

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

### ***Fundamental teaching and learning needs...***

For English Language Arts and Math, all students need to have a real opportunity to learn the California adopted state standards. The district has embraced the research embedded in the Essential Program Components (EPCs) to build English/Language Arts and Mathematics Learning systems which will offer all students a coherent standards-based curriculum; strategic and intensive intervention structures to accelerate the learning of struggling students; and collaborative time for teachers to utilize existing (and future) ongoing assessments to inform their instructional practices. The district also realizes that it has the responsibility to monitor and support the implementation of effective instructional practices in all classrooms to ensure that "good first instruction"

is occurring. The district has also just completed a year-long strategic process to rewrite the current LEA Plan which was board approved on **September 11, 2013**. To complete this plan the following steps were taken: the effectiveness of current improvement strategies were measured, input from all stakeholders was taken and gathered, performance goals were revised, and improvement strategies and expenditures were also revised. In addition, the data used to create this revised plan was some of the data that will be utilized to compile and draft this current addendum. In addition, for the development on this recently approved LEA Plan the State Assessment Tools were used and technical assistance was provided by the Fresno County Office of Education. Furthermore, knowing that the California Common Core State Standards are upon us, this new plan was also written to address this transition.

***Student Achievement Data to Reflect...***

Our school district did not make **Adequate Yearly Progress** for the 2011 – 2012 school year and the 2012 – 2013 school year. The 2011 AYP report indicates that as a district our percent proficient or above was 43.5% in English Language Arts and 62.5% percent proficient or above in the area of math. In 2012 this same report indicates that we had a 5.1% drop in English Language Arts and a 7.9% drop in the area of math. This downward trend has continued for the 2012 – 2013 school year. The current AYP report shows that as a district we are at 37.8% proficient or above in English Language Arts and 50.1% in the area of math. For our subgroups, the percentages are as follows: English Learners 31.1% ELA and 46.7% math; SED 37.7% ELA and 50.3% math, and for Students with Disabilities 28.1% ELA and 34% math.

In regards to ***California Standards Test*** data:

- McCabe Elementary and Mendota High School are both in Program Improvement and are respectively averaging 65.5% and 74% of all students scoring below proficient in the area of English Language Arts. Washington Elementary is at 43% of all students scoring below proficient in the area of ELA and Mendota Junior High averages 60% of all students scoring below proficient in the area of ELA.
- District wide, in general, our English Learner subgroup had higher percentages of students scoring below the proficient level in the area of English Language Arts. The grade levels where this was not true were grades 3, 10, and 11. However the improvement as compared to the district for these subgroups was not significant.
- In the area of mathematics, as we go up in grade levels the percentage of students scoring below the proficient level increases with the exception of grades 4 and 5. The percentage of students scoring below the proficient level are as follows:

Grade Level	% of Students Scoring below the Proficient Level
2	41
3	53
4	29
5	28
6	59
7	62
8	53
9	86
10	94
11	100

- For our EL subgroup, in the area of mathematics, the variances from the above listed percentages by grade levels are not significant.

***Why did the prior LEA Plan fail to bring about increased student achievement?***

- The LEAP has not been considered a guiding document for allocation of resources at the district or site levels.
- The LEAP and its goals were not effectively communicated to all stakeholders; stakeholders had limited knowledge of the plan.
- Accountability systems for programs and services were missing.
- There has been a decentralized district approach to curriculum and instructional programs provided to struggling learners.
- There has not been a defined system of learning for English Learners at the secondary level entering high school with reading skills below grade level.
- High expectations for all students have not been a consistent focus at all schools.
- District benchmark assessments are administered, but there has not been significant correlation to the state assessments.
- There has been no coherent district professional development program that supports the student goals of the LEAP.

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

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

All stakeholders will work collaboratively to achieve the following goals using a variety of resources including general fund, Title I, Title II, and Title III.

**Goal 1:** All students will achieve proficiency in English language arts and mathematics.

**Goal 2:** All significant student subgroups will meet or exceed established annual targets for AYP in the areas of English Language Arts and mathematics.

**Goal 3:** The district and its school sites will achieve or exceed established targets for API.

**Goal 4:** The district will continue to achieve or exceed established targets for graduation.

**Goal 5:** The district and its school sites will continue to achieve or exceed established targets for state testing participation by all subgroups.

