

Morongo Unified School District LEA Addendum 2010-2011



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Executive Summary

For a California district or school site to receive the designation of Program Improvement; two years of achievement data are reviewed and calculated against the eligibility criteria. Program Improvement, per the ESEA (Elementary and Secondary Education Act) responds to a school or LEA that receives Title I funds and is failing to make AYP. Per the contents of NCLB (No Child Left Behind) any LEA or school in PI will be responsible to fulfill certain state and federal requirements, for each year they remain in PI. These requirements become more rigorous and detailed with each additional year of PI status.

Currently, Morongo Unified School District (MUSD), an LEA (Local Education Agency/ District), is in year 1 of Program Improvement. There are also sites within MUSD that are in years 1 or 2 of PI. These are:

Year 1- Oasis Elementary, 29 Palms Elementary, Onaga Elementary

Year 2- Palm Vista Elementary, 29 Palms Junior High School, Yucca Valley Elementary, La Contenta Middle School,

Year 1 PI Districts, inclusive of the Morongo Unified School District, are required to review the existing LEA Plan, consider the strengths and weaknesses of the existing plan, and make meaningful changes. These changes, written into the LEA Addendum, have the intent of maximizing the district's teaching and learning systems. The theory behind this process is based on the premise that the current manifestation of the LEA Plan is not meeting student achievement needs or targets. In addition to the district wide revision of the LEA Plan (known as the LEA Addendum), the district is also provided information regarding steps to inform and provide all families attending school within the district with options and possible add on supports and services (i.e.. Tutor). Program Improvement information is provided to each LEA, and the documentation and information to be sent to each enrolled family (by October 13, 2010) is also noted for the LEA. PI tutoring services are provided by approved vendors, per the eligibility list at CDE. The PI Schools within MUSD have their own criteria and guidelines to follow. This information is communicated in separate enclosure for parent/guardian review.

Through the revision of the LEA Plan (LEA Addendum), alongside the efforts employed by implementing this Addendum; the goal for MUSD is to achieve positive results on AYP, resulting in a removal from Program Improvement (PI) status. However, should the district not meet this goal, there are a number of subsequent actions that will take place during years 2-5 of PI. One purpose for the Year 1 PI planning is to work judiciously at altering the current trajectory toward subsequent years of PI. This first year of Program Improvement also acts as a forward planning tool to prepare early and be more likely to best meet the challenges of subsequent PI years.

The contents of this LEA Addendum are designed to support the reader in reviewing where the district was in educational

implementation prior to PI, current district achievement, achieve targets and necessary changes that will need to occur for MUSD to no longer be considered a PI district, and support information needed to understand the relationship between this document and initiatives from the federal, state, or local government.

Support and Acknowledgements

The Morongo Unified School District would like to extend a sincere “thank you” to the following individuals for their unwavering commitment to students, the Morongo Unified School District, and the wonderful high desert community.

The completion of this document would not have been as successful without your involvement and cooperation.

<p><i>The Support Staff, Teachers, and Principals from the following Middle, Junior High, Alternative, Continuation, and High Schools:</i></p> <ul style="list-style-type: none"> Twenty-nine Palms Junior High School La Contenta Middle School Yucca Valley High School Twenty-nine Palms High School Monument Continuation High School Sky High School 	<p><i>The Support Staff, Teachers, and Principals from the following Elementary School Sites:</i></p> <ul style="list-style-type: none"> Condor Friendly Hills Joshua Tree Landers Morongo Valley Oasis Onaga Palm Vista Twenty-nine Palms Yucca Mesa Yucca Valley <p style="text-align: right;"><i>And:</i></p> <p style="text-align: right;">ICE (Independent Continuing Education)</p>
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The Morongo Unified School District would also like to acknowledge the California Department of Education, West Ed, San Bernardino County Superintendent of Schools, Desert Sands Unified School District, Coachella Valley Unified School District, Palm Springs Unified School District, Key Data Systems, and Gwen Dixon of Organizational Performance Solutions for their support and expert technical assistance in the completion of this document.

About Morongo Unified School District

The Morongo Unified School District (MUSD) has more than 1,100 employees. The district provides educational services to approximately 9,000 students. The district is located in the high desert of San Bernardino County. This portion of the Mohave Desert is located in popular Southern California. The weather in this part of Southern California ranges from cold and windy in the winter (20-50), to warm and dry in the summer months (75-100). The Morongo Basin is surrounded with a variety of interesting recreational areas. Not only is the coastline one and a half hours away, the mountains are less than 45 minutes drive from most parts of the valley. The Joshua Tree National Park is a very well known part of this region. This federally protected land is located within the Morongo Basin; attracting over 1 million visitors annually.

The Morongo Basin extends from Morongo Valley in the West to Twentynine Palms in the East. To the South are Joshua Tree and Yucca Valley, while to the North of the Basin a visitor will reach Landers. In addition to these diverse towns and unincorporated areas, the Morongo Basin has many additional small areas that are populated and full of scenic wonder. Much of the Basin is rural; attracting residents that enjoy neighborhoods that are quiet, serene, and often abutting federal or protected areas of land. The town of Twentynine Palms holds the entrance to the 29 Palms Marine Base. This is a Marine Air Ground Task Force Training Command Installation with a population of men, women, and children at approximately 25,000. As a result, many resources and services within the Basin are geared toward serving the military population.

The Morongo Unified School District currently educates learners in eleven elementary schools, two middle schools, two comprehensive high schools, two continuation high schools, two state preschool programs, and a special education preschool program. Students are served through programs and services including: Special Education, English Language Learners Program, athletic opportunities, Advanced Placement Programs, Gifted and Talented Education, and other district/site based programming.

Instructional implementation is central to the effectiveness of teaching and learning. Educators within MUSD are provided with multiple ongoing opportunities to refine and advance their knowledge of current research and practice within the field. Instructional Services, in conjunction with the various departments of MUSD, is committed to developing life long professional in-service learning. As a result, professional educator development planning,

implementation, and on site support is central to the mission of the department as well as the district at large. Instructional Services is continually seeking best in practice Professional Development providers, as well as models of sustainability designed to promote high levels of focus and transferability from classroom based theory to on the job practice. Some examples of high value Professional Development processes are exemplified within the completion of: AB 430 Modules I-III for all new administrators, SB 472 in Reading/Language Arts, Reading Intervention, and Mathematics for educators K-12, as well as ongoing follow up hours for coaching of Best Practice.

In addition to the Professional Development offered to MUSD educators; there are also a number of advanced degree educational opportunities available within the greater Morongo or Southern California areas. Chapman and National Universities have satellite programs within the Morongo Basin. California State University at San Bernardino has a satellite campus in Palm Desert (California State Coachella Valley campus is under construction). The University of California at Riverside, the University of Redlands, and Loma Linda University are within commuting distance for many of the MUSD staff. Recently, the increase in online credential and graduate programs has provided this semi-rural region with a multitude of additional excellent academic programs.

The various departments within the Morongo Unified School District are dedicated to supporting the educational outcomes of all students. To make this commitment a reality, high levels of interaction and communication between departments, school sites, and community stakeholders are consistently fostered. Meetings, diverse methods of information distribution, and opportunities for input are given high priority. Transparency and clearly delineated essential outcome focal areas are provided for all invested in the educational outcomes of MUSD learners. This method of articulating and prioritizing the most critical attributes of the organization facilitates success for the MUSD team and, as is the goal of the district, success for the learners of MUSD as well.



LEA Addendum Assumptions

The current completion of the LEA Addendum has afforded the Morongo Unified School District the opportunity to be reflective about previous, recent, and upcoming decisions and plans pertaining to the pursuit of educational excellence for all district learners.

As a result of the recent lag in achievement for certain MUSD students and subgroups, the 2008-2013 Local Educational Agency Plan (LEAP) was reviewed for depth, breadth, timeliness, and the capacity to move student achievement forward. The extensive time and human resource investment in a large scale document such as this is noteworthy.

One key purpose and value for a systems level document's development is to organize a process of growth and progression for the organization. Essential to the anticipated change is not simply the authoring of a large scale written plan; rather the true force lies in the capacity of the subject group to leverage the information and contents within the document to harbor change. The unfortunate yet true reality for many different teams and companies is that the results of this potential are often at the mercy of individual commitment, alignment, agreement, as well as effective implementation of the documents' contents.

As a result, it is inherent in the creation of this document that the design and purpose are for active use and implementation of the contents. The objectives and tasks held within were selected to harness research on effective organizational improvement. Therefore, the primary purpose for the review of the LEA Plan was to ascertain the true relationship its contents had on the student achievement of late. Successively, the design of the LEA Addendum is to augment the LEA Plan's actions in an effort to reverse the forwarding of additional losses in educational gain seen by specific learners and subgroups within the Morongo Unified School District.

This document, the LEA Addendum, is meant to enhance, further describe, and elaborate on the LEA Plan contents and objectives. The information and action plans within this document supersede the contents of the LEA Plan. Should the contents within these two documents seem contradictory, the LEA Addendum is written and resourced for subsequent course of action. The LEA Addendum is the most current and reflective of changes necessary to impact student achievement challenges.

The California Department of Education has provided and recommended specific tools, processes, and research that are in support of the Addendum's purpose. The tools (documents) utilized include: the English Learner Subgroup Self Assessment (ELSSA), the Inventory of Services and Supports (ISS), the Academic Program Survey (APS), and the District Assistance Survey (DAS). Extensive data analysis and data driven reports have assisted in trend analysis and upcoming achievement projections. The use of current research and models of instructional implementation are also included within the document.

The forward planning within this document, alongside the aligned contents of the 3 Year Plan, Con App, EL Master Plan, and Technology Plan, provides a road map for the entire Morongo Unified School District team to use in annual and long range planning and implementation. This plan can be seen as the “to do” list. Associated tasks are included to align all stakeholders in a common set of practices and plans for school improvement. The information within this document is designed to provide transparency in districts plans, objectives, and path toward increased learner achievement.

