

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS

Please check review type below:

District-Level Self Review CDE Validation Other

1 2 3 4 5 6 7 8 9 10 11 12 District: MERCED

NAME: MERCED CITY ELEMENTARY Telephone: _____

OR: MERCED COUNTY SE Migrant Region: _____

Name: Karin Cordell Phone: 209-385-_____ Date: 03/09-02 10 99

Forms CTS-1a through CTS-1h represent the official report of findings of the District's self-review or the California Department of Education's (CDE) validation review regarding the compliance status of the district or agency.

Signatures and Distribution. Forms CTS-1a through CTS-1h must be completed by the LEA CCR Coordinator or the CDE team leader. Copies will be distributed as follows: original and one copy to the CDE, one copy to the district LEA representative, and one to each applicable regional LEA administrator (i.e., cooperative, migrant region, SELPA, county). For LEA self-reviews: These forms are to be completed and submitted at least 30 days prior to the CDE validation review. Mail the original and one copy to:

California Department of Education
CCR Teams Management Unit
P.O. Box 944372
Sacramento, CA 94244-2720

Required Response. For noncompliance findings identified by the CDE review team, the LEA is required to resolve each finding within 45 calendar days of the exit date of the review. In those cases when certain issues cannot be resolved within the required 45-calendar-day period, the LEA must submit a proposed compliance agreement. In either case the LEA must respond by submitting a completed "Proposed Resolution of Noncompliance Findings," Form CTS-4 or CTS-4m in Section IV of the Coordinated Compliance Review Training Guide.

For noncompliant validation review results only: The date by which your agency must submit its "Proposed Resolution of Noncompliance Findings" is: 03/27/99

Assurance. I certify that a complete Coordinated Compliance Review has been conducted. Each applicable program compliance instrument has been applied. The findings in this report are complete and accurate and identify all items found to be noncompliant.

Signatures:

LEA CCR Coordinator:
Karin Cordell
Signature

Karin Cordell

Typed name
3/10/99
Date

CDE CCR Team Leader:
M. Alvarez
Signature

M. Alvarez

Typed name
3/10/99
Date

For CDE use only:
Log: _____
CTS: _____
Route: _____

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

1. LEA Name: MERCED CITY ELEMENTARY

2. I have completed a review of the programs listed below using the self-review process. I have reviewed all compliance items and tests and the findings are listed in the table below.

| 3. Compliance Item | 4. Compliance Item Number | 5. Date of Review | 6. Reviewer Name |
|--|---------------------------|-------------------|------------------|
| Integrated programs items | 916 457-254 | | M. Alvarez |
| Student complaint procedures | 916 457-4674 | | M. Alvarez |
| Adult education | 916 457-4311 | | |
| CalDeme | 916 454-1741 | | |
| Skills development | 916 457-2311 | | A. Easter |
| Unassociated programs | 916 457-2371 | | M. Alvarez |
| Safe and Drug-Free Schools and Communities/ Tobacco Use Prevention Education | 916 457-2811 | | R. Xine |
| Eisenhower program | 916 457-5257 | | R. Lee |
| English Learners | 916 457-2971 | | M. Alvarez |
| Gender equity | 916 457-1005 | | |
| DATE Gifted and Talented Education | 916 457-5257 | | |
| Migrant education | 916 457-3512 | | |
| Special education | 916 445-4741 | | |
| Career/Vocational education and Civil Rights | 916 457-2921 | | |
| Other reviewer(s) | | | |

Paula Lawman
Robert Lee

Assurance for LEAs that receive a Document Review for self-review only: I have participated in the self-review for this district. All compliance items and tests have been applied.

| | |
|--|--|
| Consolidated Programs Cooperative Director or designee (if applicable) | |
| Migrant Region Director (if applicable) | |
| SELPA Director (if applicable) | |
| Other(s) | |

1998-99 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

1 2 3 4 5 6 7 8 9 10 LEA Name MERCED CITY ELEMENTARY

This form is a summary. Complete only one for each district. For a cooperative complete a separate form for each member district.

