

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): Monterey Peninsula Unified School District

County/District Code: 27-66092

Dates of Plan Duration (should be five-year plan): 2008-2013

Date of Local Governing Board Approval: September 29, 2008

District Superintendent: Marilyn K. Shepherd, Ed. D.

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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Marilyn K. Shepherd, Ed. D.

Printed or typed name of Superintendent Date Signature of Superintendent

Bettye Lusk, Ed. D

Printed or typed name of Board President Date Signature of Board President

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
✓	5. Local governing board approval
✓	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education	X	PAR
	Title I, Part D, Neglected/Delinquent	X	School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology	X	English Language Acquisition Program
X	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants	X	High Priority Schools Grant Program (HPSG) (SAIT)
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
X	Title V, Part A, Innovative Programs – Parental Choice	X	Professional Development Block Grant
X	Adult Education	X	Adult Education
	Career Technical Education	X	Supplemental Counseling
X	McKinney-Vento Homeless Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
X	IDEA, Special Education	X	CalSAFE
X	21 st Century Community Learning Centers	X	Other (describe): Pupil Retention BG
X	Other (describe): CAMSP	X	Other (describe): CAHSEE
		X	Other (describe): Targeted Instr Improv BG (TIIG)
	Other (describe):	X	Other (describe): ASES Prop 49

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 2007-08	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	238,883	1,602,035	1,361,729	85%
Title I, Part B, Even Start	NA	NA	NA	NA
Title I, Part C, Migrant Education	NA	NA	NA	NA
Title I, Part D, Neglected/Delinquent	NA	NA	NA	NA
Title II Part A, Subpart 2, Improving Teacher Quality	292,943	527,980	820,923	98%
Title II, Part D, Enhancing Education Through Technology	76,267	212,520	201,235	94.69%
Title III, Limited English Proficient	77,792	278,065	272,503	98%
Title III, Immigrants	NA	NA	NA	NA
Title IV, Part A, Safe and Drug-free Schools and Communities	30,472	45,946	43,506	94.69%
Title V, Part A, Innovative Programs – Parental Choice	0	15,238	12,953	85%
Adult Education	0	279,988	265,121	94.69%
Career Technical Education	NA	NA	NA	NA
McKinney-Vento Homeless Education	0	65,000	55,250	85%
IDEA, Special Education (encroach)	0	2,031,000	1,726,350	85%
21 st Century Community Learning Centers	98,709	1,622,661	1,379,262	85%
Other (describe) CAMSP	100,064	459,693	390,739	85%
TOTAL	915,130	7,140,126	6,529,571	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	467,202	1,026,218	872,285	85%
EIA – Limited English Proficient	792,248	1,004,572	853,886	85%
Pupil Retention Block Grant	36,634	35,504	33,618	94.69%
School and Library Improvement BG	184,896	864,548	734,865	85%
Child Development Programs	300,774	4,318,428	3,670,663	85%
English Language Acquisition Program	8,375	100,969	95,607	94.69%
Gifted and Talented Education	50,208	74,640	63,444	85%
Tobacco Use Prevention Education – (Prop. 99)	65,136	13,307	11,310	85%
High Priority Schools Grant Program (HPSG) (SAIT)	99,881	25,000	21,250	85%
School Safety and Violence Prevention Act (AB 1113)	213,715	148,043	140,181	94.69%
Supplemental Counseling	232,339	334,896	284,661	85%
CAHSEE	109,650	117,706	111,455	94.69%
PAR	17,142	53,688	45,634	85%
ASES Prop 49	0	1,162,275	987,933	85%
Professional Development Block Grant	817,564	558,665	474,866	85%
CalSAFE	29,390	111,211	105,305	94.69%
Adult Education	1,612,393	2,959,836	2,515,860	85%
Targeted Instr Improvement BG (TIIG)	196,035	435,676	370,324	85%
TOTAL	5,233,582	13,345,182	11,393,147	

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Welcome to the Monterey Peninsula Unified School District Accountability Report Cards (DARC) for the 2006-2007 school year. Our school District is the largest kindergarten through twelfth grade District in Monterey County. We serve over 11,000 students from the cities of Monterey, Seaside, Del Rey Oaks, Sand City and Marina. Our District also offers preschool educational support and a large and active adult education program.

Within our schools you'll find exciting programs designed to meet the needs of our diverse student population. Student intervention programs are available in all of our schools to offer targeted assistance to students. All-day kindergarten programs, as well as afterschool programs, are available. Our District is actively involved in partnerships with many community sponsors and seeks grants to support ongoing programs and services.

Our District has new small high school in Marina that opened in August of 2006 and currently serves grades 9-12. Marina High will expand programs and grow in population to serve all students residing in the city of Marina. The District and the city of Marina are working collaboratively on a joint-use facility plan that will be part of the new Marina High school facility. The District also opened a Community Day School program for middle school and high school students to assist students who need additional support and services related to truancy or who have been expelled or placed on probation.

In addition, the District has a dual-language immersion program that serves students in grades kindergarten, first and second. Students spend fifty percent of their time in Spanish instruction and fifty percent of in English instruction. The program will continue to grow over the next three years to serve grades K-5. At the end of the fifth grade, we want students to be proficient in both English and Spanish languages.

Monterey Peninsula Unified School District has many wonderful programs, services and supportive caring staff. Please take time to review our District Accountability Report Card to find out more about us.

Local Measures of Student Performance (*other than State-level assessments*)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:*

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Talking Points for 2007-2008 AYP and API Results

The California State Department of Education released the Annual Progress Report (ARP) for each District and School that reports the Academic Performance Index (API) and Adequate Yearly Progress (AYP) results from the 2007-2008 school year. In addition, those districts and schools that received Title I funding are reported on in terms of their Program Improvement status. The following provides you with some talking points to respond to questions from the community.

1. Two systems that convert test results into different measures of academic performance
 - California measure: the **Academic Performance Index (API)** looks at growth in school performance – Target is 800 or 1 above previous year when 800 is achieved
 - Federal measure: **Adequate Yearly Progress (AYP)** looks at the percentage of students proficient or above

2. Numerically Significant Subgroups (Same for AYP and API)-

- 100 students or more OR 50 students that make up at least 15 percent of the total number of students tested
- Schools or LEAs with fewer than 100 students will not have any numerically significant subgroups

Included in subgroups are:

- **English Learners (ELs):** A student who is marked as EL in the student information system OR A reclassified fluent-English-proficient (RFEP) student who has not scored proficient or above on the California Standards Test (CST) in English language arts (ELA) for three years after being reclassified
- **Students with Disabilities (SPED):** A student who has an identified Specific Learning Disability OR (NEW) a student who was previously identified as special education, but who is no longer receiving special education services for up to two years after exiting
- All major *racial/ethnic* groups
- **Socioeconomically disadvantaged** - Defined as participating in the Free or Reduced Price Lunch Program or neither parent has a high school diploma

MPUSD API Results

- Districtwide growth of 12 points.
- 61% of the 18 schools met the overall API growth target and 33% of the 18 schools met both the overall and subgroup API growth targets.
- 9 of 14 Elementary Schools (64%) showed growth on API with Bay View, Highland and La Mesa demonstrating an increase of over 20 points
- 4 of 4 (100%) of K-8 / Middle showed growth with King and Los Arboles demonstrating an increase of over 20 points
- High-Schools showed growth: Monterey High School demonstrated an 18 point increase overall and Seaside High demonstrated a 27 point increase in their English learner subgroup on the API.

MPUSD AYP Results

- Districtwide gain of an average of 5 percentage points in ELA and Math.
- Over 50% of the schools showed improvement on one or more of their AYP targets.
- 72% of the 18 schools met the ELA targets even though the NCLB targets increased by 10% (meaning 10% additional students from each school needed to score proficient or advanced this year compared to last year)
- 89% of the 18 schools met the Math targets even though the NCLB targets increased by 11% (meaning 11% additional students from each school needed to score a proficient or advanced this year compared to last year)
- 9% point gain in Mathematics with all students and all significant subgroups for **Bay View**.
- **Crumpton** retained their non-PI status with over 50% at or above standards in Mathematics and a 17% gain for Crumpton African American students.
- Increases of over 5% with all students and all significant subgroups for **Highland** in both subject areas.

- 7% point gain in English Language Arts with all and significant subgroups for *Marina Del Mar*.
- 5% point gain in English Language Arts for all students for *Ord Terrace*.
- 8% point gain in Mathematics with all students and all significant subgroups and a 7% point gain in English Language Arts for all students for *King K-8 School*.
- 3% point gain in Mathematics and a 1.5% point gain in English Language Arts with all students for *Fitch Middle*.
- Increases of an average of 10% with all students and all significant subgroups for *Los Arboles*

MPUSD Program Improvement (PI) Results

- The District did not meet all the AYP components and will likely move to Year 4-with corrective action from the State Board of Education. However, this has not yet been determined.
- Schools that receive Title I funds but are not PI: Crumpton (met AYP again), Ord Terrace (failed to reach new targets-if AYP is not met next year will go back into PI status)
- Los Arboles was PI Year 2 last year but made significant progress and met AYP-which means they remain a Year 2 PI school. If they reach AYP target next year, they will exit PI status.
- Schools that remain in Program Improvement
 - Marina Vista (now Year 2)
 - Marina Del Mar (now Year 2)
 - Del Rey Woods (now Year 4-restructuring plan is needed)
 - King (Year 5 still)
 - Highland (Year 5 still)
 - Fitch (Year 5 still)

SEE **APPENDIX F** FOR DETAILED LOCAL PERFORMANCE MEASURES FOR THOSE ASSESSMENTS LISTED BELOW

2007-2008 Local Assessments/Benchmarks

MPUSD educators understand that as we strive to support students as they meet learning goals and standards proficiency it is the formative assessment data that is most critical in planning for student success.

1. Creating the Assessments and Pacing Guides

- Grade level teacher committees, working collaboratively with our Curriculum and Instruction Department and local Curriculum Council, created Pacing Guides and the Math Benchmark assessments from item banks and CST Released Questions.
- Similarly configured groups created the English Language Arts Pacing Guides and Benchmark assessments which are drawn from (in Spanish for bilingual classrooms)
 - Grades K-1 - Results and Houghton Mifflin
 - Grades 2-5 - Reading Lions and Houghton Mifflin

- Grades 6-8 - McDougall Littell and ETS Focus on Standards Item Banks and the Data Director Item Bank
- Grade 9 - CST Released Questions, CAHSEE Released Questions, and Data Director's Item Bank
- Middle school science teachers collaborated to create Benchmark Assessments and Pacing Guides for grades 6-8 for implementation this 2008-2009 school year. Their work was reviewed by district science teachers during the district-wide collaboration day last spring. The questions were drawn from the McDougall Littell Assessment System (MLAS) Benchmark Questions.

All benchmark assessments are reviewed quarterly and teacher input/feedback is continuous.

2. TimeFrame

- The Monterey Peninsula School District has administered district-wide K-8 English Language Arts benchmark assessments and K-9 Math (including Algebra) since the 2005-2006 school year. This 2008-2009 school year will be the first year that an English Language Arts benchmark assessment will be administered to grade 9 students and Science to grades 6-8.

3. Benchmark Assessment Data from 2007-2008

- As our teachers – with greater fidelity – follow the Pacing Guides and administer the Benchmark Assessments, we make inroads at better informing instruction and at providing appropriately focused interventions.
- Students in Grades K-1 are clearly succeeding at a high rate of proficiency with no fewer than 75% of students scoring at proficient or above.
- While we see a significant drop in student performance at Grade 3, where student proficiency drops to near 50% and again at Grade 7 where proficiency levels drop to 25%, we do see evidence that higher proficiency levels are clearly attainable as evidenced by a district-wide grade 6 ELA proficiency level of 60%. It is important to note that the benchmark cut points for the proficient/advanced bands were raised in 2007-2008 to a level above the state CST levels which contributed to these trends. This data, as it is disaggregated will support our efforts to replicate this success at other grade levels.