Due to the urgency of the current academic needs for many MUSD students; the results of the LEA Addendums’ success will be contingent upon the implementation commitment of the stakeholders within the community at large. Each staff member, community representative, parent, and student will play a role in the overall potential and outcome of the plan. As a District Office committed to student achievement, the ongoing professional growth of all employees, and the pursuit of a proud and successful community; the Leadership within the district is dedicated to supporting the successful implementation of this document. Moreover, it is important for the Leadership within MUSD to thank in advance, all those who plan to forge a path, in taking the possibilities within this document and making them a very successful reality.

The California Department of Education (CDE) has itemized the many of the attributes necessary to alter a course of diminishing achievement. The types of instructional and curricular strength noted as important for student progress include variations for each division of a school district. At the school site level, there are the following key characteristics noted as a priority: high quality first instruction, Response to Intervention and Instruction (inclusive of Benchmark, Strategic, and Intensive differentiations), models of instruction for Students with Disabilities, English Language Development (ELD) for English Learners, and the range of supports necessary for High Priority students .

At the District Office, the critical actions noted are complex and interdependent. First, the district at large needs to demonstrate a shared all inclusive vision for the implementation of programs and services designed to foster high levels of student achievement. The components of this model include: resource allocation, the correct materials and models of intervention, added time for students to acquire the gaps in standards based knowledge, data driven instruction, progress monitoring, the capacity of the district to build a system of coherence and the necessary planning to perform and complete longitudinal program monitoring to ascertain the efficacy of the implementation model as well as the success of specific programs.

The District is also called upon to design and support successful systems of school site assistance for the implementation of standards aligned instructional programs. For MUSD to successfully fulfill the requirements of core program implementation, key MUSD leaders will be responsible to determine a professional development provider and schedule the delivery this content. In alignment with current research, central to the effectiveness of approved MUSD curriculum implementation will be the use of data to drive instructional refinement and improvement. In support of the coupling of core materials and data driven instruction,

the determination of an appropriate Professional Development provider will be contingent upon the inclusion of both components. MUSD currently supports the use of a dynamic database management system allowing for the analysis of formative and summative assessments, as well as instructional decision making. The challenge and key initiative for MUSD will be to harness the capacity of the database management system. The tool will no longer suffice as a grade tool, record keeping tool, or individual classroom test generator, but will also be used to make instructional decisions and impact instructional adjustments.

The California Department of Education has developed four key tools for use by districts in need of additional data and information related to current district realities. The design of these tools is meant to assist in determining, with variances among the tools, perspectives amongst professionals within the organization about current realities, aggregate student achievement, and program level instructional next steps. The Academic Program Survey (a site tool used with all or most of a school site staff) is designed to gather information from a site team on the level of current achievement as related to each of the nine Essential Program Components (EPC). The District Assistance Survey (DAS), was produced to use with selected leaders within a district level team in building perspective on the strengths and needs within the district. Results should be included in plans such as this, as well as to provide (observational data) information about how to most effectively support systems, leaders, teachers and students in improvement processes. Even more specifically, the DAS tool and subsequent conversations permit a detailed review of the District Assistance and Intervention Team's (DAIT) blueprint for structures, policies, and processes (Year 1 Program Improvement Districts are not supported by DAIT). Students with Disabilities are supported through the work within the Special Education Department's participation in completing the ISS (Inventory of Services and Supports). Finally, the ELSSA (English Learner Subgroup Self Assessment), is set apart from the other tools in purpose and design. This particular tool is quantitative and diagnostic. The ELSSA is designed to assist in the inquiry of next steps for English Learners. Common to all four tools is the shared characteristic of question summation. None of these tools provides an answer or next step, though through the participation and summation of each tool's information, a district should be provided with enough information to generate trends and next steps within the organization.

The California County Superintendents Educational Services Association (CCSESA), with support from the Gates Foundation and California Department of Education (CDE); has developed an extensive set of resources to support the preparation and process of Program Improvement and DAIT implementation. These tools provide an aligned resource bank for MUSD to actively gather documentation and up to date references to assist in determining an appropriate course of action. Though a district in Year 1 Program Improvement is not supported through the District Assistance and Intervention Team (DAIT) process (DAIT supports for PI begin in Year3); the information is valuable to Year 1 districts serious about taking active steps to improve academic outcomes for students.

In addition to the support provided the Essential Program Components (EPC/ APS/ DAS) and California County Superintendents Educational Services Association (CCSESA) goals, additional assistance is also available through the use of information contained in the Categorical Program Monitoring (CPM) criteria. The CPM results are utilized by the district and California Department of Education to monitor the work within the LEA (MUSD) in fiscal and categorical program compliance and implementation.

Throughout the subsequent sections of this document, MUSD actions will be aligned to research based outcomes that align to the Program Improvement tenets. The California Department of Education has developed a template by for Year 1 PI districts to use in developing the LEA Addendum. The template addresses 8 focus categories, called Sections. To effectively support the eight criteria areas; supporting documentation from a multitude of sources is used. The inclusion of data, charts, summary evaluations from various team within MUSD, and school site evaluations of program implementation provide added support for the effective completion of the LEA Addendum.

LEA Plan and Addendum Explanation

The Morongo Unified School District (MUSD) 5 Year Local Education Agency (LEA) Plan was signed into active use by the Morongo USD Board of Education, beginning July 1, 2008. This document's intended use was to be in effect through June 30, 2013. As a result of student achievement data results, the district is now, two years after initiation of the originating document, in Year 1 of Program Improvement (PI). The revised responsibility of MUSD is to make changes in the overarching priorities and implementation processes contained within the LEA Plan; providing a refocusing of the "Road Map" that will be utilized by the District Leadership and School Site Teams.

Throughout the initial phases of the (Program Improvement) PI process; the MUSD Instructional Services Team, in conjunction with the additional District Office departments and school sites, has been tasked with a critical, timely, and realistic review of the existing information within the originating document (LEA Plan), as well as participation in various data gathering exercises (DAS, APS, ELSSA, ISS). This review allowed for a comprehensive and global comparison between actions occurring within the district, to the actual contents and goals contained within the plan. The results of the exercise provided MUSD with a more aligned and comprehensive summation of the LEA Plan contents that had been successfully implemented, changed, overlooked, omitted, abandoned, etc. The information was then gathered and divided into an additional three key categories. These three categories of information were defined as: high, moderate, or low impact on the MUSD achievement goals and plans. These levels indicate a level of strength in impacting systems, instruction, and student achievement. Only those items from the original LEA Plan that contained a high or moderate impact were included in the final document. The additional goals and items selected were based on research, actions performed within the data analysis, or as a result of group activities completed during the first phase of this process. As with the foundational LEA Plan Document, the cooperation and inclusion of information from parents, students, and community members is vital to the overall relevancy and successful implementation of the document's content.

As noted, prior to the development and creation of the MUSD LEA Addendum, the content within the original MUSD LEA Plan was reviewed for efficacy, implementation levels, and alignment to the initiatives and requirements. In instances where the district effectively included relevant, accurate, and research based information related to the responsibilities within the Plan, and yet the attributes had not been implemented, the information will be extracted and included within the LEA Addendum. If the associated responsibilities within the document were completed and did not have a positive impact on teaching and/or learning, the information will be noted, yet not be utilized, in the same process or type.

The anticipated outcome for the revised LEA Addendum, based on the MUSD Leadership Team perspective, is to develop a strong, viable document, founded on the most current research based, high leverage strategies and tools. This revision of the existing documentation has been a serious and thought provoking process. In collaboration with all stakeholders, the process

involved the gathering of extensive artifacts as indicators of success, weaknesses, and perspectives within the Morongo Basin community. The resulting development of the LEA Addendum changes were made in an effort to allow each student, teacher, family, community member, and school district leadership team member the opportunity to exceed current achievement levels through improvements in systems, models of education, teaching and learning, as well as family/ community partnerships.

In alignment with the goals of both the existing LEA Plan and the recent addition of the LEA Addendum; the anticipated resulting rise in critically important Adequate Yearly Progress (AYP) Data will be a key indicator of success. Additional types of data will also be utilized as indicators. Though all indicators will be deemed effectual should they show established levels of growth and achievement, the results will not be included within the AYP data. Examples of the types of indicators that may show growth; yet are not included in the AYP data may include: increased parent involvement, community partnerships and alliances, as well as verification of models for instructional planning and implementation. Though the inclusion of parents, the community, and models of system development are all supportive of students, learning, and education; the scores are not directly shown in statistical charts and summative data results. It is the belief of the Morongo Unified School District, as well as an industry standard, that the effective use of each of these types of large scale supports will also contribute to the overall strength of the district's program and have a positive impact on students. The contributions and impact are designed to assist in providing a rise in achievement for MUSD students.

The LEA Addendum has been formatted to include narrative of the overarching K-12 eight goals. Within the Appendix, specific steps and processes for grades K-6, 7-8, and 9-12 will be itemized. This process aims to describe the overall goals for the District, as well as more detailed information to support implementation and success at the site level. Should there be any school site with additional needs or specialized approaches to fulfill the parameters of the overarching goal; a notation will be listed within the appropriate grade span section within the appropriate Appendices. Finally, within each section, every effort had been given to maintain as much simplicity as possible to very complex undertakings. It is the belief that should any person within the district be involved in the development, maintenance, or outcomes of MUSD learners; they are also to be included within the work that is accomplished (See Responsibility Column).

Nine Essential Program Components

The California Department of Education (CDE) has disseminated information related to the research based actions deemed relevant to a school district/site for demonstrable gain in systems development, learner achievement and stronger outcomes for practitioner success. One of these, the Essential Program Components (EPCs); is designed for use at the school site and district level to impact instructional practice and educational outcomes for students. By building the appropriate infrastructure and developing improved practice amongst the staff; the use of the nine Essential Program Components to make appropriate changes in district and school level programming, should assist in raising student achievement.

The EPC Tool uses school sites (as teams) to gather around individual staff responses to each implementation or action area and then collaborate/communicate to build a single rating aggregate for all team members scores; thereby determining an overall school rating for each area. These ratings provide a roadmap to next steps and action items for school improvement. The goal is to access higher scores over time, leveraging the school site actions to create higher performing systems. When coupled with the similar work of a school district in aligning systems to increase the function, value, and impact on student learning, the result is increased achievement.