Column 1--Items: The number of items/tests in each program's compliance instrument is displayed.
 Column 2--Noncompliant: If a program has any noncompliance findings, enter the number below and describe the specific findings on form 515-14, form 515-14.1g, and 1h for IPI. If a program is totally compliant, enter a "0".

| Code | Program | Total Items | Non-compliant | Code | Program | Total Items | Non-compliant |
|--------|--|-------------|---------------|------|---------------------------|-------------|---------------|
| IPI | Integrated Programs | (4) | <u>0</u> | | Child Development | | |
| UCP | Uniform Complaint procedures | (1) | <u>0</u> | APP | Alternative payment | (19) | |
| A | Adult education | (35) | | FBG | Federal block grant | (37) | |
| CS | CalServe | (14) | | FCC | Family child care | (20) | |
| CON | Consolidated programs | (73) | <u>2</u> | GEN | General child development | (25) | |
| G | Gender Equity | (25) | | MFB | Migrant federal based | (26) | |
| GATE | Gifted & Talented | (5) | | MSB | Migrant state based | (25) | |
| IXE | Eisenhower | (6) | <u>0</u> | R&R | Resource & referral | (14) | |
| EL | English Learners | (10) | <u>2</u> | SAC | School-age community | (25) | |
| M | Migrant education | (24) | | SH | Severely handicapped | (20) | |
| S | Special education | (77) | | SPD | School-age parenting | (26) | |
| SEEI | Special ed. early start | (35) | | SPS | State preschool | (23) | <u>1</u> |
| S&DFSC | Safe & drug-free schools & communities | (16) | <u>2</u> | | | | |
| TUPE | Tobacco-use prevention | (12) | <u>1</u> | | | | |
| V | Vocational education | (26) | | | | | |
| VCR | Voc. ed. civil rights | (36) | | | | | |

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

| | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|----------|-----------------------------|
| County District Code | 2 | 4 | 6 | 5 | 7 | 7 | 1 | LEA name | Merced City School District |
|----------------------|---|---|---|---|---|---|---|----------|-----------------------------|

See back of form for instructions

| Noncompliance Finding | | | | | | | | | |
|--|------|------|----------|------|------|------|------|------|------|
| Code | Code | Code | Code | Code | Code | Code | Code | Code | Code |
| Number | Test | Test | Test | Test | Test | Test | Test | Test | Test |
| Year | Year | Year | Year | Year | Year | Year | Year | Year | Year |
| C | 18 | SPS | District | | | | | CR | |
| <p style="text-align: center;">CHILD DEVELOPMENT</p> <p style="text-align: center;">Commendations</p> <p>We commend the Merced City Elementary School District for providing an articulate and dedicated classroom instructional staff who provide age and developmentally appropriate learning activities all the while maintaining a safe and nurturing environment for the children.</p> <p style="text-align: center;">Non Compliance</p> <p>There is no evidence that the families' health and social service needs have been identified and documented. There is also no evidence that referrals or follow-up on referrals are made when necessary.</p> | | | | | | | | | |

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County/District Code 2 4 6 5 7 7 1 LEA name Merced City School District

See Back of form for instructions

Noncompliance Findings

| Code | Code | Code | Code | Code | Code | Code | Description of noncompliance |
|-------------------|------|-------------|--------|-----------|----------|------|---|
| Element & Program | Item | Test Letter | Suborg | Site name | CR or CA | | |
| | | | | | | | <p><u>CONSOLIDATED PROGRAMS</u> COMMENDATIONS</p> <p>The district is commended for the district-wide standards, assessment and accountability system it has developed and implemented. Through the development of standards and multiple measures, the curriculum and assessment binders have been an instrument to align instruction to standards, and to ensure that students receive the appropriate services, so they can be successful in meeting the standards.</p> <p><u>CONSOLIDATED PROGRAMS</u> NONCOMPLIANT ITEMS:</p> |
| IVCO N | 21 | | | | | CR | Evidence is lacking that the district has updated the professional development plan to reflect the professional development activities being implemented. There is no process in place to monitor sites to ensure that professional development activities result in instructional practices that result in high achievement. |
| VCON | 29 | | | | | CR | Evidence is lacking that parents receive consistent assistance and training. There is no process in place to ensure that all schools provide appropriate training and support for parents to participate in decision making and training of teachers in how to communicate and work with parents as equal partners. |