2007-2008 APS Survey

The Academic Program Survey (APS) rating tool, evaluating how well a school is doing in nine areas ("essential program components"), was self reported by the MPUSD teaching staff in 2008. The outcomes can be summarized as follows:

- At all three levels (as applicable), Elementary, Middle and High School, the areas scoring as Fully to Substantial include:
 - Adopting core instructional programs in reading/language arts and math
 - Providing support for the AB 430 Administrator Training in both disciplines
 - Appropriate provision/implementation of pacing guides

- Compliance with instructional time guidelines for reading/language arts/intervention/math
-
- At all three levels (as applicable), Elementary, Middle and High School, the areas scoring as Partial to Substantial include:
 - District use of categorical funds appropriately supporting reading/language arts/math
 - Providing teachers the SB 472/AB466 Professional Development Training
- At all three levels, Elementary, Middle and High School, the areas scoring as minimal include:
 - Providing instructional assistance/support to teachers of reading/language arts/math
 - District use of categorical funds appropriately supporting reading/language arts/math

District Assistance Survey (DAS) Results

The Distance Assistance Survey was completed by administrators in the Spring of 2007. The results are shown by area in the Addendum F. The DAS looked at the following areas in terms of District capacity to support Program Improvement schools.

The Following are specific areas that were reported minimal or partial in terms of implementation. These specific areas for improvement have been addressed in the goals/actions in the revised LEA plan.

Governance/Leadership:

- Clear expectations in writing provided to administrators and teachers, with accountability for implementation
- 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
- Provide support for district personnel to enhance student performance
- A pacing calendar for delivering mathematics and reading/language arts instruction, observed and monitored for implementation (especially at the high school level and other content areas at middle school)

Human Resources:

- The LEA works with the teacher's association to implement strategies to ensure all teachers are qualified and underperforming schools are staffed with a stable and highly qualified teacher staff
- Creatively-structured time is available for effective and efficient use of teaching and learning opportunities
- Mentoring and coaching for reading, math, and instruction of English Learners
- Frequent and clear communication on expectations for standards-based curriculum and instruction (evaluation cycle)

- Attract, retain highly qualified staff in all core academic subjects, with an emphasis on highly qualified staff for reading language arts, math and teaching English Learners
- Attract, retain administrators with effective leadership skills necessary to implement the nine EPCs

Fiscal Operations:

- Adequate coaches and specialist, particularly in reading/language arts, mathematics, and the instruction of English Learners
- Additional classes for strategic and intensive intervention for students below grade level in reading/language arts and mathematics, as well as English Learners
- Additional support for students not meeting grade level standards
- Categorical expenditures to achieve instructional goals in the Single School Plans and LEA Plan
- The LEA has an efficient system to assist schools in reallocating their fiscal resources to support students achievement via the nine EPCs

Standards-based Curriculum, Instruction, and Assessment:

- The district ensures that the expectations for implementing an academic program with aligned curriculum, instruction and assessment using standards-based SBE adopted and standards-aligned instructional materials are communicated through publications, professional development sessions, etc. to teachers, students, parents, site administrators, district administrators, and local Board members.
- The district clearly communicates the available interventions for K-8 students more than two grade levels behind in reading/language arts and math and high school students unable to demonstrate 6th-8th grade proficiency.
- The district provides clear explanations of accountability requirements regarding student achievement to all stakeholders, including teachers, administrators, parents, students, and the community.
- Middle school and high school master schedules that accommodate varied student mastery levels in English/language arts and mathematics, including instruction for English Learners.

Professional Development:

- The district plans systematic professional development based on a focus on standards-based content knowledge, ease of application in classroom activities, includes contact hours and follow up sessions that extend over a period of time, and is coherent with other professional development activities.
- The professional development is based on a review of research-based strategies associated with improved student achievement for sub-groups of students not achieving as well as their peers.

Data System/Data Analysis/Ongoing Monitoring:

- The district has an information infrastructure and technology that support and facilitates accurate data collection, entry and storage.
- The district supports the use of a data management system and provides appropriate professional development and ongoing support for the users

Parent and Community:

- The district and schools have a system in place with multiple strategies in place to facilitate two –way communication with parents and community members on a regular basis.
- Parents are informed and understand standards based assessments
- Training for parents to successfully participate in curricular and budgetary decision making is provided

2007-2008 Least Restrictive Environment

The MPUSD Blueprint for Success Accountability task force found that Special Education students were an identified under-performing subgroup. The Least Restrictive Environment Assessment examined educational practices for students with disabilities. The assessment has the following findings:

- Resources need to be focused for students with special needs.
- The delivery model has been found to vary site to site
 - As a result, Monterey Peninsula Unified School District will be implementing Response to Intervention
- The priority for 2008-2009 is on providing the core curriculum to all students including students with disabilities

2007-2008 English Learner Subgroup Self-Assessment(ELSSA)

The MPUSD Blueprint for Success Accountability task force found that English Learners were the second identified under-performing subgroup. The ELSSA examined results from the AMAO tests and the findings are embedded in the document provided in Appendix F.

2007-2008 Professional Development Survey

The MPUSD Blueprint for Success has identified Professional Development as one of the four essential strategies for achieving our goal of 100% of our students meeting or exceeding district standards. The MPUSD professional development plan provides opportunities to actively engage all members of the school community in continuous professional growth designed to increase the success of all students. All district employees will have opportunities to increase knowledge, improve performance, and enhance professional satisfaction.

To ensure that MPUSD teachers possess the necessary skills, we are committed to designing programs based on scientific research on high-quality professional development in accordance with the guidelines established by the National Staff Development Council. We define high quality professional development by the following criteria:

- CONTENT
 - Determined by student and teacher needs
 - Incorporating knowledge of content and teaching pedagogy
- PROCESS
 - Closely related to concrete classroom practice
 - Involving opportunities for collaboration with colleagues
 - Involving opportunities for observation, critique, and reflection
- CONTEXT
 - Is embedded in the daily routine of teachers
 - School leaders have the knowledge and skill set to support the implementation of new teaching content and pedagogy

The following needs assessment survey taken by 512 of our certificated staff provides data that will serve to inform our Professional Development over the next several years. In summary the following conclusions can be drawn:

- Professional Development program
 - Staff considers it essential to be provided with support for our at risk populations with a focus on differentiation of instruction, intervention strategies and classroom management
- Collaboration Time
 - There is little uniformity in the tasks and strategies at the sites indicating we take a closer look at communication and collaborating between schools
- Coaching
 - With an average of over 60% of staff indicating coaching would be valuable or highly valuable there is a clear interest in this support

2007-2008 Parent and Student Survey

Improved communications with parents and students were a finding from the District Assessment Survey (DAS). As a result each year beginning in 2006, a survey has been given to our parents and students.

The **Parent Survey** contains the following components (the findings of this survey are located in Appendix F):

- Academic Program
- Support for Student Learning
- Parent Participation
- District Communication

The **Student Survey** contains the following components (the findings of this survey are located in Appendix F):

- Academic Program
- School Climate and Facilities
- Support for Student Learning

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics and English Language Arts

Description of Specific Actions to Improve Education Practice in English Language Arts and Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards in English Language Arts and Mathematics</p> <ul style="list-style-type: none"> ○ The district will optimize all students’ opportunities to access appropriate instruction, including underperforming students, students with disabilities, and ELs. ○ Underperforming students are being educated in the core reading/language arts and mathematics curriculum, with appropriate interventions to supplement core classes, including appropriate ELD instruction. (Any student who is addressed as functioning two or more years below grade level should be in an accelerated intensive instruction program until he/she has mastered the content. At that point, the student is ready to be placed in the core with strategic support.) ○ The district will comply with and monitor implementation of instructional time for reading/language arts and mathematic, including time for ELD. ○ District and site administrators will prioritize instructional time, following the state frameworks, allocated to core curricular areas and protect them from interruptions. ○ Secondary administrators will develop a master schedule that incorporates the following priorities: <ul style="list-style-type: none"> ○ All assessed students will receive the necessary intervention classes (strategic and intensive English language arts (ELA), algebra support) to graduate from high school. ○ The master schedule will be developed first for students requiring interventions, specifically for ELs and Special Education students.. 	<ul style="list-style-type: none"> ○ District and site administrators, and school psychologists of elementary and middle schools will visit classrooms on an ongoing basis ○ District and high school administrators will verify that underperforming students are taking appropriate supplemental courses each semester ○ The district curriculum staff, along with teachers, will determine whether all key standards are covered the adopted and supplemental materials during the 2008-2009 school year ○ Secondary staff will develop pacing guides for English Language Arts and Mathematics during the 2008-2009 and 2009-2010 school years, with priority being given to 10th grade. ○ Site administrators will distribute the pacing guide to all teachers at the beginning of the year. ○ The principal will meet monthly with teachers and district specialists to monitor the implementation of the pacing guide. ○ District and site administrators, along with teachers, will review the pacing calendar annually in relation to CST data. 	<p>Substitutes, stipends and hourly remuneration for Secondary Teachers developing pacing guides</p> <p>Assessment Coordinator</p> <p>Springboard Site and District Administration Training and Coaching</p> <p>Curriculum Council Substitute Costs</p> <p>Assistant Superintendent of Elementary and Early Childhood Education Associate</p>	<p>\$14,000</p> <p>\$105,307</p> <p>\$257,000</p> <p>\$30,000</p> <p>\$17,500</p>	<p>Title I Professional Development Block Grant</p> <p>Title II SLIBG Title I</p> <p>Professional Development Block Grant</p> <p>Professional Development Block Grant</p> <p>Title II</p>

<ul style="list-style-type: none"> The district will have a pacing guide for mathematics and reading/language arts instruction for all grade levels that is aligned to the California frameworks and CST blueprints, including ELD and intensive programs for E/LA and Math. 		Superintendent for Program Improvement and Secondary Education	\$45,000	Title I, Title II, SLIBG
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> All students, including underperforming students, English Learners and students with disabilities, will have access to the core curriculum and to all curricular materials, with appropriate accommodations and support to differentiate instruction. Classroom and intervention teachers will implement sound instructional practices that are research-based and appropriate for the student's served. District and site administrators will visit all classrooms to provide support and to ensure that the identified best practice strategies are consistently being implemented for all students. District and site administrators will routinely visit and observe core and ELD classrooms to verify that all ELs are being instructed in the core reading/language arts and mathematics curriculum and that teachers are provided appropriate support. 	<ul style="list-style-type: none"> Curriculum Council, district and site administration and site leadership will review curriculum materials and strategies to monitor alignment with state standards. District and site administrators and psychologists will review and monitor all IEPs annually. District and site administrators and school psychologists will require that all IEP determinations consider first how to appropriately support each student in the general education classroom/program. District and site administrators will verify that EL's have access to both the core curriculum in English-language arts and to English language development (ELD) instruction. 	Curriculum Council Substitutes Springboard Administration Coaching, Training and Support Purchase of adopted Materials 4.7 District EL Resource Teachers and King PI Yr. 5 Elementary PD Admin Support	\$2,358,300 \$898,000 \$370,006	See page 1 of Goal 1 See page 1 of Goal 1 Lottery Funds IMFRP Title III EIA/LEP Title II
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> District and high school administrators will verify that underperforming students are taking appropriate supplemental courses and regroup times (e.g. English language arts (ELA) support, ELA and mathematics intensive/strategic, algebra support, learning centers/tutorials times, ELD courses/time). The district will provide and fully implement SBE-adopted and standards-based (or aligned for 	<ul style="list-style-type: none"> District and site administrators will visit intervention classrooms to ensure that the instructional materials are being used with fidelity. District and site administrators will examine and monitor the curriculum for all categorical programs and instructional support programs (e.g., extended-day programs and summer 	Categorical Program Monitoring Director, Chief Accountant and Staff Director Extended	\$276,580 \$1,407,000	Title I Title II SLIBG EIA/LEP EIA/SCE 21st Century