**Targets for 2014 and 2015:**

- Proficient and Advanced Students will remain proficient.
- Non-Proficient Students will advance one level on state assessments (in order to achieve goals, increasing numbers of students must continue to move into proficient or above status on ELA and mathematics:

**Target 1:**

*50% of students who scored Far Below Basic will advance to Below Basic level or higher*

**Target 2:**

*50% of students who scored Below Basic will advance to Basic level or higher*

**Target 3:**

*50% of students who scored Basic will advance to Proficient level or higher*

**Progress Monitoring:**

- Baseline data to be gathered using the “local benchmark assessments” - Start of school year
- Local Benchmarks to be conducted quarterly – Assessments of ELA, Math, Science, and Social Science content standards will be performed using District benchmarks. These benchmark assessments are tests that monitor student's progress within specific subject areas over the course of the school year. The Mendota District Benchmark Assessments are given in MUSD schools to show teachers the concepts their students understand and identify areas where students may be struggling.

*The tests are custom created by Amplify formally known as Intel-Assess. The ELA and Math tests are based on the California Common Core State Standards, while the Science and Social Science tests are based on previously adopted*

*state standards. These are the same standards that students will be tested on in the spring when they take the California Assessment of Student Performance and Progress (CASPP).*

*All students in 2nd-11th grade will take the custom created district benchmarks, which are administered 3 times during the school year.*

- Quarterly “Circle of Inquiry” meetings with district officials to review and analyze data; recommendations to be provided and plans developed. Follow-up meetings to be held with the Director Instructional Services for accountability.
- Curriculum embedded assessment data will also be shared by site administration with teaching staff during Professional Learning Committee meetings.
- Bi-annual site presentations on assessments (benchmark and curriculum embedded) to the school board by site administrators.

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

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

**Alignment of Instruction with California Common Core State Standards:**

Schools will utilize standards-based curriculum including maps & pacing guides, site designed course outlines, as well as teacher designed lesson plans. Forward planning during the summer provides teachers the opportunity to review standards and to revise pacing guides and standards based lessons. Additional time for this shall be allotted during PLC's during the course of the school year. Assessments of core and other content area standards will be performed using District benchmarks to monitor the implementation of this. Additional student insight will be provided by the annual CELDT results; these results will be analyzed and disseminated by our English Learner Coordinator. Based upon this, ongoing adjustments will be made to instruction and or lessons to ensure adequate pupil progress. Successful implementation of this strategy will be measured by successful student outcomes in local-benchmarks, state required testing (i.e. CST's, Smarter Balance Assessments, CELDT, & CAHSEE), and the number of reclassified English Learners.

- The District will provide site administrators training on CA Common Core State Standards and how to supervise and evaluate teachers according to their ability to teach the standards to every student, with special focus given to English Learners and advanced learners. Staff will be provided materials and activities to facilitate the implementation of necessary academic changes and support structures that will insure this goal.
- Textbook adoptions based on state adoption cycle for continued alignment to standards and student needs.
- Formative Assessments for ELA K-12 will focus on CCSS content standards. The use of standards driven assessments both with scientifically research-based publishers' texts and electronic supplemental resources (Data Director & ELlevation) shall provide teachers with timely information on student progress towards student mastery.

**Use of standards-aligned instructional materials and strategies:**

MUSD follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle. A committee consisting of administrators, certificated staff from all academic areas establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the School Board for final approval. Staff participation in county sponsored textbook adoption events (Publisher's Showcase & Tool-Kit Workshops) shall demonstrate forward progress in this activity. Observations of both staff implementation of adopted textbooks and usage of professional development will be conducted with follow-up meetings to be held for refinement and purchases of supplemental materials and additional professional development.

**Extended learning time:**

- Preschool program emphasizes language development for four-year old students.
- MUSD uses research-based intervention programs and materials to serve students who are not achieving standards

mastery at the benchmark, strategic, and intensive levels. (i.e. Accelerated Reader, Waterford, Imagine learning, Success Maker, and Great Source). Data Director will be used to create programs of student participants to monitor progress in these supplemental programs.