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

County/District Code 2 4 6 5 7 7 1 LEA name Merced City School District

See Back of form for instructions>

Noncompliance Findings

| Compliance Number & Program | Code | Test Letter | Suborg | File name | CR or CA | Description of noncompliance |
|-----------------------------------|------|----------------|--------|-----------|----------------|--|
| | | | | | | <p><u>PROGRAMS FOR ENGLISH LEARNERS</u></p> <p>COMMENDATIONS</p> <p>The district is commended for the consistent monitoring of progress for all English learners. There is evidence that data driven decisions have been made in regards to services provided under the modified plan for English learners. This information has also been used effectively in informing parents about programs provided by the district.</p> <p><u>PROGRAMS FOR ENGLISH LEARNERS</u></p> <p>NONCOMPLIANT ITEMS:</p> |
| EL | 3 | a | | | CR | <p>The ELD instruction for LEP students in grades 5-8 is not consistent with the students' level of English proficiency. All English learners receive similar instruction, yet their proficiency levels vary widely. The assessment results reflect the need to restructure instruction in English language development for students in higher levels of proficiency.</p> |
| EL | 5 | | | | CR | <p>Although the district has notified staff of their training requirements, evidence is lacking that the personnel department has implemented a monitoring system to determine which teachers are required to be in training and which teachers are making satisfactory progress towards obtaining full authorization for their teaching assignment.</p> |

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code: 2 4 6 5 7 7 1 LEA name: Merced City School District

See back of form for instructions

| Compliance Finding | | Test | | Description of noncompliance | |
|--------------------|--------|------|--------|------------------------------|----|
| Code | Number | Item | Suborg | Title name | CA |

SAFE AND DRUG FREE SCHOOLS
AND COMMUNITIES
AND
TOBACCO USE PREVENTION EDUCATION

Commendations

The District is commended for the comprehensive support services provided to students and their families through the school counselors, community coordinators and partnership police officers.

Safe and Drug Free Schools and Communities Noncompliance

| | | | | | | |
|------------|----|--|--|----------|----|--|
| I | 1 | | | District | CA | <ul style="list-style-type: none"> The district has not conducted a recent objective analysis or survey of current student use of alcohol, tobacco, and drugs by students (including private school students who participate in the district's drug- and violence-prevention program). |
| S&DF SC | | | | | | |
| V- | 8 | | | District | CR | <ul style="list-style-type: none"> There was no evidence that the local advisory council disseminates information about program activities, advises the District on how to coordinate and administer activities, reviews program evaluations and makes recommendations for improvement. |
| S&DF SC | | | | | | |
| VII- | 11 | | | District | CR | <ul style="list-style-type: none"> Evidence was not found to demonstrate that the duties performed and the proportion of time spent for these duties are appropriate to the funding sources used. |
| TUPE | | | | | | |

Tobacco Use Prevention Education Noncompliance

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

| | | | |
|----------------------|----------------|---------|-----------------------------|
| County District code | 2 4 6 5 7 71 1 | EA name | Merced City School District |
|----------------------|----------------|---------|-----------------------------|

See back of form for instructions.

| Noncompliance Finding* | | | | Corr. Site name | Corr. CR or CA | Description of noncompliance |
|--------------------------|--------------|---------------------|-----------------|-----------------|----------------|---|
| Corr. 1 Number & Program | Corr. 2 Item | Corr. 3 Test letter | Corr. 4 Subprog | | | |
| Eisenhower | 2 | | | | CR Eisenhower | <p><u>Noncompliance</u></p> <p>No documents or other evidence indicating that Eisenhower activities are part of the district's plan for a sustained professional development plan that focuses on teaching and learning in the core academic subjects</p> |

*Put an asterisk next to any finding that was also noncompliant during the last CCR.