<p>secondary) instructional textbooks and materials for all students, including intervention materials in reading/language arts and mathematics, and support for students failing to demonstrate proficiency in History, Social Studies, and Science.</p> <ul style="list-style-type: none"> ○ District and site administrators will schedule sufficient intervention classes to meet the academic needs of students who are not proficient. ○ After school and before school programs are offered in some format at all school sites that focus on tutorials, extended time in E/LA and Math grade level standards, CAHSEE preparation, credit recovery, enrichment and asset development activities that promote a positive and engaging learning environment. 	<p>school) to ensure that all materials in use are standards-based/aligned.</p> <ul style="list-style-type: none"> ○ District and site administrators will review end-of-year assessments to determine program effectiveness. ○ District and site administrators. Special Education Staff, and site staff will utilize the MPUSD standardized SST process to monitor and review and optimize student progress ○ School plans will outline specific activities for all before and after school programs in collaboration with the Extended Learning office. 	<p>Learning, site principals, site directors for after school programs, classroom teachers and program leaders After School Academy Intervention Teachers and support staff</p> <p>GEAR UP - SAIT Coordinator</p> <p>Intervention Teachers</p> <p>Intervention Coordinator</p>	<p>\$1,180,000</p> <p>\$1,243,074</p> <p>\$111,214</p> <p>\$112,000</p> <p>\$111,000</p>	<p>Learning Grants</p> <p>Assets 21st Century</p> <p>ASES/Prop 39 funding</p> <p>SAIT GEAR UP</p> <p>CAHSEE Intensive Intervention SAIT Title I GEAR UP CaMSP</p>
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> ○ Integration of technology will focus on effective methods for instructional delivery and ways to facilitate use of assessment and evaluation to monitor student progress ○ District will provide ongoing training to staff in the use of technology to effectively access and use assessment results for instructional planning (EPC 1,6,7,8,9) ○ District will develop protocol for evaluating all Student software to ensure that it will align with and support all core curriculum and intervention curriculum. ○ PLATO software for credit recovery and CASHEE intervention will be utilized at all sites serving students in grades 9 through 12. 	<ul style="list-style-type: none"> ○ IT department, district centralized support, site principals, technology mentors will provide ongoing training and monitoring. ○ Data Director Software and Iris Student Information Management System ○ District and Site administration, Intervention Services Coordinator 	<p>Stipends for Technology Mentors at each school site</p> <p>Stipends for Data Director Lead</p> <p>Ongoing Data Director and Iris Costs</p>	<p>\$60,000</p> <p>\$40,000</p> <p>\$100,000</p>	<p>Title II Part D</p> <p>PD Block Grant</p> <p>Microsoft Settlement District Portion</p>

		Plato Learning Software	\$100,000	District Block Grant
		Lan Technician Support for Intervention Programs	\$60,452	SLIBG
		Director of Information and Program Evaluation	\$107,000	CAHSEE Counseling Title I EIA/LEP EIA/SCE Title II SLIBG
<p>5. Staff development/ and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> ○ Principals and site leadership teams will schedule and then participate in monthly collaborative teacher meetings to analyze data and plan appropriately to meet the needs of all students, including EL's and students with disabilities ○ District administrators will ensure that specialists are available to support teachers of reading/language arts and mathematics. ○ District administrators will provide teachers of ELs and of students with disabilities with appropriate professional development and support. ○ District and site administrators will provide follow-up professional development opportunities to staff after completion of the SB 472 institutes for new adoptions, differentiation for grades 6,7, and 8, Learning Environment, Effective Instruction, Implementation of Core Curriculum, Plato software ○ Alternative Governance Board (AGB) Intervention and Support for Program Improvement Year 5 Schools 	<ul style="list-style-type: none"> ○ District and site administrators, and school psychologists will meet with grade level/course specific groups monthly to collect and analyze data on student achievement to evaluate program effectiveness. ○ District and site administrators and school psychologists will monitor the quality and impact of district specialists in the classrooms. ○ Curriculum and Instruction staff, coaches and coordinators will receive training on new adoptions ○ Professional Development Staff, and District Math coaches will provide professional development and support for secondary teachers ○ Additional Site Administration for King K-8 for professional development ○ Strategies for Success – Principal Coaches (monthly) and AGB (3 x year) 	<p>SALT (Secondary Academic Language Tools) training</p> <p>Substitutes for SALT Cognitive Coaching and Houghton Mifflin Adoption PD</p> <p>SB 472 Training for Teachers in Language Arts and Math</p> <p>Principal Institutes</p> <p>Contract for Services (AGB)</p>	<p>\$144,366</p> <p>\$40,000</p> <p>\$11,000</p> <p>\$164,294</p> <p>\$60,410</p> <p>\$45,000</p>	<p>GEAR UP</p> <p>GEAR UP Title II</p> <p>SB 472</p> <p>Principal Training (formerly AB75)</p> <p>Title One</p>

		Professional Development Coordinators and Academic coaches	\$366,720	GEAR UP CAMPS PD Block Grant Title II
		A Focused Approach ELD Training	\$40,000	Title I Title II
		Teacher Stipends	\$30,000	Title II
		King Professional Development and support	\$58,000	Title II
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ○ The District will develop effective communication structures and tools for sharing information and getting input from staff, community, parents, and students. ○ The District will ensure parents are well represented and trained for ELAC, SSC, PTA/PTSA ○ Communicate student progress effectively and consistently (student goal setting conferences, annual Individual Learning Plans, parent conferences, progress reports, quarter or trimester report cards, six year planning conferences, Student Success Team and Language Review Team meetings, IEP team meetings) 	<ul style="list-style-type: none"> ○ IT department, site principals, and site webpage coordinators will <u>annually</u> update handbooks and SARC, and <u>quarterly</u> update website and newsletters. ○ Site principals, ELAC/SSC/PTA/PTSA presidents, Community Liaisons will assist in the <u>annual</u> parent survey and will promote and monitor attendance at <u>monthly</u> meetings. ○ Classroom teachers, grade level or departments, site principals, Community Liaisons, will schedule and participate in student/parent conferences and schedule follow up meetings as needed. 	<p>Digital Media Specialist</p> <p>Administrative Assistants, Clerical Support</p>	\$52,982	Title I SLIBG EIA/LEP EIA/SCE

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> ○ The District will ensure that transitions from grade levels, programs, schools are well communicated and coordinated with students, parents and staff. ○ Ensure that students and parents are referred for additional services through ILP's, SST's, 504's and IEP's as appropriate. 	<ul style="list-style-type: none"> ○ District and site leadership will provide collaboration opportunities between staff members to ensure that information regarding transitions is effectively communicated. ○ Community Collaborative will meet monthly to disseminate information and coordinate service for the MPUSD families 	<p>Intervention and Counseling Coordinator</p> <p>Homeless Liaison</p> <p>Student Health Services Coordinators, Credentialed School Nurses</p>	<p>\$111,273</p> <p>\$54,206</p> <p>\$151,498</p>	<p>Title I Supplemental Counseling</p> <p>Title I School Safety</p> <p>McKinney Vento</p> <p>MAA</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> ○ The district will utilize and interpret data to inform classroom instruction, school site decision-making, and district policies and practices. ○ District and site administrators, along with teachers, will use data to place students <i>in</i> and <i>out</i> of intervention classes. ○ Site administrator will ensure that teachers have the materials and means to fully implement the adopted core and intervention curriculum. ○ District and site administrators will monitor the classroom instructional practice and will report out at least three times a year on progress. ○ The District Leadership Team will monitor the LEAP activities and the School Site Leadership team will monitor the Single School Plan activities. 	<ul style="list-style-type: none"> ○ Site administrators, psychologists and teachers will continuously review student data and class placement. ○ District and site administrators, along with psychologists and teachers, will develop a common assessment schedule. 	<p>Assessment Coordinator</p> <p>Teacher Stipends</p> <p>Director of Program Evaluation</p>	<p>See Goal 1 page 1</p> <p>See section 4, Goal 1</p>	

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> ○ The District will identify students for targeted services, placed appropriately, and then monitored throughout their participation, based on the data from the established common District criteria. 	<p>District administration and staff, site principals, classroom teachers will provide assistance and then monitor student placement in identified services.</p>	<p>CASHEE Teacher</p> <p>CASHEE Intervention Services</p>	<p>See Section 3, Goal 1</p>	
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> ○ Through the Student Study Team and Individual Learning Plan process, students and their families will be provided with information or referrals for additional services. ○ The District will continue to develop and maintain partnerships with a variety of providers for serving students who have academic needs. (EPC: Parent and Community Involvement) 	<ul style="list-style-type: none"> ○ Coordinator of Prevention and Counseling Services, Site principals, counselors, classroom teachers, After School Program Coordinator, Gear Up Coordinator, Intervention Coordinator will <u>annually</u> review services. ○ Community Collaborative will meet monthly to disseminate information and coordinate service for the MPUSD families.* 	<p>Coordinator of Prevention and Counseling Services, After School Program Coordinator</p> <p>Community Collaborative</p>	<p>See Section 3, 7 and 8 of Goal 1</p>	

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement
REQUIRED ACTIVITY	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>a) All students that are identified as English Learners take the California English Language Development Tests (CELDT) annually until they are designated English proficient. English learner students receive instruction from teachers with appropriate credentials and authorizations.</p> <p>EL students receive the following basic educational services:</p> <ul style="list-style-type: none"> • Structured English Immersion program- Students receive core content instruction using SDAIE methods which provide access to the core curriculum. Students receive daily English Language Development (ELD) based on state ELD standards which includes listening, speaking, reading, and writing according to students' proficiency levels. • English Language Mainstream program- Students with reasonable levels of proficiency in English receive core curriculum as well as daily ELD. • Alternative Bilingual program- Students may be enrolled in the alternative bilingual program when a signed parental exception waiver has been granted. In this program core content is delivered in English and Spanish. Students receive daily ELD. <p>b) Title III funds, in addition to other categorical funds, will be used to supplement the base program to provide:</p> <ul style="list-style-type: none"> • Professional development for teachers, administrators and classified staff to learn effective instructional strategies for ELs • Supplementary materials that support the core program • On-going coaching and support for teachers in differentiation, effective EL strategies, explicit ELD • Supplementary instruction for intervention in language arts, math and ELD during intersession, after school and summer school

REQUIRED ACTIVITY	<p>The District will provide administrative support to monitor programs and services to English Learners (Asst. Supt. .12 FTE – EIA-LEP)</p> <p>c) Site administrators retain ultimate responsibility for monitoring the instructional program of English learners. District and site administrators will review the daily schedule of ELs to verify that they have both access to the core curriculum and to English Language Development (ELD) instruction. District and site administrators will routinely observe classrooms during core and ELD instruction to that teachers do the following:</p> <ul style="list-style-type: none"> • Deliver systematic, explicit, and direct instruction • Build academic language and literacy • Use on-going assessment to monitor ELD and ELA progress • Differentiate core and ELD instruction using proficiency information • Use flexible grouping • Use Specifically Designed Academic Instruction in English (SDAIE) strategies <p>District administrators will be trained on the components of the Master Plan for Services to English Learners and will monitor EL program requirements at their site as designated on the EL assurances document.</p> <p>The District will provide support for assessment of EL students’ progress in core instruction and English language proficiency. (\$17,000 – Title III)</p> <p>d) The District has reviewed and updated Parent Involvement policies and practices and has placed a priority on creating school environments that feel inviting to parents. MPUSD strives to inform parents of all school activities through a variety of means including phone calls, newsletters, flyers, and personal contacts. Efforts are made to provide translations and interpretations for all parents.</p> <p>All parents receive notification regarding the academic progress and progress towards English proficiency of their children. In addition, all parents receive yearly notification about the progress the District is making in meeting the federal targets for English learners.</p> <p>Each school that has 21 or more English learners must have an English Learner Advisory Committee (ELAC). The ELAC meets throughout the school year for training and to advise the principal on issues regarding English Learners. Representatives from the site ELACs participate in the</p>
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		<p>District English Learner Advisory Committee to address district level issues.</p> <p>Topics include ways that parents can support their children and become involved at school. In addition, parents are made aware of resources and opportunities such as classes to learn English, <i>Plazas Comunitarias</i> for building literacy skills in Spanish and completing the high school diploma from Mexico, Family Literacy events and classes to provide strategies that parents can use at home to support their children’s academic progress.</p> <p>The District collaborates with a large number of community based organizations and family service agencies including Migrant Education, YMCA, Boys and Girls Club, and the Cabrillo Family Resource Center to provide support to families.</p>
REQUIRED ACTIVITY	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>All teachers who instruct English Learners will have appropriate credentials and authorization.</p> <p>Title III funds will be utilized, along with other categorical funds, to support professional development of instructional staff. This professional development will focus on explicit ELD, academic language, and SDAIE strategies. (PD – Goal 1)</p> <p>District staff engages in on-going analysis of multiple sources of data to ensure that English learners are making adequate progress in content standards and English Language Development. Data includes California Standards Tests, CELDT, district benchmarks and curriculum-embedded assessments. Teachers develop instructional goals for their students based on identified needs.</p>
	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. Designed to improve the instruction and assessment of LEP children; b. Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter 	<p>MPUSD requires all teachers to be properly credentialed with the appropriate EL authorization. The Blueprint for Success, English Learner Master Plan and the Title III Action Plan all address high quality professional development. Title III and other funds will supplement our current efforts. All plans are aligned to support the goal of implementation of research- based curriculum and strategies to improve the academic achievement of English Learners in all educational settings in the District.</p> <p>MPUSD defines high quality professional development by the following criteria: Content – determined by student and teacher needs Incorporates knowledge of content and teaching pedagogy</p>