The EPCs are itemized below for referencing throughout the document. The goal for MUSD is not simply to achieve a “3 or 4” rating in an area, but to see alignment between outcome measures (AYP/API) and the ratings given for a particular item. This alignment can be seen as evidence of an understanding amongst the employees within an organization of the tool use, as well as the relevance of the items and their descriptions. For those sites and individuals within the district who are not fully aware of or strategically implementing the alignment, this process is of assistance in developing opportunities for training, discussion, and review of the guiding principles of school reform and high levels of student achievement.

9 Essential Program Components (extracted from CDE):

1. **Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.**

Elementary School Level: The school/district provides the current SBE-adopted basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (2002, 2005 [follow-up] or 2008 adoptions) and for mathematics (2001, 2005 [follow-up] or 2007 adoptions). The school/district also provides the current SBE-adopted intensive interventions for Grades 4-8 in RLA/ELD and Grades 4-7 and Grade 8 Algebra Readiness in

mathematics. These programs are to be implemented as designed and documented to be in daily use in every classroom with materials for every student.

Middle School Level: The school/district provides the current SBE-adopted basic core instructional programs in Reading/Language Arts/ English Language Development (2002, 2005 [follow-up], or 2008 adoptions) and for mathematics (2001, 2005 [follow-up], or 2007 adoptions). The school/district also provides the current SBE-adopted intensive interventions for Grades 6-8 in RLA/ELD and Grades 6-7 and Grade 8 Algebra Readiness in mathematics. These programs are to be implemented as designed and documented to be in daily use in every classroom with materials for every student.

High School Level: The school/district provides the current district adopted, standards-aligned textbooks and instructional materials, including ancillary materials for universal access for all ninth and tenth grade English/Language Arts courses as well as an SBE-adopted intensive reading intervention course; and for mathematics SBE-adopted mathematics textbooks in all classrooms for all students enrolled in Algebra Readiness, Algebra Strategic Support and Algebra I. These programs are implemented as designed and documented to be in daily use in all classrooms with materials for every student.

Note: For English/Language Arts, state-monitored high schools are to select high school level (articulated) texts and programs from publishers listed on the core and intensive intervention SBE-adopted materials lists for grades 7 and 8.

*English Language Development: Depending on the grade level and year of adoption, school/district may also use ELD materials found on the SBE approved supplementary materials list (includes Assembly Bill 1802 materials) to provide ELD instruction to English Learners.

MUSD will continue to research, select, purchase, and provide the most up to date core adopted materials (fiscally available to the district). The use of the core program materials shall be evidenced through all daily instruction of core subjects (scheduled, paced and taught within the district). The core materials shall be fully implemented within the scheduled timeframe provided by each pacing schedule. Core programs will include every material purchased and distributed by the district for use with whole or smaller groups of students. This course of instructional implementation includes K-12, unique subgroup work- such as English Language Development and any interventions/preventions, as well as AP and literature based programs at the Secondary level.

2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language

Development at all grade levels.

Elementary School Level: The school/district complies with and monitors the daily implementation of instructional time for the adopted RLA and mathematics basic core programs, the intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

Middle School Level: The school/district complies with and monitors the daily implementation of instructional time for the adopted RLA and mathematics basic core programs, the intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

High School Level: Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the adopted grade-level 9th and 10th ELA and Algebra I programs, the intensive interventions as well as additional time for strategic support, ELD for identified English Learners, and support to master the required skills to pass the related components on the California High School Exit Examination (CAHSEE). This time should be given priority and be protected from interruptions.

MUSD will continue to refine the use of instructional minutes for each referenced subject. The use of scheduled minutes for all core areas will continue for RLA, Math, RLA and Math Intervention, and English Language Development. All instructional minutes shall be allocated, as indicated, for the content referenced within the particular content block, using core materials as the primary tool within this time period. In an effort to maximize the use of core materials and core time, the district will continue defining, and assisting in the implementation of RTII. Through this model, each student will be guaranteed viable scope and sequence based curriculum, with additional time and additional materials provided for every learner not meeting the district/grade span/school performance on the measurement tools selected. This added time and content will be provided in a structured format as indicated through data mining and alignment of practices within the school. Moreover, the use of strategies for student engagement will assist in maximizing the learner outcomes anticipated through the use of core materials and instructional minutes. The RTII and PLC LEA practices are referenced and scheduled for defined implementation within this document.

3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.

Elementary School Level: The school/district prepares, distributes, and monitors the use of an annual district-

instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted basic core RLA/ELD, strategic support and intensive intervention programs and SBE-adopted mathematics basic core, strategic, and Grades 4-7 and Algebra Readiness intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Middle School Level: The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (sixth through grade eight) for the SBE-adopted basic core RLA/ELD, strategic support and intensive intervention programs and SBE-adopted mathematics basic core, strategic, and Grades 6-7 and Algebra Readiness intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

High School Level: The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ELA Grade 9 and 10 core, strategic support and the intensive reading intervention courses and for the current SBE-adopted Algebra I, Algebra I strategic support and Algebra Readiness courses in order for all teachers to follow a common sequence of instruction and assessment.

MUSD will provide, monitor, and schedule all assessments and pacing of core programs and courses each academic year. The use of the assessments will be utilized to drive instruction for positive changes and improvement in the success of all learners within MUSD. Assessments will be included within the MUSD Pacing Schedules. Pacing Schedules will be utilized to maintain class to class and school to school consistency of program implementation. Site leadership will work with each school to establish and monitor ongoing alignment of pacing schedule, core materials, and assessment implementation. This process will be used for development of data analysis and data driven instructional refinement. Additional support and ongoing professional collaboration will improve the use of information provided within the testing outcomes and pacing schedule allowances for structuring mastery of specific content. All MUSD assessments and pacing schedules will be embedded within the goals of MUSD PLC and RTII models. Each educator is responsible to seek out support for any area of assessment, pacing, core materials, PLC and RTII that may be needed in content planning, delivery, and on target completion for student mastery.

4. **Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.**

Elementary School Level: The district provides the principal and vice-principal(s) with an 80-hour instructional materials-based administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted RLA/ELD and mathematics basic core and intervention program materials. This requirement is fulfilled when the administrator(s) completes 80 hours of training institute and 80 hours of structured practicum in the school/district-adopted Reading/Language Arts (elementary school core program K-6) including the intensive intervention and the core and intervention mathematics programs. The district also provides targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs. Modules 2 and 3 are optional but recommended.

Middle School Level: The district provides the principal and vice-principal(s) with a 40-hour instructional materials-based administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted RLA/ELD and mathematics basic core and intervention program materials. This requirement is fulfilled when the administrator(s) completes 40 hours of training institute and 40 hours of structured practicum in the school/district-adopted reading/language arts (core program 7-8) or the reading intervention and the mathematics core or intervention programs. The district also provides targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs. Modules 2 and 3 are optional but recommended.

High School Level: The district provides the principal and vice-principal(s) with a 40-hour instructional materials-based administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted RLA/ELD and mathematics basic core and intervention program materials. This requirement is fulfilled when the administrator(s) completes 40 hours of training institute and 40 hours of structured practicum in the district-adopted reading/language arts (grades 9-10), Algebra I and/or reading and Algebra Readiness intensive interventions. The district also provides targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs. Modules 2 and 3 are optional but recommended.

MUSD will continue to provide Administrative Leadership training for School Principals or other administration (as appropriate) to build specific foundational, as well as, refinement of knowledge for Instructional Leadership. The goal and action theory behind the attendance in Administrative Professional Development is to provide the foundational

knowledge needed to effectively support school staff through the myriad of changes that have occurred and are occurring within the Public educational landscape. All leaders will be responsible to exercise the use of trainings to build infrastructure and models of teaching and learning that support the MUSD principal objectives (PLC and RTII) as well as individual site needs. Any site practices that are no longer supported through the most recent research and US Dept. of Ed. /CDE supported methodologies will be redesigned or redeveloped through the ongoing and active structuring by the school leadership. Timelines and objective targets are established within the eight target areas of the LEA Addendum.

5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.

Highly Qualified Teachers: All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence.

Implementation of Instructional Materials-Based Professional Development: The school/district provides teachers of RLA/ELD (K-10) and mathematics K-8 through Algebra I (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted basic core RLA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school.

The school/ district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

MUSD will continue to refine the HQT processes for hiring, developing, and sustaining excellence for all educators within the district. Certification, ongoing Professional Development, and supplementary authorizations needed to support the ever-changing educational landscape will be researched, supported, and implemented within the district. To be most supportive in the professional completion of educational certifications; MUSD will attempt to provide more than one method or approach to training completion (ex. during school year with substitute or summer time). However, due to budget constraints, size of district, locale, and trainer schedule, many possible impacts may eliminate the possibility for

multiple approaches. For educators, it is the position of MUSD that any Professional Development offered for the teaching team will be attended and implemented upon completion. The district and site leadership will also make good effort to provide ongoing support for new educational approaches, with the goal of successfully adopting the new processes and procedures into each teacher's instructional repertoire.

6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.

The schools/district provides instructional assistance and ongoing support to all teachers of Reading/Language Arts/ELD and mathematics. Specifically, elementary, middle, and ninth and tenth grade Reading/Language Arts, intensive reading intervention, K-7 mathematics, Algebra 1, Algebra Readiness and Algebra strategic support teachers receive ongoing support offered by the school and district. Possible options for providing support include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.

MUSD will continue to seek funding support and quality sources of content and instructional assistance, K-12. Each level of schooling requires unique specialties in both the content and instructional training and coaching. Due to budgets, providing a district specialist is not currently possible. However, at the site level, the goal is to have supports built in for ongoing support based in the PD work most recently attended. In addition, specialists, as available, can be supported through site and district resources to provided added success in implementation goals.

7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.