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County-District code 2 4 5 LEA name Merced City School District

Indicate below the findings for the integrated programs items. Use additional pages as necessary.

1. IPI.1 Multifunded students receive the district's core curriculum through the district-supported instructional delivery system.

Compliant

Noncompliant

Observations:

The Merced City School District multifunded students receive the district's core curriculum through the district-supported instructional delivery system. The District's core curriculum is the content knowledge, information, concepts, and skills that all students should know and be able to demonstrate in Reading/Language Arts, Mathematics, History/Social Science, Science, the Arts, Health, Physical Education and English Language Development (for English Language Learners). This is set forth in the district's content standards and grade-level expectancies. Content standards are broad statements that delineate common goals for student learning from kindergarten through eighth grade. Expectancies lay out this learning in greater detail for each grade level by indicating the specific content knowledge and skills students are expected to acquire.

2. IPI.2 Multifunded students receive the appropriate supplemental program services for which they are eligible. These services support or extend their learning of the district's core or enriched curriculum.

Compliant

Noncompliant

Observations:

Supplemental Services support or extend the MCSD Core Curriculum and services. These supplemental supports are delivered through dedicated and multifunded staff, programs, and services. The additional funding sources include Title I, SIP, Special Education, Gifted and Talented, Title VI, Migrant, Title II, EIA/LEP, Miller-Unruh, and numerous grants. Comprehensive support services are available for students and their families from school counselors and community coordinators who are funded in part by Title IV and TUPE funds. Students and families are targeted based upon need. They receive focused supplemental services that enrich and accelerate the CORE Curriculum. Services are monitored and adjusted throughout the year. All service delivery makes access to the Core Curriculum more feasible and every effort is made to deliver supplemental services without removing students from regular classroom instruction.

Title 1 services are designed to help students attain proficiency in the Core Curriculum. Services are aligned with grade level standards and expectancies and provide students with high intensity intervention in an attempt to accelerate their performance. The district goal is an instructional support program focused on enhancing the Core Curriculum. Title 1 services offer children large amounts of more intense teaching in order to enhance the pace of literacy.

Form CTS-11 (continued) (Rev. 6-97)

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

| | | | | | | |
|----------------------|---|---|---|---|----------|-----------------------------|
| County-District code | 2 | 4 | 5 | 5 | LEA name | Merced City School District |
|----------------------|---|---|---|---|----------|-----------------------------|

Indicate below the findings for the integrated programs items. Use additional pages as necessary.

- 3 IPI.3 Multifunded students receive a coherent and coordinated program which enables them to learn the district's core curriculum or extend learning beyond the core curriculum.

Compliant

Noncompliant

Observations.

Coherent and Coordinated Program

Multifunded students receive a coherent and coordinated program that enables them to learn the Core Curriculum. The MCSD Assistant Superintendent for Educational Services leads development of Core Curriculum and supplemental services through a coherent and coordinated team effort. The team works closely together to ensure that District, grant, and categorical funds (Title I, SIP, Special Education, Gifted and Talented, Title VI, Migrant, Title II, EIA/LEP) serve all students in the most effective way.

All District Educational Services Division staff meet on a weekly basis to discuss, plan, monitor, and adjust services to assure a coherent and coordinated program focused on student attainment of the Core Curriculum. The team has a belief that in order for students to make the most progress, all staff must understand the MCSD philosophy and implementation plan. This requires ongoing conversations with site administrators, faculty, and staff.