REQUIRED ACTIVITY	<p>knowledge, teaching knowledge, and teaching skills;</p> <p>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Process – closely related to concrete classroom practice Involves opportunities for collaboration with colleagues Involves opportunities for observations, critique and reflection</p> <p>Context – is embedded in the daily routine of teacher School leaders have the knowledge and skill set to support the implementation of new teaching content and pedagogy</p> <p>Professional development focuses on: (1) Core curriculum in the major subject areas, including the SB472 English Learner Professional Development (2) Systematic ELD and Secondary Academic Language Tools (3) Differentiated instruction, and (4) Data analysis and use.</p> <p>To specifically and fully support the English Learners and to further build capacity of teachers, training will also include instructional planning based on the Standards for English Learners, the use of SDAIE strategies to help students to access the core curriculum, ELD pacing guides and benchmarks to guide instruction, and ways to increase students’ academic literacy.</p> <p>Each year EL Resource teachers/site administrators/resource staff will train all teachers and appropriate support staff (i.e. counselors, paraprofessionals working in the classroom, etc.) in the identification, assessment and placement of English Learners, the effective implementation of the Board adopted ELD curriculum, and the use of the District’s data management system to monitor students’ progress. This support will include, but not be limited to, consultation and assistance with lesson planning, observations followed by reflection/feedback, demonstration lessons, and data analysis.</p> <p>Ongoing trainings will be provided for administrators. This will include the EL Assurances, understanding compliance issues for English Learners, the requirements of the EL Master Plan for instructional programs, the use of observation tools in the areas of ELD and SDAIE, the use of student achievement data to ensure success for English Learners, and facilitation of conversations during regularly scheduled collaboration times around the progress of English Learners at that school/grade level. Site administrators are responsible for the full and ongoing implementation of the strategies taught in the trainings.</p> <p>District office staff will be responsible for creating a cycle and structure</p>
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		<p>for planning and implementing data driven professional development to meet the District’s goal of providing research-based, differentiated professional development based on student need, with a specific focus on English Learners. The data management system will be used to monitor and evaluate the effectiveness of the professional development.</p> <p>The professional development cycle will include the analysis of student achievement data, implementation, reflection and appropriate adjustments.</p>	
		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ALLOWABLE ACTIVITIES</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No Yes</p>	<p>If yes, describe: The Office of Program Evaluation and the Office of Curriculum and Instruction will work together to evaluate the impact of professional development on student achievement and overall program effectiveness. Using the Professional Development Cycle outlined in the Blueprint for Success, the MPUSD Curriculum Council and other stakeholders will assist with evaluating programs, researching effective practices, and making recommendations for improvement.</p>
	<p>5. Provide – a. Tutorials and academic or vocational education for LEP students; and b. Intensified instruction.</p>	<p>Yes or No Yes</p>	<p>If yes, describe: The office of Extended Learning Opportunities and the Office of Curriculum and Instruction will work together to provide English Language Arts and Math standards-aligned tutorials and academic support for LEP students using research-based instructional strategies.</p> <p>Intensified small group instruction is provided to small groups of targeted students by certificated teachers at the school site. These services are funded by After School Education and Safety (ASES) and 21st Century Community Learning Centers programs.</p> <p>At the secondary level, the EL Pathways provide students with four levels of support including intensified English instruction, Basic English, explicit ELD, and tutorials.</p>

ALLOWABLE ACTIVITIES	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	<p>If yes, describe: The Office of Extended Learning Opportunities and the Office of Curriculum and Instruction will work together to provide programs that are fully aligned with the Blueprint for Success, and the nine essential program components to support student engagement during the school day. All programs will be monitored and evaluated regularly.</p> <p>The District will establish transition and articulation meetings between preschool and elementary programs. The Office of Curriculum and Instruction and the Early Childhood Education Program will work collaboratively to establish professional development goals, especially related to providing effective language development for young children.</p>
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	<p>If yes, describe: The District will actively recruit and maintain highly qualified bilingual, bicultural staff members. The District will maintain Dual Language Immersion Program. Staff and parent training will be provided.</p> <p>(DLI program assistance - \$12,000 – Title III)</p> <p>The District will provide training and support to district staff in the alternative bilingual program. District and site administrators will monitor the progress of students in the program and after the students’ transition to Structured English Immersion or English Mainstream programs.</p> <p>(Parallel Instruction in English training- \$2500- Title III)</p> <p>Secondary ELD classes at the beginning level of proficiency have reduced class sizes.</p>
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No Yes	<p>If yes, describe: The District will work in partnership with Adult Education and other agencies to provide a variety of classes, workshops and opportunities for the involvement for parents of English Learners. Parents will be able to take classes to learn English, and to learn strategies to</p>

ALLOWABLE ACTIVITIES			<p>support their children’s learning at home and at school. Schools will provide opportunities for parents to volunteer in classrooms, participate in Family Literacy events, and other activities that promote the family’s role in the success of their children.</p> <p>Parents will be surveyed as to their needs for training and this information will be used to plan activities at the school and district levels that are meaningful for the parents. Activities that include time for parents and students together will be encouraged when appropriate.</p> <p>All efforts will be made to use a variety of methods to reach the parents with the information. This will include use of an automated phone call system, written notification, flyers and personal phone calls and visits.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No Yes</p>	<p>If yes, describe: A variety of technology and instructional materials are supported across the district.</p> <p>Technology will be used to provide access to curriculum, tutorials in English, specific skill development, and/or as an instructional resource. Examples of software include Rosetta Stone, Read Naturally, and Plato.</p> <p>Teachers receive professional development on how to effectively use technology in classrooms to enhance student learning. (Enhancing Education Through technology (EETT) grant)</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No Yes</p>	<p>If yes, describe: Title III funds support a variety of programs: professional development for staff, substitutes for teachers to receive training and collaborate, district resource personnel to provide training and support to staff, supplementary materials, and parent outreach activities.</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notices of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">REQUIRED ACTIVITY</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. The child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. How the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. Information pertaining to parental rights that includes written guidance detailing – <ol style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; 	<p>All students new to the District register for school at the Enrollment Center. At this time the Home Language Survey is completed. If there is a language other than English identified in the Survey, the parent is given a copy of the Program Request Form for English Learners to complete at the school with the Principal or EL Resource Teacher.</p> <p>The three programs are described and discussed with the parents and they request a program for their child. The programs offered in MPUSD are Structured English Immersion, English Mainstream, and Alternative Programs. Each program is described in detail, including the methods of instruction and how this program integrates with and supports instruction in all academic areas. If the child is receiving Special Education services there is also an explanation of how this program will support the implementation of the activities to reach the goals in the IEP. If a parent requests the Alternative Program they are given the opportunity to request a Parental Exception Waiver and the Waiver Process outlined in the EL Master Plan is followed.</p> <p>All initially identified EL students are assessed within thirty days using the California English Language Development Test (CELDT) and also assessed in their primary language to determine proficiency levels.</p> <p>Parents whose children speak a language other than English are notified within thirty days of their child’s initial English language and primary language proficiency levels, their child’s program options, in which program their child was placed, the program exit criteria if applicable, and the approval or denial of the Parent Exception Waiver for placement in the Alternative Program if requested. Parents are notified in writing in the language they understand, and, if possible, in a personal interview/meeting with a qualified school representative. This same process is followed for all English Learners each year until they are reclassified.</p> <p>Secondary (7th-12th) students are placed in the appropriate ELD and ELA courses according to the MPUSD English Learner Pathways. The Pathways place students based upon years in the U.S., English Language proficiency levels, and ELA achievement scores. Counselors work with</p>

REQUIRED ACTIVITY	<p>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>the students and their parents to explain the Pathways and the impact that the student's placement has on their progression towards graduation. The school's Language Review Team will meet annually to monitor student progress and discuss placement options for the following year. The Team includes the student, the parent, the counselor, teachers and administrators.</p> <p>Administrators and other appropriate staff are trained in the rights of parents of English Learners. During the interview, and whenever appropriate in written material and/or trainings, parents receive explanations of their rights. They are assisted with the process of program selection but staff does not attempt to influence them in their decision for placement in any particular instructional setting or program.</p> <p>Alternative Program Waiver requests are granted at designated schools within the District. Parents are given the option to transfer their child to a school with an Alternative Program per District transfer policies. Parents are informed of their right to remove their child from the Alternative Program if requested.</p>
	<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>All English Learners are assessed each school year using the CELDT to determine whether there was growth in acquiring English. This information is used to assist with program placement. The same process that is outlined for the initial students is followed for these students. The EL Resource Teacher and the school Principal are fully trained in the compliance requirements and follow the timelines. Notification is done in writing in the language that the parent understands, and, if possible, in person.</p>
	<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>Each year, within thirty days after the receipt of the Annual Measurable Academic Objectives (AMAO's), the District mails out a written notice from the Superintendent's office notifying the parents and the school community that the District failed to meet the federal AMAO's. In addition to the written notification the information is shared at School Site Council meetings, Migrant Parent meetings and at English Learner Advisory Committee meetings to ensure that the parents are aware of what this means for their child and their school.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement	
ALLOWABLE ACTIVITIES	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe: Not applicable. MPUSD does not receive these funds
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe: Not applicable. MPUSD does not receive these funds.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe: Not applicable. MPUSD does not receive these funds.
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:		If yes, describe: Not applicable. MPUSD does not receive these funds.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:		If yes, describe: Not applicable. MPUSD does not receive these funds.
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:		If yes, describe: Not applicable. MPUSD does not receive these funds.
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:		If yes, describe: Not applicable. MPUSD does not receive these funds.

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>MPUSD has a strong commitment to provide training opportunities for staff members. Professional Development is one of the four key strategies outlined in the Blueprint for Success. This includes a Professional Development Plan with a Professional Development cycle in order to provide research-based, differentiated professional development for all stakeholders based on student need.</p> <p>MPUSD has a calendar of Professional Development opportunities.</p> <p>School site budgets support training for both beginning and veteran teachers.</p> <p>The BTSA program provides support for new teachers.</p> <p>The PAR program provides assistance to permanent teacher, as needed.</p> <p>MPUSD has a commitment to hire fully qualified teachers, as defined by No Child Left Behind.</p> <p>MPUSD has instituted targeted Professional Development for teachers around EL strategies, core curriculum, academic language, and CAHSEE writing strategies.</p> <p>MPUSD is providing ongoing Professional Development for site administrators around the California Professional Standards for Educational Leadership.</p>	<p>Establish accountability guidelines for Professional Development effectiveness.</p> <p>A systemic approach to provide mandatory ongoing professional development opportunities that include release time or afternoon, inter-session or weekend sessions.</p> <p>Continue to provide specialized training in the relationship between standards and student performance, and how to use data to determine needed interventions.</p> <p>Continue to provide and expand coaching support.</p> <p>Acquire an online management system for the PD calendar. It will also act as a monitoring system to provide valuable data for PD accountability.</p> <p>Continue BTSA support in conjunction with the Monterey County Office of Education.</p> <p>MPUSD needs to meet the goal of 100% Highly Qualified teachers.</p> <p>Continue to provide training for teachers in standards-based instruction, with particular attention in strategies to allow our target subgroups (EL and SPED) to be able to access the core curriculum.</p> <p>Continue to provide training in strategies for working with at-risk students and English Learners.</p>

<p>Overall, 90% of MPUSD teachers meet the NCLB highly qualified teacher definition. (By level: Elementary-96%, Middle-76%, High School-86%).</p> <p>All schools have a dedicated collaboration time within the workday for teachers.</p> <p>MPUSD has coaches at targeted sites to support the core curriculum, as well as EL specific needs.</p> <p>MPUSD has tech mentors at each site to provide support for teachers in using technology to support student learning.</p>	<p>Reduce the number of SPED teachers in the “Staff NCLB Exempt” category.</p> <p>Provide continued training in the use of technology to support student learning.</p> <p>Training on effective collaboration time.</p>
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Performance Goal 3: By 2010-2011, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

District and site administrators, along with teacher leaders, will develop and implement a written plan that promotes professional development that is internally coherent, of sufficient intensity and duration to have a lasting impact, and enhances student learning.