The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted RLA/ELD and mathematics basic core and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

MUSD has selected Data Director as the single management system to contain all relevant educational and peripheral documentation for the ongoing instructional improvement initiatives, district-wide. Each site will be responsible to coordinate with the district office to establish, foresee needs, and maintain effective processes for data entry and data extraction. The database management system itself is not essential for all teachers to be expert users of (at this time). The first phase of support and work for all MUSD educators is to learn and utilize the reports generated by DD to effectively make changes in instructional pathways in an effort to most successfully meet the needs of all students. Second to this, is the use of DD for the purpose of schools to access larger, global “snapshots” of data about the school site to make decisions regarding: programming, staffing, and RTII implementation. The next level of support is to articulate, across grade spans, the anticipated students to be arriving at a new schooling level, or course offering. Also, the district will access DD to analyze global to specific trends and results of student assessment, as well as long term use of assessments for educational improvement. Finally, DD will be used as a predictive tool for designing and determining district achievement on high stakes measures (and the associated pathways to take in an effort to bolster outcomes). Should an educator choose to become highly proficient with the tools and resources offered by DD, the district will make an effort to support this interest through training and appropriate use of data for planning within the classroom.

8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.

The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for all teachers of reading and language arts and mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD and mathematics programs.

MUSD will continue, through PLD and RTII, to offer a support to each school site for: the development, implementation of, time management of, and outcome objectives for the use of monthly grade level meeting time (can be like groups in meeting- not simply for use by grade levels- can be like subjects or learner profiles). Sites shall each have a process and person responsible for oversight of the scheduling, meeting, and gathering of outcome evidence. The district office is looking for annual plans to be developed a half year prior, in shaping the next school year’s best PD and DD uses. Challenges met by supporting specific smaller program types (ex. K-3 Prevention/ Intervention groups) can be brought to

the attention of the district office for support in developing meaningful solutions. This process is fundamental to the Professional Development, use of Data Director, Professional Learning Communities, and Response to Intervention and Instruction work occurring within the district. Any school site not yet fully developed in implementing this type of process and protocol will be provided support from various entities within the district (or by a technical expert selected by the district/site) to begin planning for 2011-2012 full implementation. Those sites shall also make temporary structural plans to develop and initiate smaller scale processes of team meeting for data analysis and co-planning, during the remainder of 2010-2011.

9. Implementation of Fiscal Support aligned to full implementation of EPCs.

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA).

MUSD and at each school site shall plan to allocate all reasonable fiscal resources toward aligned structures and practices within to work of Professional Learning Communities and Response to Intervention and Instruction. The district developed model is sufficiently formulated for all sites to plan and allocate resources to those mechanisms directly aligned to the district/site goals and objectives. The district office is always available to support any site or group in planning and reviewing the Single Plan for Student Achievement (SPSA) or relatable documents for relevancy and resourceful budgeting.

Sections 1/2: K-12 Teaching and Learning Needs

Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement. Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written.)

Section 1/2 Teaching and Learning Summary

Key Teaching Needs	Key Learning Needs
<p>General K-12:</p> <ul style="list-style-type: none"> • Direct Instruction/ SB 472 • Strategy Instruction • Differentiated Instruction/GATE • Fundamentals of Reading/ SB 472 • Skills Acquisition • Engagement Techniques • Management Processes • Classroom Technology Integration for Value Added Teaching • Intervention/Fundamentals for Older Learners/ SB 472 • Procedural Learning • Independent Tasking • Character/Behavioral Education • Diverse Learners/ SDAIE • ELM/SEI/Alternative Programs for ELs • Special Learner Needs/Autism Certification <p>Specialized Areas of Instruction:</p> <ul style="list-style-type: none"> • Smaller learning communities/ PLC • Advanced Placement Instruction • Vocational Education • GATE Program/ High Achiever Programs • English Learners (ELM, SEI, Alt Programs) • Remediation/Attendance based solutions 	<p>AYP 2010 subgroup scores, the following trends are noted:</p> <p><i>Reading Language Arts- Most Intensive to Least Intensive Needs</i></p> <ol style="list-style-type: none"> 1. EL-English Learners 31% 2. SWD- Students with Disabilities 34% 3. African American 39.7% 4. SED-Socio Economic Disadvantage 45.3% & H-Hispanic 45.3% 5. Overall 53.2% 6. White-57.4% <p><i>Mathematics- Most Intensive to Least Intensive Needs</i></p> <ol style="list-style-type: none"> 1. SWD-Students with Disabilities 36.8% 2. African American 37.7% 3. EL- English Learner 37.9% 4. SED-Socio Economic Disadvantaged 45.5% 5. H- Hispanic 46.2% 6. Overall- 52.3% 7. White 56.1%

Describe the areas of academic difficulty for low achieving students.

API

The MUSD API increased by 6 points. The majority of schools within the District were not able to sustain API growth targets. As a result, the scores overall dropped by an average of 5.5 points. There were 6 schools that met API targets. The remaining 11 sites had students, in specific subgroups, not meeting API.

AYP ELA

The District was not able to meet targets within the following subgroups: District-wide, African-American, Hispanic, Socio-Economic Disadvantaged, English Learner, and Students with Disabilities. There are also school sites with additional subgroups no longer meeting targets. These additional subgroups are: School wide, overall and White subgroups.

AYP Math

The District was not able to meet targets within the following subgroups: District-wide, African-American, White, Two or more races, Hispanic, Socio-Economic Disadvantaged, English Learner, and Students with Disabilities. School sites show the same subgroups as areas of struggle, with the exception of one additional area of need: School wide, overall.

Why did the prior LEA Plan not bring about an increase in student achievement? Utilizing Data and the previous Learning Plan, analyze the reasons the plan was not successful. Define the plan components that were not implemented.

The previous LEA Plan was not fully implemented, though it made good progress toward the completion of the contents within each of the plan's 5 areas. The LEA Plan was written to be in effect until 2013. Due to a drop in student achievement and the resulting district transition to Program Improvement; the LEA Plan was reviewed for identification of high value teaching and learning focal areas only. Within the Plan, there were three primary types of actionable items presented. First, there were the areas of strong relevance to teaching and learning- that had been well implemented. There were also topics with a research based element; yet not currently well implemented, and then there were the certain items that were not as research based or relevant to the specific work of teaching and learning. It is important to the leadership of MUSD to indicate that the LEA Plan contents and process were terminated early, due to the initiation of Program Improvement structures and the development of the LEA Addendum. For this reason, many of the LEA Plan research based actions that had not yet been implemented were due to early termination of the document, not concerns with pacing and alignment of district initiatives.


The three possible outcomes for the LEA Plan goals and actions are: 1. note the action as completed, 2. note the action as one of merit and include the contents in this Addendum, or note the action as not pertinent and exclude the content from the LEA Addendum (See Chart 1). The process for determining use in the LEA Addendum was based on these three descriptors.*

First, some items were research based and well implemented. Next, some items were research based and either not yet or partially implemented. As a result, these items are essential for inclusion within the Addendum. Finally, some of the LEA Plan components were not of high impact in systems change or student outcome measures. Though these components may be required for certain programs or regulations; the content has been indicated within the section of the chart where the result of implementation or completion was regarded as having less merit or being less effectual in the impact teaching and learning.

Overall, the prior LEA Plan contained more foundational systems development actions, initial implementation of ongoing instructional change practice, fundamental content alignment, and curricular and instructional development work. The Plan, as it was written, focused more on the attainment of materials, foundational teaching approaches with core programs, and infrastructure to sustain existing implementation areas. Though these items were important to the ongoing processes within the district; the results of completing these tasks and implementing the items indicated were only able to move student achievement and district practice to a certain level. The next steps within the LEA Plan; inclusive of full implementation of Professional Learning Community practices, Response to Intervention and Instruction structures and Data Driven instructional planning are essential to the attainment of highly effectual systems. Though these practices are all noted within the LEA Plan, they underlying component parts (core programs, core instruction, attending Professional Development for core materials) were implemented prior to the systems level practices. As a result, Morongo Unified School District did complete foundational work with the use of appropriate practices, yet all of the LEA Plan actions were not able to be implemented and fully instituted within the first two years of the document's approval.

School improvement initiatives are complex, multifaceted endeavors that require unified vision and implementation to successfully transform the trajectory and areas of weakness inherent in any large system. Through the actions and responsibilities itemized in the prior plan; fewer global processes were selected and implemented. The primary areas of focus and implementation were actions requiring more concrete steps and quantifiable outcomes. During the first phase of the LEA Plan implementation, there was less evidence of a unified effort to impact the district articulation and coordinated development at the site level. Accordingly, the current district reality includes not only quantitative gaps in student achievement data but the need for timely response to systems level change protocols. The efforts within this LEA Addendum will be designed to foster continuation of the successes met with the LEA Plan; as well as rigorous implementation of models utilized for evidenced based systems, methods of instructional methodology, and sustainable solutions for the development of effective methodology in teaching and learning.

Chart 1 (Key Components of MUSD LEA Plan Actions)

Value Level LEA Plan Goal Number	High Value- Full Implementation	High Value- Low Implementation	Low value- not used in Addendum
Goal 1 Reading and Math Proficiency 	ELA Adoption ELA Intervention Materials Summer School Before/After School Programs SB 472 Optional Participation BTSA Parent Groups for Meetings Math Intervention	<ul style="list-style-type: none"> -Core Program Implementation -Standards Based Assessments -ELL Adoption and Implementation -Universal Access -Technology Professional Development -Data Driven -Instruction/Assessment to plan -Response to Intervention & Instruction -Differentiation -School Reform (PLC, Small Learning Communities) -Academic Coaching -Core/Master Scheduling -K-12 Vertical Alignment 	Standards Based Report Cards Establish Computer Labs District Web Page-PD Dates Special Education Transition Meetings Paraprofessionals assistance Peer Tutors Partnering with local groups Trainer of Trainer for PD ASES
Goal 2 English Learner Proficiency	Purchase of Carousel for ELD CTEL Courses offered Communication letters home to parents Parental Notification for progress and results of assessments Division of responsibilities for EL Coordinators	<ul style="list-style-type: none"> -Develop Models of Instruction (SEI, ELM, Alt Ed) -ELD -Across Curriculum EL Instructional Support -PD for teachers in instruction for English Learners/ Diverse Learners/SDAIE -Use of data (inc. CELDT) to increase proficiency in English -Administrator Data training -All staff knowledge of EL supports District-wide system for data analysis (SMART Goals) -Extended day instructional support for English Learners -Administrative integration with SPSA -Creation of benchmark/goals for ELs 	<ul style="list-style-type: none"> -After school, tutoring -Computer labs -Software purchasing -District packet for newly enrolled ELs -activities are aligned to community events.