Professional development activities are focused on standards-based and results oriented education. Faculty, staff, and parents will receive and review student and school assessment data in order to focus and adjust programs, instruction, and support services to assure progress toward attainment of content and performance standards. Therefore, attention will be focused on how instruction is planned, how instruction should look in a standards-based classroom, and what questions administrators, parents, staff, teachers, and students must ask themselves and each other. As part of this effort, The Educational Services Division is re-organizing in order to best support the school sites, parents, and the community to assure that students reach their potential.

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

SUMMARY STATEMENTS

| | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|----------|-----------------------------|
| County District Code | 2 | 4 | 6 | 5 | 7 | 7 | 1 | LEA name | Merced City School District |
|----------------------|---|---|---|---|---|---|---|----------|-----------------------------|

Use the space below to write summary statements for the identified topics. Instructions for completing this form are on the reverse.

Compliance trends. Summarize compliance trends, reflecting general patterns of success or problems. The COE will provide statements across key dimensions (e.g., standards, assessments, and accountability) to assist the LEA on how to achieve compliance.

Compliance trends

During the CCR of 1995, 6 programs (Consolidated, Special Education, Migrant Education, Safe and Drug Free Schools, Migrant Education and Child Development) were reviewed and 30 items were found noncompliant. During the Self-Review Process that was conducted during 1997, 6 programs (Consolidated Programs, Special Education, Migrant Education, Safe and Drug Free Schools and Child Development) were reviewed and 20 items were found noncompliant and corrected. During the CCR of 1998-99 4 programs (Consolidated Programs, Safe and Drug Free Schools, Child Development and Eisenhower) were reviewed and 9 items were found noncompliant. It was evident to the Validation Team that the district is moving in a positive direction base on compliance trends.

In the area of **Standards, Assessment, and Accountability**, Fully compliant.

In the area of **Teaching and Learning**, One item was found noncompliant in Programs for English Learners.

In the area of **Opportunity**, Fully compliant.

In the area of **Staffing and Professional Growth**, One item was found noncompliant in Consolidated programs, one in Programs for English Learners and one in Eisenhower.

In the area of **Parent and Community Involvement**, One item was found noncompliant in Consolidated Programs, one in Child Development and one in Safe and Drug-free Schools.

In the area of **Governance and Administration**, Fully compliant.

In the area of **Funding**, One item was found noncompliant in Tobacco Use Prevention Education.

In the area of **Site Plan**, Fully compliant.

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

SUMMARY STATEMENTS

County District Code 2 4 6 5 7 7 LEA Name Merced City School District

Use the space below to write summary statements for the identified topics. Instructions for completing this form are on the reverse.

2 **General commendations (for CDE validation reviews only).** List general or cross-program commendations related to the coordinated compliance review process. (Commendations related to specific programs should be identified on Form CTS-1e.)

Merced City Elementary School District is commended for

The continual commitment to provide quality resources to the school sites, such as highly qualified librarians paid from district funds.

The use of the results from an integrated and comprehensive review process, such as the Self-Review process, Program Quality Review and the accountability data, to focus on student learning to continue to revise educational programs as evidenced by the site plans and site level "Action Plans."

The commitment to excellence through a positive design of honoring and recognizing schools for meeting and exceeding their adequate yearly growth, through the "Reaching for the Stars Program." It is evident that the district does not only take assessment and accountability serious, but that it celebrates the successes of schools, personnel and students through community wide activities.

The family support in all areas to ensure that any obstacles to student learning are eliminated. One of the most effective forms of these strategies is the use of district Community Outreach Specialists, Parent Coordinators, and Counselors at the district level and school sites.