The district’s Professional Development Plan is based on the National Staff Development Standards and is aligned to the Blueprint For Success: Professional Development Strategy. The following objectives are specific to Performance Goal 3:

- 3.1 To create a cycle and structure for planning and implementing data-driven professional development.
- 3.2 To create a comprehensive professional development district calendar that effectively focuses all stakeholders on the district goal.
- 3.3 To create a data management system to monitor and evaluate implementation and effectiveness of professional development.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>1. How professional development activities are aligned with the state’s challenging academic content standards and student academic achievement standards, State assessment, and the curricula and programs tied to the standards:</i></p> <p>A. Align Curriculum (EPC #1) A.1 All teachers will be provided with the board-adopted core curriculum instructional materials. A.2 Teachers will receive training to implement the core curriculum in all content areas, particularly English Language Arts and Mathematics (e.g. SB 472) A.3 Site administrators will receive training on the core curriculum (e.g. AB 430) A.4 Academic Coaches will provide professional development on components of the core curriculum and support in implementation to teachers in the use of the core curriculum A.5 District and site administrators will examine and monitor the curriculum for all supplemental programs to ensure alignment and appropriateness following District approved curriculum matrix.</p>	<p>A.1 Associate Superintendent of Support Services, Associate Superintendent of Program Improvement and Secondary Education, Assistant Superintendent of Elementary Education, Instructional Materials Clerk, Digital Media Specialist</p>	<p>A.1 Core materials adoption A.2, A.3, A.4 Coordinators, Teacher Stipends, Training Providers, Travel and Conference A.5 Springboard Training and Coaching A.6 Learning Centers, After School</p>	<p>A.1 See Goal 1 A.2, A.3, A.4 See Goal 1 A.2, A.3, A.4 \$22,500 A.5 See Goal 1 A.6 See Goal 1</p>	<p>Refer to LEAP Funding Allocation Summary Title II</p>

<p>A.6 Intervention staff will be trained to assist students in accessing the content standards using the core and approved supplemental materials.</p>	<p>A.2, A.3, A.4 Professional Development Coordinators</p> <p>A.5 Curriculum and Instruction Department</p> <p>A.6 Coordinator of Intervention Programs, district and site administration</p>	<p>Academies, Intervention Teachers, paraprofessionals</p>		
<p><u>B.Structured Collaboration (EPC #7)</u> B.1 All schools are provided with dedicated weekly collaboration time B.2 Collaboration time will focus on strategies for providing access to the core curriculum for all students, especially English Learners and students with Special Needs. This includes time spent on analyzing data, differentiation strategies, and grade-level and vertical articulation around content standards, curricula, and programs tied to the standards. B.3 Teachers will work together to determine appropriate interventions based on student need and content standards</p>	<p>B.1, B.2, B.3 District / Site Administration, Professional Development Coordinators, Intervention Coordinator, Academic Coaches, Intervention Teachers, EL Coordinators</p>	<p>B.1, B.2, B.3 Professional Development Coordinator, Intervention Coordinators, Academic Coaches and Intervention Teachers</p>	<p>B.1, B.2, B.3 See Goal 1</p>	
<p><u>C.Formative Assessment (EPC #5)</u> C.1 Training will be provided to administrators and instructional staff on analyzing multiple sources of data to determine students needing intervention, to improve student achievement.</p>	<p>C. Curriculum and Instruction, site administration</p>	<p>C. Springboard, CRLP (California Reading and Literature Project)</p>	<p>C. See Goal 1 \$57,000 CCWP</p>	<p>C. CAHSEE Intensive Instructional Services</p>

<p>C.2 Administrators and teachers will receive training in order to understand and use assessments to improve classroom practice and student learning.</p> <p><u>D.Principal/Site Administrator Monitoring of Classroom (EPC #3)</u> D.1 District and site administrators will visit classrooms regularly to ensure that the instructional materials are being used daily and with fidelity. D.2 Principals will monitor implementation of the core curriculum and ensure all student needs are being addressed effectively.</p>	<p>D. Site Administration</p>	<p>SALT (Secondary Academic Language Tools), CCWP (Central California Writing Project)</p> <p>D. Springboard</p>	<p>D. See Goal 1</p>	
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>2.How the activities will be based on a review of scientifically-based research and an explanation of why the activities are expected to improve student academic achievement:</i></p> <p>A. Align Curriculum (EPC #1 #4,#6) A.1 Professional Development activities will be focused on strategies to target identified areas of need and have been research-proven to positively impact student academic achievement using the board-adopted curriculum and aligns with board policy for continuous student achievement.</p> <p>A.2 District and site administration will provide training in SDAIE strategies for all teachers instructing ELs, including those teaching core reading/language arts and math classes, intervention classes for strategic and intensive students and ELD classes.</p>	<p>Curriculum and Instruction Staff, site administration</p>	<p>Systematic ELD Training, SALT, CCWP</p> <p>Assessment Coordinator, Professional Development Coordinator, BTSA</p>	<p>See Goal 1</p>	<p>Refer to LEAP Funding Allocation Summary</p>

<p>A.3 The District’s Professional Development opportunities will be designed to ensure all students have the opportunity to access appropriate instruction, including underperforming students, students with disabilities and ELs. The effectiveness will be measured by monitoring the impact on the achievement gap.</p>		Substitute Teachers, Teacher Stipends		
<p>B. Effective Collaboration and Implementing Best Practices (EPC #7, 4, 6)</p>	<p>B. District and Site Administration, Curriculum and Instruction Department, Intervention Teachers, Academic Coaches</p>	<p>Assessment Coordinator Teachers, Academic Coaches Travel and Substitute Costs</p>	<p>\$20,000</p>	
<p>B.1 The district will allocate funds to allow teachers and administrators to visit other schools within and outside the district to do the following:</p>				
<p>B.1.a Explore the implementation of specific strategies that have been shown to be effective in improving student achievement</p>				
<p>B.1.b Learn how successful schools engage in collaborative conversations around data</p>				
<p>B.1.c. Observe sound implementation of standards-based materials</p>				
<p>B.2 Principals will schedule and participate in monthly collaborative teacher meetings to:</p>	<p>Site Adminsitrators, Curriculum and Instruction Staff District Coaches</p>	<p>Coaches Springboard</p>	<p>See Goal 1</p>	
<p>B.2.a Analyze assessment data and discuss the strengths and weaknesses of student performance in each part of the assessment</p>				
<p>B.2.b Discuss specific lessons taught in the previous month. Examine student work produced during the period covered by the assessment.</p>				
<p>B.2.c Examine evidence of learning from student work and student learning from the classwork.</p>				
<p>B.2.d. Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered.</p>				

<i>Please provide a description of:</i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</i></p> <p>A. Maintain a coordinated and consistent professional development calendar (to include all professional development related to Title II, BTSA, CaMSP, GEAR UP, SELPA, and other federal, state, and local programs) that is distributed to all relevant stakeholders and available on the district website.</p> <p>B. Establish an online management system to list available PD, sign up, and tracking.</p> <p>C. District Leadership Team, Curriculum Council, and Management Team will work collaboratively to facilitate professional development activities.</p> <p>D. Teachers are financially reimbursed upon successfully passing the CSET to attain Highly Qualified Teacher status</p> <p>E. District supports the BTSA Induction program to support new teachers with Preliminary credentials to clear their credentials</p> <p>F. District supports the PAR program as a means of support for permanent teachers.</p>	<p>4. Curriculum & Instruction Dept., Support Services Dept., Assessment and Technology Dept., Facilities Dept., Business Dept.</p>	<p>Curriculum Council costs for substitutes and materials</p>		<p>Refer to LEAP Funding Allocation Summary</p>

<i>Please provide a description of:</i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: (EPC # 4, 5, 6)</i></p>	<p>5. Curriculum & Instruction Dept.</p>	<p>PD Survey</p>		<p>Refer to LEAP Funding Allocation Summary</p>

<p>A.An annual assessment will be made to determine the professional development needs and be aligned to the state standards-based curriculum and district goals.</p> <p>B.Funding will be allocated based on the prioritized need.</p> <p>C.Communication protocols will be established and time and resources will be allocated to facilitate implementation of professional development activities for teachers and principals.</p> <p>D. An ongoing professional development calendar will be used to schedule activities ensuring adequate space and time to plan for attendance.</p> <p>E.A system will be in place to determine compensation for teachers and principals to attend professional development activities. (e.g. stipends, credits, substitutes)</p> <p>F. Each district-sponsored professional development activity will clearly specify objectives to help teachers meet Highly Qualified status. Activities include:</p> <ul style="list-style-type: none"> • Collaboration Wednesdays • Systematic ELD Training • Response to Intervention • SB 472 Instructional Materials training • Ramp Up strategies for Algebra and E/LA • CAHSEE interventions • Data-driven instruction • BTSA/Induction • Cognitive Coaching training and support • Coaching and ongoing support for teachers • Developmental Assets training • AB 430 Principal Training • Summer Intensive Institutes for Teachers • Coaching and Mentoring for Administrators • CRLP Secondary Academic Language Tools 	<p>A. Online survey each Spring</p> <p>D. Facilities Dept.</p> <p>E. Human Resources Dept.</p> <p>F. English Learner, Academic, Intervention Coaches, Response to Intervention Program Manager, PD presenters, Imagine College, Grant Partners</p>	<p>Custodial support</p> <p>See Goal 1 Substitutes/stipends, materials, contracts</p>		
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<ul style="list-style-type: none"> • Central California Writing Project • Differentiation Training • Credit Recovery options (e.g. PLATO) <p>G. All professional development activities are designed to assist teachers with the implementation of the core curriculum and using strategies to help all students access the standards.</p>				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>6. How the LEA will integrate funds under this subpart with funds received under Part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning and technology literacy.</i></p> <p>A. Technology is considered in all professional development offered by MPUSD with specific focus on the following: A.1 Planning and designing learning environments and experience A.2 Teaching, Learning and the Curriculum A.3 Assessment and Evaluation</p> <p>B. Technology Literacy lessons will be explicit and meet the needs of the target groups of English Language Learners and Special Education students.</p>	<p>6. Curriculum and Instruction Dept., Technology Dept.</p>	<p>Technology Equipment</p> <p>Software</p> <p>EETT Teacher Stipends</p>		<p>Refer to LEAP Funding Allocation Summary</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>7. How students and teachers will have increased access to technology and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology (note: a minimum of 20% of the Title II, Part D, Enhancing Education through Technology Funding must be spent on Professional Development)</i></p>				

<p>Professional development will be intensive and ongoing and will incorporate the use of technology into standards based lesson planning using CTAP modules</p> <p>A.1 A Professional development lab: laptops, LCD projectors used to integrate technology into the curriculum, including textbook integrated software and internet resources</p> <p>A.2 Hands-on intensive institutes including coaching and mentoring on specific curriculum integration topics</p> <p>A.3 Ongoing planned activities as assessed through PD survey</p> <p>A.4 Self/group-selected activities to further develop collaboration and communication</p> <p>B. The professional development for technology literacy will focus on the following:</p> <p>B.1 Productivity and Professional Practice</p> <p>B.2. Technology operations and concepts</p> <p>B.3 Community between home and school</p>	<p>7. Curriculum & Instruction Dept., Technology Dept.</p>	<p>Technology Equipment</p> <p>Software</p> <p>EETT Teacher Stipends</p>		<p>Refer to LEAP Funding Allocation Summary</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA plan:</i></p> <p>A.The district will use an online Professional Development survey to identify the needs of parents, teachers, administrators, paraprofessionals, and other relevant school personnel.</p> <p>B.The District Leadership Team will monitor the results of the professional development activities and make appropriate recommendations using an online management system.</p>	<p>8. Curriculum & Instruction Dept., Support Services Dept.</p> <p>B. District Leadership Team</p>	<p>Substitute and Materials costs for Curriculum Council meetings</p> <p>Cabinet, Adult Ed. Dept., Early Childhood Dept.,</p>		<p>Refer to LEAP Funding Allocation Summary</p>