		<p>based on assessments, including (CELDT, Data Director input)</p> <ul style="list-style-type: none"> -Dissemination of legal and participation options for parents (ELAC, DELAC, Tech) -Special Education English Learners integrate EL standards in written work and IEPs -use of instructional tools for reaching ELs 	
Goal 3 Taught by HQT	<p>BTSA Program DoDEA Grant Site based Technology Coordinator Stipend Position</p>	<ul style="list-style-type: none"> -Coaching -SB 472 for all teachers -Research Based Professional Development in multiple areas based on data -AB 430 for Administration In district Administrative Support at all levels of the organization -Technology Training and advancements -Online PD -District Level Parent Participation Specialist 	<p>PD Calendar CTEL Test Prep Sessions PD selection based on survey LEA Tech Plan Completion District Web site Online Grading</p>
Goal 4 Safe, drug free, and conducive learning environment		<p>Expand AP Campus Security Home School Connections Improve high achiever programs Safety Plans Counseling at school Continue refinement of: Special Education and English Learner models for instructional achievement District character development model and curriculum Multi grade and level interventions Aligned and fully implemented prevention programs</p>	<p>Long Term Independent Study Credit Recovery Drop out recovery Open Transfer Partnership with community programs</p>
Goal 5 All Students Graduate		<p>Alignment of programs across district Professional Development for</p>	<p>Independent Study Continuation models</p>

		teachers and leaders K-12 alignment of programs and intervention readiness models Business partnerships and strategies to build authentic learning models for high schools Rigorous programming for students aligned to UC entrance requirements AP instructional model JHS condensed model for high achievers	
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How will students' learning needs be addressed?

The ultimate aim for any school district is to have all classrooms provide engaging, rigorous, and relevant content to all of the learners- all of the time. For this to be possible, the district's role is complex yet critical. The district is able to consistently provide support in many areas. Making meaning of the high stakes data and translating the results into actionable steps for gains in learning is one of the methods the district can support. At the same time, the district is consistently building structures and protocols for collaboration, teaming, acquisition of instructional methods, and the development of systems to build district capacity.

Not only will the system level changes allow for better district wide and site organizational enhancements, but they will also more readily allow for the development of teacher/instructor capacity allowing for long term enhancements to the instructional approaches employed within the district. As a result, the keys for MUSD to add strength and effectiveness in the areas of teaching and learning include:

- Long range vision and mission building in support of multi year aligned development
 - Instructional Leadership
 - Site based leadership
 - Observation and Evaluation Structures
- Response to Instruction and Intervention
- Professional Learning Communities
 - K-12 Alignment of models and supports for learning
- Scheduling
 - Intervention, specialized subgroup needs, behavioral and academic supports

-Learning Acquisition Supports (Coaching, ongoing PD, Grade Level Planning and Co-class visits, Data Driven Planning and Instructional Implementation)

The development and ongoing refinement of these Systems Level processes will create a forum and opportunity for more individualized, or grade span approaches to serving students’ learning needs. Some specific items that can be successfully developed and sustained are listed in the Sections 1/2 Action Plan Matrix.

Sections 1/2 Action Plan Matrix

<u>Teaching and Learning Need</u>	<u>Timeline</u>	<u>Related Expenditures</u>	<u>Responsibility</u>	<u>Estimated Cost</u>	<u>Funding Source</u>
<p><u>Professional Development:</u> -Direct Instruction/ SB 472 - Fundamentals of Reading /SB 472 - Intervention/ Fundamentals for Older Learners/ SB 472 -Strategy Instruction -Differentiated Instruction/GATE -Educating Diverse Learners - Special Education Strategies - Management Techniques -Engagement Techniques</p>	<p>SEE PD Section 5</p>				

<p>Teaching of: Skill Acquisition, Procedural Learning and Independent Tasking</p> <p>-SDAIE</p> <p>-Instruction for English Learners</p>					
<p>Systems:</p> <p>-Vision and Mission</p> <p>-Instructional Leadership (Site based, Evaluations, Leadership)</p> <p>-RTI and I Inclusion of academic, behavioral, CCT, master scheduling, data driven grade level planning, instructional differentiation as a result of the data.</p> <p>-PLC (K-12 Alignment)</p> <p>-Scheduling (K-12, Pacing, Academic and Behavioral)</p> <p>-Supports(Coaching, Data, Planning, Grade level meetings, developing school systems of high performance)</p>	<p>See PD Section 5</p>				

<p><u>Curriculum/</u> <u>Instruction:</u> Character/Behavioral Education</p>	See PD Section 5				
<p><u>Classroom Technology</u> Integration for Value Added Teaching Redevelopment of district system and plan for technology use (maintain all strength in current plan, add in emerging areas , refine pieces no longer research based)</p> <p>Staff training modules Certification for levels of use Web Tools Online modules Resources Teaching tools</p> <p>Resources for use at site and district by parents Plan Coordinate Develop/purchase</p>	See PD Section 5				

<p>Special Programs: -Smaller learning communities/ PLC (7-12) -Advanced Placement Instruction (7-12) -Vocational Education (7-12) -GATE Program/ High Achiever Programs (K-6, 7-8, 9-12) -English Learners (ELM, SEI, Alt Programs) (K-12) -Remediation/ Attendance based solutions (7-12)</p>	See PD Section 5				

Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP). Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable.

Academic Performance, aligned to the 3 year plan, based on STAR, CAHSEE, AYP, and AP results, as well as graduation rates (Three year Data Goals Matrix).

Three Year Data Goals Matrix

Area	2010	2011	2012
District AYP	5% increase in subgroups: African American, Hispanic, SWD, SED, EL	5% increase in subgroups: African American, Hispanic, SWD, SED, EL	5% increase in subgroups: African American, Hispanic, SWD, SED, EL
School Site AYP	Schools will establish similar goals for identified subgroups in need	Schools will establish similar goals for identified subgroups in need	Schools will establish similar goals for identified subgroups in need
District API	Increase of 10 points to 764	Increase of 10 points to 774	Increase of 10 points to 784
School Site API	Sites will develop targets above required 5 point increase	Sites will develop targets above required 5 point increase	Sites will develop targets above required 5 point increase
District AP	Participation increase of 5%	Participation increase of 5%	Participation increase of 5%
Advanced Placement Scores	Increase of scores 4 and 5 by 10% (from 26 to 29 students).	Increase of scores 4 and 5 by 10%	Increase of scores 4 and 5 by 10%
CAHSEE	Increase District pass rate from 78 to 80	Increase District pass rate from 82 to 84	Increase District pass rate from 84 to 88
High School CAHSEE	Increase Sophomore Pass rate by 2%	Increase Sophomore Pass rate by 2%	Increase Sophomore Pass rate by 2%
Graduation Rate	Increase MUSD Graduation Rate by 3%	Increase MUSD Graduation Rate by 3%	Increase MUSD Graduation Rate by 3%

Section 3: K-12 Scientifically Based Strategies

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA. Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.

The purpose of committing resources to the implementation of specific strategies for systems and instructional refinement is to improve outcomes for all learners. This having been said, the intended results of MUSD adding high quality instructional strategies, as well as evidenced based systems level models of school and district organization; is designed to have a profound impact on diverse, in risk learners. However, for any of the intended results to be realized, resource allocation (both fiscal and human), will need to be dedicated to this work. These students have been identified, in large scale measure, through subgroup analysis. At the district level, subgroup analysis will continue to provide essential understandings of the impact MUSD programming is having on student outcomes. In addition, the MUSD goal for the strategy implementation will be to have each school site (with the alignment of the SPSA) develop and monitor these same in risk, diverse learners. However, the school site shall not only identify and monitor the achievement at subgroup levels, but through horizontal analysis. The result of the one to one monitoring for these learners should impact the development of: refined instruction, appropriate instructional setting within RTII, and ongoing support through both the Academic and Behavioral aspects of RTII (as appropriate) and PLC meetings (data analysis).

As a district, the following subgroups shall be monitored and provided with specific support in strategy application (See: **Focal Subgroup Listing** page 41). Within Reading Language Arts and Mathematics, there are notable redundancies in the struggling subgroups. The subsets of learners not meeting with success are in part struggling due to the types and volume of instructional and curricular applications currently employed by the district at large. By adding in specific strategies to best impact the learning potential of these specific subgroups; the goal is an improved outcome on student learning as evidenced by achievement measures. Moreover, the specific systems in which the instruction is occurring is also critical to the appropriate and ready availability of courses, and supports for learners in need. Continued support for the additional institutionalization of evidenced based systems level models should serve to enhance the growth seen by instructional refinement. The joining of both approaches is intended to make the greatest strides in overall growth for outcomes.

The high risk subgroups are as follows:

Focal Subgroup Listing

Less than 50% Proficient in RLA: English Learner, Students with Disabilities, African American, Socio Economic, and Hispanic

50-60% Proficient in RLA: Overall, White

Less than 50% Proficient in Math: Students with Disabilities, African American, English Learner, Socio Economic Disadvantaged, Hispanic

50-60% Proficient in Math: Overall, White

It is the position of the district that the significant lack of students obtaining a score or percent proficient of 80% or higher indicates an urgent need to address not only the strategies employed within teaching and learning; but also the overarching methodology implemented when large scale systems are put in place to support all educational actions.