- After-School programs coordinated with regular day classroom teachers/principals to ensure a true extension of the regular day/content standards alignment curriculum focused on reading intervention in grades K-8. Principals shall monitor implementation and effectiveness of all after-school programs.
- Summer school session/programs are designed to support students identified as “at risk of retention” and/or not making sufficient progress towards passing the California High School Exit Exam. Pre and post-test will be administered to assess the effectiveness of the programs.
- Supplemental Education Services (SES) – oversight provided by the Director of State & Federal Programs.
- **Title III Program:**

The Title III Program is made up of an English Language Coordinator and a teacher. The Coordinator’s major functions are to facilitate the implementation of our English Learner Master Plan and to provide technical and coaching assistance to all our ELD teachers. The Title III teacher is currently working at our middle and High school serving the EL student population most in need. An annual evaluation of the ELD program shall be conducted to ensure district program effectiveness. A report of the evaluation shall be presented to the school board along with recommendations.

**Increased access to technology:**

- Use of interactive software as a supplement to the standards.
- Distance learning
- SMART Classrooms set-up provides increased audio, visual and tactile tools to provide and encourage student engagement.
- Software programs to supplement standards and monitor progress.

Increased access to technology diversifies instruction allowing teachers to engage and reach more students. Assessment results should be indicative of the increased use of technology.

**Staff development and professional collaboration aligned with standards-based instructional materials:**

Collaboration time with departments, grade levels and/or district-wide will be a top priority as administration puts together our minimum day professional development calendar for each upcoming school year, with English Language Arts receiving top priority.

Professional Learning Communities assist in the horizontally aligning core subject area curriculum including class and homework assignments. This process focuses on addressing areas of greatest need to collaborate, pace, and develop model strategies to assist in the implementation of skills in the classroom. It is vital that the entire district develop the PLCs to collaborate and address issues of curriculum calibration throughout the district in English Language Arts. This will assist in providing our students with the best possible education. PLCs will meet a minimum of once a month at each school site. Staff will be provided materials and activities to facilitate the implementation of necessary academic changes and support structures that will insure

these efforts.

Ongoing professional development in using course study, curriculum guides and formative assessments to align instruction to local and state ELA/ELD standards and provide differentiated instruction to meet the needs of all students.

Professional Development is provided by the District through grade level/subject area meetings and in-service opportunities, (i.e., staff development days) that focus on the use of standards aligned instructional materials and strategies. District administration and principals will conduct walkthroughs and observation to gather data and ensure effective implementation of staff development. Quarterly “Circle of Inquiry” meetings will be held with all site leadership teams and district administration to review student progress, discuss site practices, and discuss next steps revolving around professional development.

**Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):**

The District relies on the input from all stakeholders to help guide the District in meeting the needs of all students. Some of the forums include:

- SSC – School Site Council
- DELAC – District English Learner Advisory Council
- DAC – District Advisory Council
- Migrant Education Parent Advisory Council
- MUSD School Board meetings

Meeting agendas and minutes shall provide documented evidence of effective stakeholder participation and engagement. In addition each LEA school site has an adopted Parent Involvement Policy that outlines the specific opportunities for parents and community members to get involved. The sites evaluate and update this policy annually.



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

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p><b>Alignment of Instruction with Ca Common Core State Standards:</b></p> <ul style="list-style-type: none"> <li>Textbook adoptions based on state adoption cycle – Math will come up for textbook review in 2012-2013, with the adoption of materials scheduled for the 2013-14 school year.</li> <li>Formative Assessments for Core subjects (ELA, Math, Social Science, Science) K-12 will focus on CCSS content standards. The use of standards driven assessments both with scientifically research-based publishers' texts and electronic supplemental resources (Data Director &amp; ELLevation) provide teachers with timely information on student progress towards student mastery.</li> <li>PLCs – the use of weekly minimum days to allow teachers to collaborate and plan using data.</li> <li>Forward Planning during summer break for the development and updating of curriculum maps across all grades and departments.</li> </ul>	<p>Curriculum Advisory Council, Site Administrators, Teachers</p> <p>Site/District Curriculum Committees K-12 Staff, Learning Directors, Resource Teachers</p> <p>Site Administrators, Teachers</p> <p>Site Administrators, Teachers</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014 On-going</p> <p>Summer 2015</p>	<p>\$400,000/ General Fund</p> <p>\$36,114.86/ General Fund</p> <p>\$5,000/General Fund</p> <p>\$100,000/Title I, Title II</p>