<p>C. Curriculum Council will participate in the analysis of the professional development survey for teachers.</p> <p>D.The district has a variety of personnel to support and elicit the professional development needs of our parents and community members. Some of the venues in which parents and community members provide input about their professional development needs include:</p> <ul style="list-style-type: none"> • Homeless Liaison • Enrollment Center • Military Liaisons • Community Liaisons/Counselors • Monthly Community Collaborative • GEAR UP Family Involvement Coordinator • Town Hall Meetings • First Five courses • Military Impact group • Local Service Organizations • Community Foundations • Chapman Foundation • Adult Education classes • Family Literacy Coordinator • Community Collaborative • 21st Century Family Literacy grant • Translations and services <p>E. In order to effectively communicate the professional development systems need to be developed</p> <p>E.1 Monthly/quarterly Curriculum and PD newsletter</p> <p>E.2 Website information on Professional Development and future PD catalogue</p> <p>E.3 Department/site contacts for dissemination of information</p>	<p>C. Curriculum Council</p> <p>D. Cabinet, Adult Ed. Dept., Early Childhood Dept., Extended Learning Opportunities Dept., Facilities Dept., Military Liaisons, Community Organizations, Counselors, Translators</p> <p>E. Technology Dept. and Professional Development Dept.</p>	<p>Extended Learning Opportunities Dept., Facilities Dept., Counselors, Translation & Interpretation Services</p> <p>E. Materials</p>		
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ol style="list-style-type: none"> 1. Teach and address the needs of students with different styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented) and students with limited English proficiency 2. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn. 3. Involve parents in their child's education; and 4. Understand and use data and assessments to improve classroom practice and student learning (EPC # 5, 7) <p>All students with disabilities will have access to the core curriculum and to all curricular materials with appropriate accommodations and support as defined in the Individualized Education Plan.</p> <p>A. District and site administrators will visit all classrooms to verify that the following strategies are in place:</p> <p>A.1 Students with disabilities are being educated in age-appropriate general education settings with appropriate accommodations and support as defined in their IEPs</p> <p>A.2 Teachers who are highly qualified in the content area and in specialized instruction are instructing students with disabilities in the core Reading/Language Arts and Mathematics curricula</p> <p>A.3 Teachers deliver systematic, explicit direct instruction, followed by guided and independent practice.</p> <p>A.4 Teachers use universal access materials (as extension of the daily lesson) to address student literacy needs for English Learners (EL) and students with special needs.</p>	<p>9. District and site administration, Psychologists, Coaches, Intervention Teachers, EL Resource Teachers, Technology Dept., Assessment Coordinator, Extended Learning Opportunities Dept.</p> <p>See Goal 3, #5.</p>	<p>Core curriculum materials Substitutes/stipends</p>		<p>Refer to LEAP Funding Allocation Summary</p>

<p>A.5 Teachers integrate scaffolding techniques and incorporate cooperative learning activities with heterogeneous grouping</p> <p>A.6 Teachers use flexible grouping and differentiated instruction for Gifted and Talented students and other groupings.</p> <p>A.7 Teachers incorporate activities that promote higher level critical thinking skills</p> <p>A.7.i Teachers check for understanding throughout the lesson</p> <p>B. District and site administrators will review the adopted materials for Reading/Language Arts and Mathematics and verify the adequacy of universal access materials.</p> <p>C. Content-area support and coaching will be provided for classroom teachers in differentiating curriculum</p> <p>D. Ongoing monitoring of students progress using common assessments to motivate students</p> <p>E. Collaboration time for common planning, monitoring, reflecting on instructional practice</p> <p>F.District administrators will provide teachers of English Learners with professional development focused on instructional strategies and teachers understanding application and adoption of instructional materials and assessments</p> <p>G.District and site administrators will require that all IEP determinations consider first how to appropriate support each student in the general education classroom/program (modifications, accommodations, assistive technology) before considering other instructional settings or delivery options.</p>		<p>D. Benchmark, pacing guide materials</p>		
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. <i>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</i></p> <p>A. Establish one point-of-contact who will work directly with teachers and CDE staff on “highly qualified” issues.</p> <p>A1. All recruitment efforts for certificated and classified positions requiring HQ certification will focus on candidates meeting Highly Qualified requirements. Specific efforts will be made to actively recruit and retain bilingual and bicultural staff. Program Improvements schools will be given priority when placing HQ candidates,</p> <p>A2. MPUSD will conduct an annual review of status of all certificated and classified staff under Highly Qualified definitions.</p> <p>A3. MPUSD Human Resources will conduct annual meeting with each teacher who is not yet highly qualified to develop an individual action plan to remedy their non-HQ status.</p> <p>Examples:</p> <ul style="list-style-type: none"> • BTSA/Support for Interns • EL certification examination fee reimbursement • New Teacher orientation and Professional Development <p>A4. Conduct an annual District wide staff placement review to determine the percentage of HQ teachers at each site. All Program Improvements sites will maintain a percentage of HQ staff equal to or higher than MPUSD schools not in program improvement to insure equitable access to HQ teachers at their site.</p> <p>A5 In developing the Blueprint for Success Action plan, District administration, staff, and the teacher’s associations will work together to develop a plan to recruit, support, and compensate highly qualified teachers from high-achieving schools in the District to teach in our program improvement schools</p>	<p>Human Resources Dept. On-going</p> <p>January 2009</p> <p>November 2008</p> <p>January 2009</p> <p>January 2009 Assistant Supt. Human Resources, February 2009</p>	<p>Orientation Materials Reimbursement for CTEL</p>		<p>Refer to LEAP Funding Allocation Summary</p>

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • A Strong Community Collaborative with broad-based membership acts as an advisory committee to SDFSC, TUPE and other prevention and intervention programs. • More than one-half of 7th graders and almost one-half of 9th and 11th graders thought their teacher or other adult at school had high expectations. • Sites have a clear set of emergency procedures and opportunities to practice drills. • Each school site has a Student Success Team and is incorporating the RTI model. • Programs that foster positive school climate and youth development are site-based throughout the district: Safe School Ambassador program; After School Programs; AVID; Tutoring; Peer Counseling Mediation; • Tobacco Cessation classes at three high schools and four middle schools. • Monterey COE supports the district via monthly roundtable meetings, technical assistance, program review and staff development that address barriers to learning, student training, and empowerment opportunities. • Board Adopted Wellness Policy. 	<ul style="list-style-type: none"> • Adopt research-based S&DATE (Safety, Drug, Alcohol, tobacco education) curriculum in grades 9 – 12. (MPUSD is currently using Second Step K-8.) Provide training. • Continue collecting, sharing and analyzing local data to ensure staff awareness, effective program decisions, and the systematic implementation of curriculum. • Train site staff on Asset Development and youth development concepts and their affect on academic achievement. • Integrate activities that promote emotional, psychological and social growth of the students to academic achievement, activities and prevention. • Provide training for student (peer) conflict mediators and conflict resolution skills. • District develops and strongly enforces consistent, district-wide, sequential discipline policy. Administrators are trained on alternatives to suspension. • Systematic identification of truant students with the creation and referral to the Student Attendance Review Board (SARB). This and other interventions such as the School Resource Officer and Probation Teams’ focus on providing a strong support system for students/families. • Increase positive parent involvement at the site level and district level, including participation in training. • Seek funding to continue and increase use of community Counseling agencies.

	<ul style="list-style-type: none"> • Assure continued administration of California Healthy Kids Survey (CHKS) and increase student participation in survey. • Increase participation of staff and parent survey assessing attitudes and participation towards safe, drug-free environments conducive to learning. • Increase opportunities for students to participate in the decision-making process and have a voice in school climate issues. • Provide equitable opportunities for co-curricular and extra-curricular activities to each site. • Provide a district-wide mentoring to ease transitions at middle and high school levels.
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ACTIVITIES

- Behavioral issues need to be addressed through a positive behavior motivation plan that is implemented school wide. Create a positive school wide approach to discipline to include classroom and behavior management, counseling, developmental asset training (EPC 4, 7)
Comprehensive programs will be developed and implemented to address physical, emotional, intellectual, and psychological needs (EPC 4, 7, 2)Community counseling services,*Student Assistance Programs, Student Study Teams, ILPs, and 504s 20k* Funding source: TUPE 4-8; Title IV;Supplemental counseling
- Continue implementation of middle school and high school counseling program to reflect National Counseling Standards and develop effective models with measurable outcomes
Collaboration time for counselors at middle and high schools No additional cost
Consultant to facilitate process and develop counseling action plan 5K Funding source Professional development block grant
- Add a School Attendance and Review Board and truancy officer to address truancy (EPC 5,9 Parent and Community Involvement) *Truancy Officer 35,000K School Resource Officers 165K* Funding Source School Safety and Violence grant, Safety Block Grant, S&DATE
- Increase activities providing positive alternatives such as Friday Night Live, contraband dogs, parent workshops, student groups, *Prevention Specialist* , Funding Source 25K TUPE 9-12, 10K S&DATE, TUPE
- Continue to fund stipends for Safety Coordinators at each of the school sites. *18K* Funding Source Safety and Violence Prevention Grant.

- Provide co-curricular activities in order to engage and motivate students.
- Continue implementation of Safe School Ambassador program district wide to improve school climate, reduce bullying and harassment, increase the feeling of safety on campus. Incorporate guidance counseling, personal, social and strategies for students and staff in alternative ways to handle conflicts. *Training and support for staff and students 15k* Funding source Safety and Violence Prevention grant, Supplemental Counseling
- School Safety Committees will meet quarterly to review campus security issues and review data related to discipline (suspensions/expulsions), truancy, and the annual Healthy Kids Survey and results 12K Funding Source: Safety and Violence Prevention Grant, S&DATE
- The Wellness Committee will meet quarterly to evaluate the components of the wellness policy. Consistent health education will assist students in understanding and implementing healthy living practices and improving social skills. 10K Funding Source Professional Developmental Block Grant
- Homeless Community Liaisons 55K Funding source: McKinney-Vento
- Health Services, Associate Superintendent of Special Services, 3 Student Health Services Coordinators, 1.2 Nurse, 3 LVN's, 3 Health Assistants. 591K Funding Source, General Fund, MAA, CHOMP 50K

Needs and Strengths Assessment (415(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • There is ongoing data collection on S&DATE through the California Healthy Kids Survey (CHKS). Data is used to determine areas of focus, policy development, and the selection of activities. • District produces and distributes an annual report with analysis of above data. • District uses Safe School Ambassador Programs at all sites to decrease bullying and increase awareness due to high numbers of students who report being harassed at school. • Site Safe School Plans are revised annually. Each plan assesses current strengths and needs and designs an action plan identifying strategies to provide a safe learning environment. 	<ul style="list-style-type: none"> • Improve buy-in for teachers to integrate S&DATE and violence issues into their curriculum and to see the connection to students' academic success. • Increase teacher training in strategies for integrating S&DATE and violence education into curriculum at K-12 grade level. • Involve students more in decision-making in Safe Schools Committee. • Implement Student Assistance Program to support first time drug and alcohol offenders utilizing the family conference model and case management. Prevention specialist provides additional support at all schools.

<ul style="list-style-type: none"> • Trained instructors at each middle school teach research-validated curriculum: Second Step. • Administered CHKS on the county cycle to provide for comparison data between district and county and increase the validity of the county data. 	<ul style="list-style-type: none"> • Perceived Harm: 7th grade reports largest decreased perception of harm for cigarettes, alcohol and marijuana from 2005 survey to 2008 survey, a 14% decrease of students felt ATOD were harmful. • 30% of 7th grade students and 18% of 9th grade students are afraid of being beaten up at school. • 37% of 7th and 25% of 9th grade students have reported being harassed at school during the past year because of race/ethnicity, religion, gender, sexual orientation, or disability • Reported gang membership increased by 4% in 7th, 9th and 11th grade students from the 2005 to the 2008 survey results. • 20% of 9th graders reported carrying a weapon (such as gun, knife, or club) on school property within the past year. • Overall, a very small percentage (15%) of students feel very safe at school
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Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 02/08 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th <u>3%</u> 7 th <u>7%</u>	5 th <u>1%</u> 7 th <u>1%</u>
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th <u>4%</u> 9 th <u>9%</u> 11 th <u>16%</u>	7 th <u>1%</u> 9 th <u>1%</u> 11 th <u>6%</u>
The percentage of students that have used marijuana will decrease biennially by:	5 th <u>2%</u> 7 th <u>6%</u>	5 th <u>1%</u> 7 th <u>4%</u>
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th <u>16%</u> 9 th <u>27%</u> 11 th <u>37%</u>	7 th <u>5%</u> 9 th <u>10%</u> 11 th <u>16%</u>
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th <u>6%</u> 9 th <u>13%</u> 11 th <u>20%</u>	7 th <u>2%</u> 9 th <u>6%</u> 11 th <u>8%</u>
The percentage of students that feel very safe at school will increase biennially by:	5 th <u>53%</u> 7 th <u>15%</u> 9 th <u>15%</u> 11 th <u>10%</u>	5 th <u>8%</u> 7 th <u>33%</u> 9 th <u>40%</u> 11 th <u>33%</u>