Section 3 Action Plan Matrix

<u>Scientific Strategies</u>	<u>Timeline</u>	<u>Related Expenditures</u>	<u>Responsibility</u>	<u>Estimated Cost</u>	<u>Funding Source</u>
<u>Professional Development:</u> -Direct Instruction/ SB 472 - Strategy Instruction -Differentiated Instruction/ GATE - Fundamentals of Reading /SB 472 -Intervention/ Fundamentals for Older Learners/ SB 472 -Management Techniques -Engagement Techniques -Educating Diverse Learners -SDAIE	2010 -Determine provider and scheduling -Determine in class application 2011 -all educators in need attend -build and apply model for ongoing participation by educators in district (change in position, new	See PD Section 5			

<ul style="list-style-type: none"> - Special Education Strategies -Instruction for English Learners -Teaching of: Skill Acquisition, Procedural Learning and Independent Tasking 	<p>hire)</p> <p>-site application of new knowledge captured for analysis</p> <p>2012</p> <p>-ongoing training as appropriate</p> <p>-site application of new knowledge capture for analysis</p>				
<p><u>Systems:</u></p> <ul style="list-style-type: none"> -Vision and Mission -Instructional Leadership (Site based, Evaluations, Leadership) -RTI and I Inclusion of academic, behavioral, CCT, master scheduling, data driven grade level planning, instructional differentiation as a result of the data. -PLC (K-12 Alignment) -Scheduling (K-12, Pacing, Academic and Behavioral) -Supports(Coaching, Data, Planning, Grade level meetings, developing school systems of high performance) 	<p>2010</p> <p>-Implement meetings and beginning structures, set baseline expectancies, plan all support provided and schedule accordingly</p> <p>2011</p> <p>-develop full process for each area, provide dates to all attendees for specialists, support in implementation of all aspects, develop phase in for each component, back end data gathering to assess venture</p> <p>2012</p> <p>-district, site, and grade level full implementation K-12</p>	<p>See PD Section 5</p>			

	-support full implementation and site individualized needs				
<u>Curriculum/ Instruction:</u> Character/Behavioral Education	<p>2010</p> <ul style="list-style-type: none"> -determine site implementation and curriculum use -select curriculum options -train and build model for 2011 initiate 2011 -introduce to staff, parents, learners full behavioral model - implement (at min) school wide character ed as T1, and a T2 second semester class (can implement full) -monitor and keep records of students, behavioral results <p>2012</p> <ul style="list-style-type: none"> -continue to implement or phase in remaining components if not yet in school -refined based on year prior's feedback and data 	See PD Section 5			

	-add parental outreach if not in place				
<u>Classroom Technology</u> Integration for Value Added Teaching	<p>2010: -Ideation of Certification for Technology Integration</p> <p>2011: -Begin Tech Plan Revision, Develop/Locate Technology Goals -Integration Training Phase in scheduling complete -Begin Training (Web, Internet, Modules)</p> <p>2012: -Complete Tech Plan Revision -Training in Plan/Ongoing</p>	See PD Section 5			
<u>Special Programs:</u> -Smaller learning communities/ PLC (7-12) -Advanced Placement Instruction (7-12) -Vocational Education (7-12) -GATE Program/ High Achiever Programs (K-6, 7-	<p>2010 -planning process for small school organization, Vocational Ed, GATE/ high Achieve programming, English Learner class configurations, Attendance and make up</p>	See PD Section 5			

<p>8, 9-12) -English Learners (ELM, SEI, Alt Programs) (K-12) -Remediation/ Attendance based solutions (7-12)</p>	<p>programs- a solution</p> <ul style="list-style-type: none"> -AP in action, refine while running this semester -attend/learn as available from external resource providers -prepare sites, K-12, for implementation of programs that will implement them -provide teaming, training on AP plan <p>2011</p> <ul style="list-style-type: none"> -implement first phase of structural model for all except AP -implement remaining plans for AP program (refinement stage) <p>2012</p> <ul style="list-style-type: none"> -final implementation phase, review of implementation results for revisions in 2013 -AP review results of 3 year rollout, revise for 				
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Describe the scientifically based research strategies.

The strategies included within the MUSD Addendum include overlay, systems strategy, as well as individualized, instructional changes brought about through the adoption of evidenced based instructional strategy use. As illustrated in the graph above, the types of systems level work that will be continued, yet intensified, include work with culture, academic practice, meeting the needs of diverse learners, and refining the practice of educators to be constantly focused on what needs to occur when any learner is not demonstrating progress. This shall occur through implementation of the Essential Program Components, scheduling, expansion of flexible courses based on data, and alignment of resources for socio emotional needs, to name a few.

The instructional approaches selected were chosen for their large scale impact on specific subgroups, while working with specific curriculum types. As an example, the use of Direct Instruction is aligned through research to be beneficial for in risk learners, particularly with skill instruction. The inclusion of strategies for English Learners supports subgroups indicated that will benefit from planning and delivery designed around certain approaches, such as language acquisition strategy. This may be applied to current planning techniques in mathematics to augment the lesson structure with vocabulary, as well as sentence frames to assist in student response delivery.

Explain how each strategy will be utilized in the presentation of core programs.

The strategies selected are to be used strategically with various core program components. Said differently, each strategy is not solely reserved for a particular curriculum. Rather, each curriculum is comprised of varied components. The research on what components are best expressed by a certain strategy, along with the subgroups most in need of instructional support, is the determining factor in the selection of the strategy.

Strategy Chart

Direct Instruction	Skill Acquisition
Strategy Instruction	Cooperative, and Collaborative Grouping
Differentiated Instruction/GATE	Overlay for any learner benefiting from either a scaffolding of: content, process, or product.

Fundamentals of Reading	Foundational strategies educators will learn for teaching beginning reading to young, middle age, or older students. As appropriate, the content will not change, yet the strategy to apply the content will.
Skills Acquisition	Direct Teaching
Engagement Techniques	Strategy to promote cognition and acquisition of knowledge by learners. High levels of attending and tasking result in knowledge attainment more quickly.
Management Processes	Teacher and learner process for maintaining focus on the learning objective and reduction in distraction within the learning environment
Independent Tasking	Readiness for multi step exercises and capacity to focus more deeply on subjects when at Independent Practice level, also allows for more individualized attention by teacher to in risk learners within the application phase
Character/Behavioral Education	Related to management, cooperative groups, focus, and engagement or readiness to learn. Character related to choices, problem solving, decision making, and development of self through an understanding about the world around you, as well as the people in it.
Diverse Learners/ SDAIE	Strategies for learners not acquiring content when/ as delivered without specific augmentation or supports to add information and structure, thus supporting in risk children, English Learner approach to designing the curriculum delivery with support for language levels, vocabulary, etc.
ELM/SEI/Alternative Programs for English Learners	Development of more specialized class setting where student attendance more closely aligns to a particular readiness for certain instruction, thereby supporting the instructor in designing appropriate lessons and learning experiences.
Special Learner Needs/Autism Certification	Strategies for students in needs of specific approaches to

	meeting their academic and behavioral needs. Both academic and social interaction, instruction, and planning variations are relevant to this area.
Intervention/Fundamentals for Older Learners	Approaches to delivering parsed (not reduced) content to older learners without raising their affective filter due to social implications of the curriculum needs, compression of content by extracting the most essential information for completion in a rapid pathway
Procedural Learning	Delivery of instruction in specific knowledge of keyword and signals for indications of next steps, or knowledge.
Classroom Technology Integration for Value Added Teaching	Provide a more relevant platform, with expanded boundaries for content integration, speed of input and output, as well as methods of flattening instructional environment

Section 4: K-12 High Impact Actions

**Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.
Please identify actions and how they will be supported.**

The High Impact Actions of interest by MUSD have been noted in all previous sections (Sections 1-3), as well as within Section 5 and 6. Though the district is very interested in Extended Learning, and Parental Involvement, MUSD has selected to only include the content from Sections 1-6 in the High Impact Strategies. This is due to the time sensitive nature of the work to be completed within Program Improvement, the large volume of tasks to undertake in Sections 1-6, as well as the types of initiatives selected within sections 7 and 8. All of the information included here is a recycling of the information from other components within the document.

High Impact Actions
Response to Intervention and Instruction Scheduling (K-12, Pacing, Academic and Behavioral) Counselor Positions: Refine job description to align with district RTII practices 3 tiers, both academic and behavioral Master scheduling for all required content: RLA, Math, ELD, HSS, Science, PE, UA, other... District aligned model for K-6, 7-8, 9-12 (Data driven-subgroup analysis at district, to horizontal at site) CCT embedded to workflow all students on both academic/ behavioral
Professional Learning Communities/ Communities of Practice with K-12 alignment Vision and Mission Vertical Articulation GL Meeting Format and Scheduling with seamless process Platform for addressing complex systems issues and forum to develop team based solutions
Single Plans for Student Achievement Training Samples Work sessions

<p>Conferencing and meeting with other to watch team level in progress</p> <p>Timeline/Specificity</p> <p>Distribution</p> <p>Implementation</p> <p>Revisions based on data</p> <p>Inclusion of all high leverage site work for the year</p> <p>As evidence through Agendas, and Minutes, note development of SPSA both in format, content, and collaboration among all school level stakeholders.</p> <p>The use of DODEA and ARRA funds been applied to PLC time for meeting as a site team, addition of this particular purpose</p>
Monitoring Instruction (Observational Processes) and Feedback
<p>Instructional Leadership Practices, Preparation for upcoming DAIT stages (Site based, Evaluations, Leadership)</p> <p>Ongoing meetings and development in current legislation and legal changes related to all K-12 areas</p>
<p>Change Processes:</p> <ul style="list-style-type: none"> -review of critical documentation (3 year plan, EL T3 Y2 IPA, CPM, LEA Addendum plus K-6, 7-8, 9-12 guides, EL Master Plan, Technology Plan, and others) -extraction of key relevant data for development of SPSA and personal development (Administration) -use to develop monitoring tools for class walkabouts to capture information on current practice and educational impact
<p>Supports(Coaching, Data, Planning, Grade level meetings, developing school systems of high performance)</p> <p>Implementation of the EL Title III IPA</p>
<p>Curriculum and Instructional Areas:</p> <ul style="list-style-type: none"> • Direct Instruction/ SB 472 • Strategy Instruction • Differentiated Instruction/GATE • Fundamentals of Reading/ SB 472 • Skills Acquisition

- Engagement Techniques
- Management Processes
- Classroom Technology Integration for Value Added Teaching
- Intervention/Fundamentals for Older Learners/ SB 472
- Procedural Learning
- Independent Tasking
- Character/Behavioral Education
- Diverse Learners/ SDAIE
- ELM/SEI/Alternative Programs for ELs

Special Learner Needs/Autism Certification

Section 5: K-12 Professional Development Needs

Address the professional development needs of the instructional staff that will support the strategies and recommendations described above. Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development.