Merced City School District

Language Arts and Mathematics

Multiple Measures

K-8

1998-99

| | Language Arts Assessments | Below | On | Above | Mathematics Assessments | Below | On | Above |
|-----|--|--|--|---|--|--|--|--|
| K | <ul style="list-style-type: none"> ✓ Language Arts Expectancies ✓ DWA ✓ CAP | <ul style="list-style-type: none"> ✓ 0-13 ✓ 1-2 ✓ 0-11 | <ul style="list-style-type: none"> ✓ 14-15 ✓ 3 ✓ 12-14 | <ul style="list-style-type: none"> ✓ 16-17 ✓ 4-6 ✓ 15-19 | <ul style="list-style-type: none"> ✓ Mathematics Expectancies District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ Mathematics Expectancies (District Math Assessment) ✓ Skills and Procedures ✓ Concepts and Applications | <ul style="list-style-type: none"> ✓ 0-21 TBA TBA ✓ 0-17 TBA TBA | <ul style="list-style-type: none"> ✓ 22-25 TBA TBA ✓ 18-20 TBA TBA | <ul style="list-style-type: none"> ✓ 26-27 TBA TBA ✓ 21-22 TBA TBA |
| 1 | <ul style="list-style-type: none"> ✓ Language Arts Expectancies ✓ DWA ✓ Joetta Beaver Running Record | <ul style="list-style-type: none"> ✓ 0-16 ✓ 1-3 ✓ 0-13 | <ul style="list-style-type: none"> ✓ 17-19 ✓ 4-5 ✓ 14-16 | <ul style="list-style-type: none"> ✓ 20-21 ✓ 6 ✓ 17-14 | <ul style="list-style-type: none"> ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA | <ul style="list-style-type: none"> TBA TBA ✓ 1-3 (IP) TBA TBA 1-3 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 18-62 (IP) TBA TBA ✓ 38-62 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 63-99 (IP) TBA TBA ✓ 63-99 (IP) |
| 2 | <ul style="list-style-type: none"> ✓ Language Arts Expectancies ✓ DWA ✓ Joetta Beaver Running Record ✓ SAT 9/APRENDA II | <ul style="list-style-type: none"> ✓ 1-14 ✓ 1-5 ✓ 0-20 ✓ 1-37 (IP) ✓ 1-3 ✓ 1-2 | <ul style="list-style-type: none"> ✓ 15-17 ✓ 6 ✓ 24-28 ✓ 38-62 (IP) ✓ 4 ✓ 3 | <ul style="list-style-type: none"> ✓ 18-19 ✓ 7 ✓ 30-44 ✓ 63-99 (IP) ✓ 5-6 ✓ 4 | <ul style="list-style-type: none"> ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA | <ul style="list-style-type: none"> TBA TBA ✓ 1-3 (IP) TBA TBA 1-3 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 18-62 (IP) TBA TBA ✓ 38-62 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 63-99 (IP) TBA TBA ✓ 63-99 (IP) |
| 3 | <ul style="list-style-type: none"> ✓ DWA ✓ DRJ/Benchmark Piece ✓ Joetta Beavers for below grade level ✓ SAT 9/APRENDA II | <ul style="list-style-type: none"> ✓ 1-3 ✓ 1-2 ✓ 1-37 (IP) | <ul style="list-style-type: none"> ✓ 4 ✓ 3 ✓ 38-62 (IP) | <ul style="list-style-type: none"> ✓ 5-6 ✓ 5-6 ✓ 63-99 (IP) | <ul style="list-style-type: none"> ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA | <ul style="list-style-type: none"> TBA TBA 1-3 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 38-62 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 63-99 (IP) |
| 4-5 | <ul style="list-style-type: none"> ✓ DWA ✓ DRJ/Benchmark Piece ✓ Joetta Beavers for below grade level ✓ SAT 9/APRENDA II | <ul style="list-style-type: none"> ✓ 1-3 ✓ 1-2 ✓ 1-37 (IP) ✓ 10-67 ✓ 1-3 ✓ 1-46 (IP) | <ul style="list-style-type: none"> ✓ 4 ✓ 3-4 ✓ 38-62 (IP) ✓ 68-70 ✓ 4 ✓ 47-53 (IP) | <ul style="list-style-type: none"> ✓ 5-6 ✓ 5-6 ✓ 63-99 (IP) ✓ 7-12-9 ✓ 5-6 ✓ 51-99 (IP) | <ul style="list-style-type: none"> ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA | <ul style="list-style-type: none"> TBA TBA ✓ 1-3 (IP) ✓ 1-3 (IP) TBA TBA | <ul style="list-style-type: none"> TBA TBA ✓ 38-62 (IP) ✓ 47-53 (IP) ✓ 63-99 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 63-99 (IP) TBA TBA ✓ 63-99 (IP) |