<b>Extended learning time:</b> <ul style="list-style-type: none"> <li>Preschool program emphasizes language development for four-year old students.</li> <li>MUSD uses research-based intervention programs and materials to serve students who are not achieving standards mastery at the benchmark, strategic, and intensive levels. (i.e. Accelerated Reader, Waterford, Imagine learning, Success Maker, and Great Source).</li> <li>After school tutoring programs (all school sites)</li> <li>Summer School Programs Migrant Summer School Academic Summer School (K-8) Credit Recovery (9-12)</li> <li>SES – Two enrollment windows for schools in PI year 2+</li> </ul>	Preschool Director	2013-2014 On-going	\$125,000/State Pre-School
	Director of Curriculum & Instruction, Director of State & Federal Programs, Site Principals, Teachers	2013-2014 On-going	\$325,000/ Title I/ Title III LEP
	Site Administrators, Teachers	2013-2014 On-going	\$200,000/ASES, 21 <sup>st</sup> Century, & Title I, EIA
	Director of Curriculum & Instruction, Director of State & Federal Programs, Site Principals, Teachers	Summer 2014 Ongoing	\$175,000/Migrant Title I,
	Director of State & Federal Programs	2013-2014	\$354,379/Title I



<b>Involvement of staff, parents, and community</b> ( <i>see table below</i> )	Director of Curriculum & Instruction, Director of State & Federal Programs, Site Principals, Teachers	2013-2014 (ongoing)	\$16,083/Title I Parent Set-Aside
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**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<ul style="list-style-type: none"> <li>• The District will provide site administrators and teachers training on CA Common Core State Standards.</li> <li>• Six full days of Professional Development for all certificated personnel to support the transition to the Common Core State Standards.</li> <li>• Leadership and Systems coaching to support the transition to Common Core State Standards (63 days).</li> <li>• Mathematics Coach the Coach Professional Development and Coaching (5 days).</li> <li>• ELA Coach the Coach Professional Development and Coaching (5 days).</li> </ul>	FCOE Consultants, District Office Administrators, Site Administrators	1/2013 and ongoing	\$56,550/Title I

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

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>After-School programs coordinated with regular day classroom teachers/principals to ensure a true extension of the regular day/content standards alignment curriculum focused on reading intervention in grades K-12.</li> </ul>	After school Program Coordinators, Site administrators, Director of State & Federal Programs	2012-2014 (Ongoing)	\$200,000	ASES, 21 <sup>st</sup> Century, EIA, Title I
<ul style="list-style-type: none"> <li>Migrant Winter Session</li> </ul>	Director of State & Federal Programs, Site administrators, Migrant Teachers	2013-2014 (Ongoing)	\$2,500	Migrant
<ul style="list-style-type: none"> <li>Summer school session/programs are designed to support students identified as “at risk of retention” and/or not making sufficient progress towards passing the California High School Exit Exam.</li> </ul>	Site administrators, teachers, Director of State & Federal Programs	2013-2014 (Ongoing)	\$175,000	Title I
<ul style="list-style-type: none"> <li>Supplemental Educational Services (SES)</li> </ul>	Site administrators, SES Vendors, Director of State & Federal Programs	2013-2014	\$354,379	Title I

**7. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>Parenting Partners</li> </ul>	Site Administrators, Learning Director, Director of State & Federal Programs	2013-2014	\$10,000	Title I
<ul style="list-style-type: none"> <li>Parent University</li> </ul>	Site Administrators, Learning Director, Director of State & Federal Programs	2013-2014	\$15,000	Title I, Title III LEP
<ul style="list-style-type: none"> <li>SSC – School Site Council</li> <li>DELAC – District English Learner Advisory Council</li> <li>DAC – District Advisory Council</li> <li>Migrant Education Parent Advisory Council</li> <li>MUSD School Board meetings</li> </ul>	Site Administrators, Learning Director, Director of State & Federal Programs	2013-2014	\$3,500	Title I

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

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA:** Mendota Unified School district

**County District Code:** 1075127

**Date of Local Governing Board Approval:** TBD

**District Superintendent:** Michael Crass

**Address:** 115 McCabe AVE

**City:** Mendota

**Zip Code:** 93640

**Phone:** (559) 655-2503

**FAX:** (559) 655-3226

**E-mail:**  
[projects@mendotausd.k12.ca.us](mailto:projects@mendotausd.k12.ca.us)

**Signatures:**

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

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Signature of Superintendent	Printed Name of Superintendent	Date
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Signature of Board President	Printed Name of Board President	Date
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By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

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