Professional Development Systems and Curricular Needs Summary

<u>Professional Development Needs</u>	<u>Professional Development Needs</u>
<p><u>Systems:</u> Response to Intervention and Instruction Professional Learning Communities/ Communities of Practice Single Plans for Student Achievement Monitoring Instruction (Observational Processes) and Feedback Instructional Leadership Practices Ongoing meetings and development in current legislation and legal changes related to all K-2 areas Preparation for upcoming DAIT stages Change Processes Support Systems</p> <p><u>Other:</u> AB 430 for Administrators Standards Based Planning and Pacing Database Management System Use Data Driven Instructional Planning Support for High Priority Learners (sub groups e.g. SWD, EL, SES, African American) through planning and teaching targeted curriculum Effective Instructional Strategy Use</p>	<p>Curriculum and Instructional Areas:</p> <ul style="list-style-type: none"> • Direct Instruction/ SB 472 • Strategy Instruction • Differentiated Instruction/GATE • Fundamentals of Reading/ SB 472 • Skills Acquisition • Engagement Techniques • Management Processes • Classroom Technology Integration for Value Added Teaching • Intervention/Fundamentals for Older Learners/ SB 472 • Procedural Learning • Independent Tasking • Character/Behavioral Education • Diverse Learners/ SDAIE • ELM/SEI/Alternative Programs for ELs • Special Learner Needs/Autism Certification

How do the specific Professional Development Activities Support the MUSD Strategies and Recommendations? How were the Professional Development Activities Identified?

In order to maximize learner potential for knowledge acquisition within the instructional day, the MUSD staff will need to provide the most effective and targeted approaches to teaching and learning. For this to become a reality, the change efforts will need to include providing large scale capacity building in the work of systems and change, as well as supporting the ongoing development of skills in state of the art teaching and learning methodology. All of the aforementioned practices, skills, and systems will be supported through the systematic availability of Professional Development (PD). The PD for systems and curricular areas will occur in unison, due to the time sensitive nature of this work, as well as the efforts on the part of MUSD to demonstrate the relationship between the systems level overlay and the specific work of instructional planning. As with Sections 1-4, the content within this Section (5), is founded in the results seen in student achievement data, logical advancements in the work occurring within MUSD, and upcoming achievement targets. The following section lists the types of achievement data reviewed in determining the areas of most critical need. The results of analyzing this data determined the types of actions that would provide the greatest leverage for MUSD.

Sources Analyzed for Content and Systems Selection to use in Professional Development Actions

1. Results of student achievement as indicated in STAR (API, AYP, CELDT, CAPA, CMA, CAHSEE, AP, Graduation rate).
2. Inquiry into current research on effective models of systems development and instructional change.
3. Information derived from documentation provided by CDE, SBCSS, US Department of Education, CCSESA, and SBE.
4. Completion of the: APS, DAS, ISS, ELSSA, and additional inventories within the district (monitoring data), Parent Feedback, MUSD Committee Feedback (C & I, DAC, ELAC, CAC).
5. Review of current structures within MUSD for process and protocol revisions (Observational/Feedback Processes, SPSA Processes).
6. Review of school site SPSA organizational features.

How will MUSD support the Professional Development?

The current leadership of Morongo Unified School District has had a long standing commitment to provide excellent Professional Development for all educators. To this end, the ongoing fiscal crisis has placed a serious impediment in the mechanisms enabling large scale educator learning initiatives. The Instructional Services Division, in an effort to show foresight and responsiveness, applied for and was granted a Title I Carryover Waiver. This allowed the district to save funds normally required to be used within the one fiscal year, and bring them forward to the current year account balances. Though the particular use of funds did

not change (still required to be used for Professional Development), the action was taken so the district would be better able to provide large scale training from 2011 forward. Even with the benefits provided by the carryover money, MUSD will not have enough funds to successfully complete all current PD objectives. However, MUSD will continue to seek support for Professional Development, cost effective strategies for staff knowledge acquisition, and strategic planning to maximize the successful implementation of as many High Impact Strategies as possible within the current fiscal climate.

The search, organization, planning, implementation, and reflective ongoing sustainability of learning initiatives will be supported through the leadership of all district departments, as relevant. In particular, it is of importance to Instructional Services to provide high quality training, as well as training and application of group processes to build a collective strength amongst the entire district staff. Of equal importance to the district's Leadership is developing models of sustainability for long term implementation of the identified areas of learning. To make this a reality, the participation in professional training will, as often as possible, also include site and district level follow up for longevity of practice. The development of long range planning for Professional Development implementation is predicated on the formation of hierarchical needs and systems design. An example of this would be the outcome expectations of Professional Learning Communities and the impact this foundational participation would have on future trainings, such as the learning of database management systems, data analysis, and team planning. It is the position of the district that to first provide development and implementation of successful PLC processes will heighten the benefits derived from team work at school sites. Then, as quickly and as authentically as possible, provide for the ongoing integration of the new learning into the existing model of district, school and classroom use.

Section 5 Professional Development Matrix

Professional Development Area of Focus	Timeline	Related Expenditures	Responsibility	Estimated Cost	Funding Source
Response to Intervention and Instruction District aligned model for K-6, 7-8, 9-12 Scheduling (K-12, Pacing, Academic and Behavioral) 3 tiers, both academic and	2010 -Implement meetings and beginning structures, set baseline expectancies, plan all support provided and schedule accordingly -select specialists or leads for training and process/ knowledge acquisition,	-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware	Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director	2010-2012 annual cost	Title I 40,000 EIA 20,000

<p>behavioral Master scheduling for all required content: RLA, Math, ELD, HSS, Science, PE, UA, other...</p> <p>District aligned model for K-6, 7-8, 9-12 (Data driven-subgroup analysis at district, to horizontal at site) CCT embedded to workflow all students on both academic/behavioral Grade level planning, instructional differentiation as a result of the data.</p> <p>Counselor Positions: Refine job description to align with district RTII practices</p> <p>Master scheduling for all required content: RLA, Math, ELD, HSS, Science, PE, UA, other...</p>	<p>plan trainings</p> <p>2011 -develop full process for each area, provide dates to all attendees for specialists, support implementation of all topic components, develop phase in for each component, assign personnel to gather back end data (gathering to assess growth from baseline)</p> <p>2012 -district, site, and grade level full implementation K-12 -support full implementation and site individualized needs -refinement as appropriate</p>	<p>-Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings</p>	<p>Assistant Superintendent, HR (Human Resources)</p> <p>Principals</p> <p>Teachers</p> <p>Support Staff</p> <p>Fiscal/Budgeting Department (Business Services)</p> <p>Specialists</p>		
<p>Professional Learning District aligned model for K-6, 7-8, 9-12</p> <p>Communities/ Communities of Practice with K-12 alignment</p> <p>Vision and Mission Vertical Articulation</p>	<p>2010 -Implement meetings and beginning structures, set baseline expectancies, plan all support provided and schedule accordingly -select specialists or leads for training and process/ knowledge acquisition, plan trainings</p>	<p>-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware</p>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>SELPA Director</p>	<p>2010-2012 Annual cost</p>	<p>Title I 30,000 DoDEA 75,000</p>

<p>GL Meeting Format and Scheduling with seamless process</p> <p>Platform for addressing complex systems issues and forum to develop team based solutions</p> <p>-Scheduling (K-12, Pacing, Academic and Behavioral) -Supports(Coaching, Data, Planning, Grade level meetings, developing school systems of high performance)</p>	<p>2011 -develop full process for each area, provide dates to all attendees for specialists, support implementation of all topic components, develop phase in for each component, assign personnel to gather back end data (gathering to assess growth from baseline)</p> <p>2012 -district, site, and grade level full implementation K-12 -support full implementation and site individualized needs -refinement as appropriate</p>	<p>-Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings</p>	<p>Assistant Superintendent, HR (Human Resources)</p> <p>Principals</p> <p>Teachers</p> <p>Support Staff</p> <p>Fiscal/Budgeting Department (Business Services)</p> <p>Specialists</p>		
<p>Single Plans for Student Achievement</p> <p>Training Samples Work sessions Conferencing and meeting with other to watch team level in progress Timeline/Specificity Distribution Implementation Revisions based on data</p>	<p>2010 -Implement meetings and beginning structures, set baseline expectancies, plan all support provided and schedule accordingly, begin to implement activities</p> <p>2011 -develop full process for each area, provide dates</p>	<p>-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/ Substitutes</p>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>SELPA Director</p> <p>Assistant Superintendent, HR (Human Resources)</p>	<p>2010-2012 Annual cost</p>	<p>Title I 20,000 DoDEA 10,000</p>