| 6 | <ul style="list-style-type: none"> ✓ IRI ✓ DWA ✓ SAT 9/APRENDA II | <ul style="list-style-type: none"> ✓ 10-77 ✓ 1-3 ✓ 1-46 (IP) | <ul style="list-style-type: none"> ✓ 78-80 ✓ 4 ✓ 47-53 (IP) | <ul style="list-style-type: none"> ✓ 8-12-9 ✓ 5-6 ✓ 51-99 (IP) | <ul style="list-style-type: none"> ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA | <ul style="list-style-type: none"> TBA TBA ✓ 1-3 (IP) ✓ 1-3 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 47-53 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 51-99 (IP) TBA TBA ✓ 51-99 (IP) |
| 7 | <ul style="list-style-type: none"> ✓ IRI ✓ DWA ✓ SAT 9/APRENDA II | <ul style="list-style-type: none"> ✓ 10-87 ✓ 1-3 ✓ 1-46 (IP) | <ul style="list-style-type: none"> ✓ 88-90 ✓ 4 ✓ 47-53 (IP) | <ul style="list-style-type: none"> ✓ 9-12-9 ✓ 5-6 ✓ 51-99 (IP) | <ul style="list-style-type: none"> ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA | <ul style="list-style-type: none"> TBA TBA ✓ 1-3 (IP) ✓ 1-3 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 47-53 (IP) | <ul style="list-style-type: none"> TBA TBA ✓ 51-99 (IP) TBA TBA ✓ 51-99 (IP) |
| 8 | <ul style="list-style-type: none"> ✓ IRI ✓ DWA ✓ SAT 9/APRENDA | <ul style="list-style-type: none"> ✓ 1-46 (IP) | <ul style="list-style-type: none"> ✓ 47-53 (IP) | <ul style="list-style-type: none"> ✓ 51-99 (IP) | <ul style="list-style-type: none"> ✓ District Math Assessment ✓ Skills and Procedures ✓ Concepts and Applications ✓ SAT 9/APRENDA | <ul style="list-style-type: none"> ✓ 1-3 (IP) ✓ 1-3 (IP) | <ul style="list-style-type: none"> ✓ 47-53 (IP) | <ul style="list-style-type: none"> ✓ 51-99 (IP) |

Consolidated Programs Accountability Unit
 Coordinated Compliance Review
 Certification of Non-Public School Participation

The following representatives of non-public schools were interviewed as part of the Coordinated Compliance Review conducted at Merced School District:

| <u>Name of Non-Public School</u> | <u>Name of Representative</u> |
|----------------------------------|-------------------------------|
| Our Lady of Mercy School | Brenda Feehan |
| St. Paul Lutheran School | Sandra K. Kopp |
| | |

Issues raised or non-compliant items discussed:

Based on the discussion with representatives of the non-public schools the following commendations were brought up

Staff development activities are of high quality and relevant. When suggestions were made to bring some of the trainers to the school and apply the activities to the needs of our students, the district provided that support. At Our Lady of Mercy School, the intervention program is very effective and supported by the district.

The following issues were raised:

There is a need for:

The district to provide comprehensive descriptions of programs and services available to the non-public schools.

More planning and coordination meetings between the district and the non-public school representatives.

More timely information about professional development activities for all staff, specially for the Instructional Aide at Our Lady of Mercy School.

[Signature]
 Signature of CPA Consultant

2/2/11
 Date