<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th <u>30%</u> 9th <u>18%</u> 11th <u>16%</u></p>	<p>7th <u>10%</u> 9th <u>10%</u> 11th <u>5%</u></p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u>10%</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>25%</u></p>	<p><u>9%</u></p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 02/08 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th <u>48%</u> 7th <u>33%</u> 9th <u>27%</u> 11th <u>36%</u></p>	<p>5th <u>3%</u> 7th <u>21%</u> 9th <u>27%</u> 11th <u>22%</u></p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th <u>54%</u> 7th <u>56%</u> 9th <u>48%</u> 11th <u>44%</u></p>	<p>5th <u>4%</u> 7th <u>15%</u> 9th <u>15%</u> 11th <u>14%</u></p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th <u>13%</u> 7th <u>12%</u> 9th <u>8%</u> 11th <u>14%</u></p>	<p>5th <u>28%</u> 7th <u>33%</u> 9th <u>39%</u> 11th <u>40%</u></p>

The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th <u>51%</u>	5 th <u>7%</u>
	7 th <u>36%</u>	7 th <u>21%</u>
	9 th <u>37%</u>	9 th <u>27%</u>
	11 th <u>32%</u>	11 th <u>26%</u>

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
1. Suspensions from school A(1) Mutual Violence A(2) Violence (c) Substances (h) Tobacco	Use of behavior module in student information management system	2007-2008 <u>463</u> <u>59</u> <u>23</u> <u>5</u>

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Child Development Project/Caring School Community	Alcohol, Drugs, Violence, Youth Develop	K-6	All	2005-2006	Spring 2007	Fall 2007
Asset Development	Alcohol, Drugs, Violence, Youth Develop	K-12	All		2008-2009	Spring 2009
Botvins Life Skills Training	Alcohol, Tobacco, Drugs, Violence	6 to 8	5,000	Fall 2008	Fall 2008	Winter 2008
Project ALERT	Alcohol, Tobacco, Drugs	6 to 8	5,000	2008	10/08	11/08
Tobacco Awareness Project Tobacco Education Group	Alcohol, Tobacco, Drugs, Violence	9 to 12	3,000	Fall 2007	Winter 2008	Mar. 2008
Project Toward No Tobacco Use (TNT)	Tobacco	6 to 12	6,000	Fall 2007	Spring 2008	Apr. 2008
Project Toward No Drug Use (TND)	Drugs	6-12	3,000	Summer 2008	Fall 2008	Fall 2008
Second Step (School Board Approved)	Violence ATOD	K-to 8	All	Spring 2007	Spring, Fall 2008	2008-09
Strengthening Families Program	ATOD Violence	Families(4-8 grade)	2007-2008	Winter 2009	Spring 2009	Spring 2009

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	Violence Prevention, Youth Development	K st -12 th grades
X	Conflict Mediation/Resolution	S&DATE	6-12
X	Early Intervention and Counseling	S&DATE	K-12
X	Safe School Ambassadors	Violence Prevention, Youth Dev.	4-12
X	Family and Community Collaboration	S&DATE	K-8
X	Media Literacy and Advocacy	S&DATE	6-12
X	Mentoring	S&DATE	9-12
X	Peer-Helping and Peer Leaders	S&DATE	6-12
X	Positive Alternatives	S&DATE	6-12
X	School Policies	S&DATE	K-12
X	Service-Learning/Community Service	Youth Development	9-12
X	Student Assistance Programs	S&DATE	6-12
X	Tobacco-Use Cessation	Tobacco	6-12
X	Youth Development Caring Schools , Caring Classrooms	Violence Prevention and Youth Development	K-12
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

NA						
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Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request. NA

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

MPUSD has reported an increase the number of students using tobacco products according to the California Healthy Kids Survey (CHKS) report. A prevention/ intervention specialist implemented the Tobacco Awareness and Tobacco Education Smoking Prevention curriculum in the middle school classrooms. The next three years the prevention/intervention specialist will focus support at the high school levels, targeting 9th graders also including middle schools educational groups for students caught with tobacco.

Project Alert has been used at the middle school levels in prior years but was discontinued in past years. We will implement this Project again this year. Additional programs have been selected to target specific needs addressed in the latest CHKS report. (EPC 5, 7)

A database system that enables programs and services to be evaluated based on student results is essential for targeting programs and services to address attendance, behavior, and academic needs of students. (EPC 5) The district has established a sub-committee that deals directly with attendance of the students. This on-going dialogue with the police departments, probation department and school officials will allow direct service and referrals to be provided to our students and families.

An increase in reported gang involvement also is noted. The police departments in the three cities that encompass the district will provide to MPUSD’s staff, students and families gang awareness and education programs.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The CHKS will be conducted bi-annually at all MPUSD school, grades 5, 7, 9 and 11. These results will be shared with district administrators, principals, teachers, staff, parents, and collaborating partners. Curriculum and Instruction is responsible for organizing and managing the CHKS. The results are analyzed with revised action plans written to address areas of need. MPUSD will determine program effectiveness based on positive increases on the CHKS. In addition, surveys to staff, parents, students, and principals will determine program effectiveness. (EPC 5, 7)

Use of Results and Public Reporting(4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result’s availability.

The results of the CHKS survey will be reported in a public forum (a local board meeting) at least annually (November)

- Monterey County Office of Education receives results from MPUSD annually (July)
- School receives results and reviews with staff (August/September)
- MPUSD Community Collaborative reviews CHKS results (September/October)
- CHKS current year survey conducted (November)
- MPUSD and individual school sites publish results via newsletters, website (November)
- The District’s School Safety Team (includes administrators, principals, prevention/intervention specialist, truancy officer, nurses, counselors) and individual school Leadership Teams review CHKS results and update school plans (September-December)
- (EPC: Parent/Community Involvement)

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA’s schools and students with the greatest need. (Section 4114 [d][3])

MPUSD has the ability to track schools with greatest needs through annual CHKS results. In addition, a number of other assessments are used to determine specific needs such as the number of referrals related to fighting, harassment, bullying or the number of unexcused absences. A number of additional support structures within MPUSD (Community Collaborative, School Safety Team, School Site Councils, and Student Study Teams) provide input and report data necessary to target resources for areas of greatest need. Additional information is available from the local city police departments. Funding is used to address students with the highest needs. (EPC 5, 7) Safety Coordinators at each site act as a liaison between site and district to assure referrals and activities are implemented.

Through referrals from the Student Success Team, referrals from site administrators or through recommendation of the Safe Schools Committee, programs and services will continue to be funded for students with the greatest needs. Some examples are the following:

1. Early identification and intervention services with a prevention specialist.
2. Community counseling agencies to work with referrals on-site of high-risk students.
3. After school activities that focus on academic tutoring, mentoring, alternatives, and enrichment curriculum.
4. Intervention teams such as the School Resource Officer and Deputy Probation Officer Teams.
5. School Counselors, counselor interns to provide academic, social-emotional and career counseling.
6. Youth development projects such as service-learning and peer counselors.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

MPUSD Curriculum and Instruction oversees all prevention programs for the district, including but not limited to: After School Education and Safety grants, 21st Century Learning Community Center grants, TUPE, and Safe and Drug Free School, Homeless and Foster Youth programs. All programs are selected based on effectiveness to address targeted areas of need. Training, support and monitoring of the implementation of the programs will be provided. Evaluation of program effectiveness will be the basis for determining continuation of the programs. Alignment of services and support are integrated when appropriate. (EPC 4, 5, 7, 8)

Parent Involvement(4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are notified of their rights and responsibilities and are able to obtain information through District Policy, Discipline, and Parents Rights Information booklet received annually, District and school site websites, letters sent home, District and school newsletters, and by inquiring at the Curriculum and Instruction office, with a school nurse or health assistant. The MPUSD school Board meetings are also an opportunity for the public to receive information and notices. (EPC: Parent/Community Involvement)

A Parent and Student Survey was implemented in 2008 and will continue this year in order to gain information from parents. The survey results are then tabulated and presented to the community and are taken into account for new and on-going programs, services and to encourage parent/school/home communication. Parent and Student Survey, \$6,500.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

MPUSD has a Cal-Safe Program for pregnant teens. The school nurse and school counselors provide referral information as part of the S&DATE prevention presentation. These teens receive the majority of their education on school campuses, so they are eligible for all services available to other teens, including S&DATE prevention programs in the classroom and through our focused group counseling.
(EPC: 7)

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
Projector Coordinator	.20 FTE
Prevention/Intervention specialist	.50 FTE

Performance Goal 5: *All students will graduate from high school.*

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source / Costs: Refer to other goals and summary budget
<p>5.1 (High School Graduates)</p>	<p>1. Six Year Plan written for all students and reviewed annually, based upon MPUSD graduation and A-G requirements. Students/Parent brochure and MPUSD course catalog available on-line.</p> <p>1a. Increase the number of academic pathways towards graduation. (EPC 2,8)</p> <p>1a.1 Provide an alternative pathway program for Special Education students who are non-diploma track but need a rigorous standards-based program (Applied Academic Academy).</p> <p>1a.2 Provide EL pathways for supporting English Learners in completing graduation requirements and reaching English proficiency.</p> <p>1b. Career Technical Education options and pathways</p> <ul style="list-style-type: none"> • Choices Career Inventory tools and 	<p>All students, beginning in the 7th grade through one year post high school</p> <p>1a.1 IEP and 6 year plan define specific Special Education students on non-diploma pathway</p> <p>1a.2 6-year plan specifically outlines pathways for English Learners students.</p>	<p>Principals/Counselors / Parents and Students.</p> <p>Beginning Spring 2008 with 7th graders, reviewed annually.</p> <p>1a.1 IEP team and counselor consult in middle school and determine pathway by 9th grade</p> <p>1a.2 Home language/CELDT and EL level reviewed annually in January with Language Review Team</p> <p>1b. Iris Director allot appropriate number or support classes. Beginning Spring 2008.</p>	<p>Evaluation for 5.1</p> <ul style="list-style-type: none"> • Graduation Rate increase by 5%. • Audit Master Schedule course offerings to include pathways. • Completed Individual Learning Plan (ILP) and IEP that accurately define support provided • Completed 6 Year Plan with 100% evidence of pathway, credit recovery plan • Percentage of students (by grade level) at or above Proficient will increase by 5% in ELA and Algebra. 	<p>Iris software license annual fee (\$50,000, MS Voucher)</p> <p>Professional Technology-\$6,500 PD Block grant</p> <p>PD Coordinator</p> <p>Intervention Coordinator</p> <p>EL Resource Teachers</p> <p>Supplemental Counselors and Prevention</p> <p>Service/Counselor Coordinator</p>

<p>5.1 (High School Graduates) cont.</p>	<p>determine areas of interest</p> <p>2. Review annually individual and summary student achievement data to determine support/intervention courses and options.</p> <p>2a. Implement academic support and/or intervention classes targeting English Language Arts and Algebra. (EPC 2 and 8)</p> <p>2b. Provide opportunities for credit recovery that includes alternative placement; extended day/year; independent study (IS) and, on-line options (EPC 5)</p> <p>2c. Provide academic interventions during and after-school to include CAHSEE test preparation and specific content level tutoring specific to the identified needs of the students (EPC 7 and 9)</p> <p>3. Master schedule is determined annually by identified student need and individual six year plans. [EPC 8]</p> <p>3a. Ensure that the student information and assessment system have the complete and correct information</p> <p>3b. Continuously update data and examine placement of students, especially English Learners and Special Education students, and monitor their progress (EPC 5)</p> <p>3c. Explore models that are flexible in addressing student needs</p> <p>4. Hold mandatory parent/student</p>	<p>All students, beginning in the 7th grade through high school</p> <p>2a. Students identified for intervention support and essential skills courses.</p> <p>2b. 9th and 10th graders and students who need credit recovery and eligible 11th and 12th graders</p> <p>2c. Students who have not passed the CAHSEE or at below or far below basic on CSTs</p> <p>All students, beginning in the 7th grade through high school</p> <p>3b. Focus on English Learners and SPED.</p> <p>4. All students, 7th, 10th and 12th and at-risk students in 8th, 9th, 11th</p>	<p>Principals, Professional development coordinator counselors, teacher /Fall 2008 and ongoing</p> <p>2b. Educational Options Principal; Director of Extended Learning Opportunities; Lead IS Teacher, ongoing before, during, after-school</p> <p>2c. Counselors, Counseling Coordinator, teachers and Administrators following GRADs timeline.</p> <p>Principals, Asst. Principals/ counselors and teachers through review of data in professional learning communities (PLC).</p> <p>3a.b. Director of Data, Evaluation, Blueprint and Information Services; Assessment Coordinator and Data-Processing In coordination with Teachers, Counselors, Administrators</p> <p>Coordinator of Prevention and Counseling Services;</p>	<ul style="list-style-type: none"> • 50% of the 10th grade students will pass CAHSEE in both E/LA and Math • 100% access to Student Information System with 90% accuracy of student data • On-time increase of graduation by 5%, credit recovery increase to 90% of all • Increase in alternative programs enrollment (CCHS, IS, Teen Parenting, CDHS) • Completion of Course Catalog, alignment of courses, posted on-line with minimal transcript errors by Spring, 2009 • 80% parent / student participation in parent conference. 50% increase in ILP goal achievement as measure in Spring of 2009 	<p>GEAR UP college facilitators and fieldtrips</p> <p>Director; Assessment Coordinator; 2 Data Processors (25% of total) Title I PI (23%), New Block grant (37%)</p> <p>Data Director/Iris (MS Voucher)</p> <p>CAHSEE Intervention/ Support \$52,857.15</p> <p>5 FTE - CAHSEE Intervention Monies; Educational Options; 21st Century; Independent Lead</p> <p>Hourly Remedial</p> <p>Reimbursement funding (\$3.90 per student per hour) for CAHSEE support</p> <p>High-School Calendar (Conference Days);</p>
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<p style="text-align: center;">5.1 (High School Graduates) cont.</p>	<p>conferences to monitor student progress</p> <p>4a. Develop and monitor Individual Learning Plans for identified at-risk students and review with parent/student at least twice a year</p> <p>4b. Review annually the six-year plan with parents for all students in 7th, 10th, and 12th grade and all students who are identified as needing additional academic interventions (EPC 5).</p> <p>5. Provide asset development/enrichment programs that connect students to their learning community (EPC 7)</p> <p>6. Professional Development for counselors and staff on the National Counseling Standards and Response to Intervention models to support timely and appropriate intervention.</p> <ul style="list-style-type: none"> • Six Year plan and individual learning plans • Preventative Support Programs • Career Technical Education • Formative Assessment • Flexible Master Scheduling • Pathways for diploma and non-diploma track • Learning Centers models 	<p>5. All students participate in comprehensive program, identified students for targeted support</p>	<p>Counselors, Principals, Asst. Principals/ongoing Principals/Counselors / Director of Data, Information will review the master schedule and establish a data-driven Course Catalog by Spring, 2009.</p> <p>Counselors / Teachers / 21st Century Staff by Fall 2008 and each fall and quarterly for at-risk students. Implement the school Messenger System to communicate with parents and students. (EPC 5, 8, 1)</p> <p>Counselors/ EL Coordinators (EIs) and Psychologists (SPED) ongoing review</p>	<ul style="list-style-type: none"> • Increase in EL and SPED graduation rate by 10% yearly. • Increase in GPA by .5 % points • Pre/Mid/Post Asset Survey increase by 10% yearly • Professional Development Pre / Post Survey increase by 10% 	<p>Counselors. School Messenger System, \$3,571.42</p> <p>EL Resource teacher and SPED (Psychologists)</p> <p>Coordinator of Prevention and Counseling Services</p> <p>Release time for teachers</p> <p>Principal / Counselor Data Binders – Print, Material Cost</p> <p>21st Century After-School Safety and Education for Teens</p> <p>School Messenger System</p> <p>Career Technical Education Grant</p> <p>Funding for Response to Intervention</p>
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<p style="text-align: center;">5.2 (Dropouts)</p>	<p>1. Provide early intervention programs for at-risk, truancy, behavior (EPC 5, 7)</p> <p>2. Student Success teams and Response to Intervention will effectively support the development and monitoring of intervention (ILP) plans to prevent dropout rates (EPC 5, 7, 8)</p> <p>3. Provide afterschool programs to focus on academic support, CAHSEE Intervention and enrichment to prevent dropout and provide asset development. (EPC 7)</p> <p>4. Establish a credit recovery system at the comprehensive high school and alternative placement educational options including Central Coast Continuation High School, Independent Study, Adult School and Community Day High School (and other concurrent enrollment programs) for credit towards graduation (EPC 1, 8)</p> <p>5. The district will provide for truancy mediation through the use of a Student Attendance Review Board and truancy community liaison. (SARB)(EPC 5)</p> <p>6. The district will provide for a School Resource Officer (see Goal 4) to encourage a safe environment for students to prevent dropouts. (EPC7)</p>	<p>Identified Students</p> <p>Students needing Intervention</p> <p>Identified “at-risk” students</p> <p>Students needing academic assistance/ credits</p> <p>Students with excessive absences</p> <p>Students with identified as at-risk of dropping out</p>	<p>Intervention, Prevention, Truancy Coordinators</p> <p>SST, RTI Teams and Teachers using Data-Director and ILP</p> <p>Intervention and Prevention Coordinators; Extended Learning Opportunities Dept.</p> <p>Educational Options Principal; Director of Extended Learning Opportunities; Lead IS Teacher, Adult School; CDS / CDMS Director ongoing before, during, after-school increasing Fall, 2008</p> <p>Vice-Principal of Ed. Options; Truancy Liaison beginning in Fall, 2008.</p> <p>Principals, Asst. Principals, Counselors/ Ongoing</p>	<p>Drop-out rate will decrease by 10% by 2008</p> <p>Student participation increase by 25% in intervention/support and learning center classes, number of SST and ILP meetings</p> <p>Increase of programs to align to student drop-out needs</p> <p>Prevention of dropouts by 10% yearly; Increase in program participation by 10% by program (listed)</p> <p>Decrease in Truancy Rates</p> <p>100% Safe High Schools</p>	<p>School Safety Grant; School Attendance and Review Board,</p> <p>School Messenger System, \$3,600 SARC-no additional cost</p> <p>CAHSEE Intervention (Special Education CAHSEE)</p> <p>Alternative Education, Continuation High School Funding; PLATO \$100,000</p> <p>Truancy Liasion \$45,000</p> <p>School Resource Officers \$135,000</p>
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<p>5.3 (Advanced Placement)</p>	<p>1. Set yearly target to increase gender and ethnic representation in AP classes, with the goal to mirror the district profile (EPC 5, 7)</p> <p>2. Expand opportunities for off-site learning at the high school level to include Gear-up, Imagine college, MPC, CSUMB and UCSC</p> <p>3. Career Technical Education will provide additional course offerings in concentrator courses before or after school (zero period and period 7/8)</p>	<p>Under-represented students including Hispanic, African American and EL students</p> <p>As above</p>	<p>Principals, Asst. Principals, Counselors with assistance from Director of Data / Information</p> <p>Yearly beginning Fall, 2008</p> <p>Administrators, Counselors, Teachers in partnership with Intervention Coordinator / Imagine College, CSUMB, UCSC and MPC</p>	<p>Numbers of under-represented groups will increase by 40%</p> <p>Number of students in AP classes will increase by 10%</p> <p>Number of students participating in off-site learning will increase by 10%</p>	<p>General funds, AP Challenge, AP Grant</p> <p>Gear-Up \$250,000</p>
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Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>The Monterey Peninsula Unified School District will use the number of children eligible for Free/Reduced Price Lunch programs to determine eligibility.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Schools at or above the district percentage, above 55.8%, will receive Title I funding.</p>

Additional Mandatory Title I Descriptions (continued)

<p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective scientifically-based methods and instructional strategies based on research. • Strategies that give primary consideration to extended learning time, extended year, before, after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • 	<p>The analysis of state and local assessment data, attendance rates, student and school surveys have been used to create comprehensive school plans. All categorical funding is aligned to the goals that specifically address the needs of the students. English Learners and students with disabilities have been identified as under performing groups. Targeted intervention strategies have been identified and implemented. Student Success Teams, Report Card Monitoring, STAR Data, CELDT, Results testing and other assessments are used to evaluate the effectiveness of these interventions.</p>

<ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>MPUSD Has not Targeted Assistance Schools.</p>

Additional Mandatory Title I Descriptions (continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>N/A</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The Director of Prevention and Counseling Services supervises the Homeless Liaison. The Liaison is housed at the Enrollment Center, and is able to provide immediate attention to homeless families as they enroll. Referrals from the Health Services Staff, school administration and counselors ensure that services are available for all eligible students.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>The Monterey County Office of Education provides services to students in local institutions. Both the Monterey County of Education and MPUSD operate Community Day School Programs</p>

Additional Mandatory Title I Descriptions (continued)

<p>Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>The Associate Superintendent of Program Improvement and Secondary Education, the Assistant Superintendent of Early Childhood and Elementary Education and the Curriculum and Instruction staff provide ongoing assistance and support to Program Improvement and Title I schools. The Assessment Coordinator provides assistance with the data and the identification of students who are not proficient in English Language Arts and Mathematics. The resource teachers serving English Learners provide assistance with the identification and intervention needed to help students meet their AAMOs and achieve proficiency.</p> <p>The seven Program Improvement school administrators receive coaching and assistance through Springboard during the development of their school plans.</p>

Additional Mandatory Title I Descriptions (continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Parents at all seven of the school receive notification of the school's identification, or the continuation or advancement in PI through the mail. Parents are informed of the option to transfer to a non-PI school in the district. The families receive additional mailings identifying the SES providers who serve our district and are given the option of availing themselves of these services.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Parents are given the option of requesting transfers to non-PI schools during the Open Enrollment period. These students are provided with bus transportation or reimbursement for transporting their own children to the non-PI school. All students who have requested PI transfers are accommodated. Supplemental Educational Services is provided through contracts with the approved vendors. All students who have requested services have been accommodated.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>MPUSD Curriculum and Instruction Department and the Human Resources Department coordinate their efforts to recruit and retain Highly Qualified Teachers. Ongoing Professional Development supported through Title I, Title II and other state and local resources is provided to staff throughout the year. Staff are trained in the district adopted materials. A two-year program to support beginning has been instituted.</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>The LEA and sites provide ongoing parent communication through several avenues. The MPUSD website is updated with district and school information. Referrals to community resources are provided through the Health Services staff, and the monthly Community Collaborative meetings. The DELAC and school site ELAC groups serve the needs of the English Learners and their families, allowing them to have provide their input into the school and district programs. The district distributes the "Connections" newsletter throughout the community to disseminate information regarding school and parent programs available. PTA's, PTSA's and other parent organizations provide opportunities for parents to become directly involved in support of their individual school sites.</p>

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>MPUSD received significant funding 21st Century for before and afterschool programs and asset development at the secondary level. Equity and access transportation services, family literacy program and opportunities.</p> <p>Additionally, the district receives funding for adult literacy, early child hood education and parent education. Through our Community Collaborative that meets monthly, the district develops partnerships with local agencies to integrate programs and services. The Community Hospital of the Monterey Peninsula, Community Partnership for Youth, YMCA, Community of Caring, Boys and Girls Club, CSUMB, MCOE, UC Santa Cruz Imagine College Just Run, Horse Power, Lions Club and the Chamber of Commerce are some of the groups that provide services or support to the families of the served by MPUSD.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

Marilyn K. Shepherd, Ed. D.

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: <<http://www.californiahealthykids.org>> (California Healthy Kids Resource Center: Research-Validated Programs)

B: <<http://www.colorado.edu/cspv/blueprints/model/overview.html>>(University of Colorado: Blueprints)

C: <http://modelprograms.samhsa.gov/model_prog.cfm>(Center for Substance Abuse Prevention: Model Programs)

D: <<http://www2.edc.org/msc/model.asp>> (United States Department of Education: Expert Panel)

E: <<http://www.gettingresults.org/>> (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERSuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: <http://www.californiahealthykids.org> (California Healthy Kids Resource Center)</p> <p>B: <http://www.colorado.edu/cspv/blueprints/model/overview.html> (University of Colorado: Blueprints)</p> <p>C: <http://modelprograms.samhsa.gov/model_prog.cfm> (Center for Substance Abuse Prevention)</p> <p>D: <http://www2.edc.org/msc/model.asp> (United States Department of Education: Expert Panel)</p> <p>E: <http://www.gettingresults.org/> (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
<u>Smokeless School Days</u>	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
<u>Tobacco-Free Generations</u>	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

APPENDIX F

MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

LOCAL MEASURES OF STUDENT PERFORMANCE

1. District Benchmarks
2. The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
3. District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
4. Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
5. English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners
6. Professional Development Needs Assessment
7. Parent Survey, Spring 2007
8. Student Survey, Spring 2007