<p>Inclusion of all high leverage site work for the year</p> <p>As evidence through Agendas, and Minutes, note development of SPSA both in format, content, and collaboration among all school level stakeholders.</p> <p>The use of DODEA and ARRA funds been applied to PLC time for meeting as a site team, addition of this particular purpose</p>	<p>to all attendees for specialists, support in implementation of all aspects, develop phase in for each component, back end data gathering to assess venture</p> <p>2012</p> <p>- monitor year 2 implementation, with data driven revisions having been made, focus on analysis of strengths and needs for augmenting process in 2013</p>	<p>-Materials</p> <p>-Hourly pay for planning</p> <p>-School site set up</p> <p>-Collaboration time with other schools/districts</p> <p>-Materials</p> <p>-Travel</p> <p>-District Coaches</p> <p>-Principal Meetings</p> <p>-Academic Support Provider Meetings</p>	<p>Principals</p> <p>Teachers</p> <p>Support Staff</p> <p>Fiscal/Budgeting Department (Business Services)</p> <p>Specialists</p>		
<p>Monitoring Instruction District aligned model for K-6, 7-8, 9-12</p> <p>(Observational Processes) and Feedback</p>	<p>2010</p> <p>-Implement meetings and beginning structures, set baseline expectancies, plan all support provided and schedule accordingly, begin to implement activities</p> <p>2011</p> <p>-develop full process for each area, provide dates to all attendees for specialists, support in implementation of all aspects, develop phase in</p>	<p>-Materials</p> <p>-Specialists/ Instructional Experts</p> <p>-Travel</p> <p>-Conferences</p> <p>-Books</p> <p>-Technology Infrastructure</p> <p>-Hardware</p> <p>-Software</p> <p>-Planning/ Substitutes</p> <p>-Materials</p> <p>-Hourly pay for planning</p> <p>-School site set up</p>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>SELPA Director</p> <p>Assistant Superintendent, HR (Human Resources)</p> <p>Principals</p> <p>Teachers</p>	<p>2010-2012 Annual cost</p>	<p>EIA 5,000</p>

	<p>for each component, back end data gathering to assess venture</p> <p>2012 - monitor year 2 implementation, with data driven revisions having been made, focus on analysis of strengths and needs for augmenting process in 2013</p>	<ul style="list-style-type: none"> -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings 	<p>Support Staff</p> <p>Fiscal/Budgeting Department (Business Services)</p> <p>Specialists</p>		
<p>Instructional Leadership Practices (Site based, Evaluations, Leadership)</p> <p>District aligned model for K-6, 7-8, 9-12</p>	<p>2010 -Implement meetings and beginning structures, set baseline expectancies, plan all support provided and schedule accordingly, begin to implement activities</p> <p>2011 -develop full process for each area, provide dates to all attendees for specialists, support in implementation of all aspects, develop phase in for each component, back end data gathering to assess venture</p>	<ul style="list-style-type: none"> -Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials 	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>SELPA Director</p> <p>Assistant Superintendent, HR (Human Resources)</p> <p>Principals</p> <p>Teachers</p> <p>Support Staff</p> <p>Fiscal/Budgeting</p>	2010-2012 annual cost	EIA 10,000

	2012 - monitor year 2 implementation, with data driven revisions having been made, focus on analysis of strengths and needs for augmenting process in 2013	-Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings	Department (Business Services) Specialists		
Ongoing meetings and development in current legislation and legal changes related to all K-12 areas District aligned model for K-6, 7-8, 9-12	2010 -Implement meetings and beginning structures, set baseline expectancies, plan all support provided and schedule accordingly, begin to implement activities 2011 -develop full process for each area, provide dates to all attendees for specialists, support in implementation of all aspects, develop phase in for each component, back end data gathering to assess venture 2012 - monitor year 2 implementation, with data driven revisions	-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support	Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director Assistant Superintendent, HR (Human Resources) Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services)	2010-2012 Annual cost	EIA 5,000

	having been made, focus on analysis of strengths and needs for augmenting process in 2013	Provider Meetings	Specialists		
Preparation for upcoming DAIT stages	<p>2010 -Implement meetings and beginning structures, set baseline expectancies, plan all support provided and schedule accordingly, begin to implement activities</p> <p>2011 -develop full process for each area, provide dates to all attendees for specialists, support in implementation of all aspects, develop phase in for each component, back end data gathering to assess venture</p> <p>2012 - monitor year 2 implementation, with data driven revisions having been made, focus on analysis of strengths and needs for augmenting process in 2013</p>	<p>-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings</p>	<p>Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director Assistant Superintendent, HR (Human Resources) Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services) Specialists</p>	2010-2012 annual cost	EIA 5,000

<p>Change Processes</p> <p>-review of critical documentation (3 year plan, EL T3 Y2 IPA, CPM, LEA Addendum plus K-6, 7-8, 9-12 guides, EL Master Plan, Technology Plan, and others)</p> <p>-extraction of key relevant data for development of SPSA and personal development (Administration)</p> <p>-use to develop monitoring tools for class walkabouts to capture information on current practice and educational impact</p> <p>District aligned model for K-6, 7-8, 9-12</p>	<p>2010</p> <p>-Implement meetings and beginning structures, set baseline expectancies, plan all support provided and schedule accordingly, begin to implement activities</p> <p>2011</p> <p>-develop full process for each area, provide dates to all attendees for specialists, support in implementation of all aspects, develop phase in for each component, back end data gathering to assess venture</p> <p>2012</p> <p>- monitor year 2 implementation, with data driven revisions having been made, focus on analysis of strengths and needs for augmenting process in 2013</p>	<p>-Materials</p> <p>-Specialists/ Instructional Experts</p> <p>-Travel</p> <p>-Conferences</p> <p>-Books</p> <p>-Technology Infrastructure</p> <p>-Hardware</p> <p>-Software</p> <p>-Planning/ Substitutes</p> <p>-Materials</p> <p>-Hourly pay for planning</p> <p>-School site set up</p> <p>-Collaboration time with other schools/districts</p> <p>-Materials</p> <p>-Travel</p> <p>-District Coaches</p> <p>-Principal Meetings</p> <p>-Academic Support Provider Meetings</p>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>SELPA Director</p> <p>Assistant Superintendent, HR (Human Resources)</p> <p>Principals</p> <p>Teachers</p> <p>Support Staff</p> <p>Fiscal/Budgeting Department (Business Services)</p> <p>Specialists</p>	<p>2010-2012 annual cost</p>	<p>EIA</p> <p>5,000</p>
<p>-Supports(Coaching, Data, Planning, Grade level meetings, developing school systems of high</p>	<p>2010</p> <p>-Implement meetings and beginning structures, set</p>	<p>-Materials</p> <p>-Specialists/ Instructional Experts</p>	<p>Assistant Superintendent, Instructional Services</p>	<p>2010-2012 annual</p>	<p>EIA</p> <p>30,000</p>

<p>performance) District aligned model for K-6, 7-8, 9-12</p>	<p>baseline expectancies, plan all support provided and schedule accordingly, begin to implement activities</p> <p>2011 -develop full process for each area, provide dates to all attendees for specialists, support in implementation of all aspects, develop phase in for each component, back end data gathering to assess venture</p> <p>2012 - monitor year 2 implementation, with data driven revisions having been made, focus on analysis of strengths and needs for augmenting process in 2013</p>	<p>-Travel -Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings</p>	<p>Director, Instructional Services SELPA Director Assistant Superintendent, HR (Human Resources) Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services) Specialists</p>	<p>cost</p>	
<p><u>Classroom Technology</u> Integration for Value Added Teaching Redevelopment of district system and plan for technology use (maintain all strength in current plan, add in emerging areas , refine</p>	<p>2010: -Ideation of Certification for Technology Integration</p> <p>2011: -Begin Tech Plan Revision, Develop/Locate Technology</p>	<p>-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology</p>	<p>Assistant Superintendent, Instructional Services Director, Instructional Services</p>	<p>2010-2012 annual cost</p>	<p>Title II 9,000 Title I 10,000 EETT 2,000</p>

<p>pieces no longer research based)</p> <p>Staff training modules Certification for levels of use Web Tools Online modules Resources Teaching tools</p> <p>Resources for use at site and district by parents Plan Coordinate Develop/purchase</p> <p>District aligned model for K-6, 7-8, 9-12</p>	<p>Goals -Integration Training Phase in scheduling complete -Begin Training (Web, Internet, Modules)</p> <p>2012: -Complete Tech Plan Revision -Training in Place/Ongoing</p>	<p>Infrastructure -Hardware -Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings</p>	<p>SELPA Director Assistant Superintendent, HR (Human Resources) Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services) Specialists</p>		
<p><u>Curriculum/ Instruction:</u> Character/Behavioral Education District aligned model for K-6, 7-8, 9-12</p>	<p>2010 -determine site implementation and curriculum use -select curriculum options -train and build model for 2011 initiate</p> <p>2011 -introduce to staff, parents, learners full behavioral model</p>	<p>Materials Specialists Travel Materials Specialists Substitutes Travel Location Food Curriculum Support materials (binders, paper) District Coaches</p>	<p>Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director Assistant Superintendent, HR (Human Resources)</p>	<p>2010-2012 annual cost</p>	<p>EIA 20,000</p>

	<ul style="list-style-type: none"> - implement (at min) school wide character ed as T1, and a T2 second semester class (can implement full) -monitor and keep records of students, behavioral results <p>2012</p> <ul style="list-style-type: none"> -continue to implement or phase in remaining components if not yet in school -refined based on year prior's feedback and data -add parental outreach if not in place 	<ul style="list-style-type: none"> Substitutes Provider In class application Conferences Books Technology Infrastructure Hardware Software Planning/ Substitutes Materials Hourly pay for planning School site set up Collaboration time with other schools/districts 	<ul style="list-style-type: none"> Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services) Specialists 		
<p>Professional Development:</p> <ul style="list-style-type: none"> -Direct Instruction/ SB 472 - Fundamentals of Reading /SB 472 - Intervention/ Fundamentals for Older Learners/ SB 472 -Strategy Instruction -Differentiated Instruction/GATE -Educating Diverse Learners - Special Education Strategies - Management Techniques 	<p>2010</p> <ul style="list-style-type: none"> - beginning structures and meeting, set baseline expectancies and scheduling for summer and next year, plan all support provided and schedule accordingly -select specialists or leads for training and process/ knowledge acquisition, plan trainings <p>2011</p>	<ul style="list-style-type: none"> Materials Specialists Travel Materials Specialists Substitutes Travel Location Food Curriculum Support materials (binders, paper) District Coaches Substitutes 	<ul style="list-style-type: none"> Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director Assistant Superintendent, HR (Human Resources) 	<p>2010-2012 annual cost</p>	<ul style="list-style-type: none"> Title I 125,000 DoDEA 65,000

<p>-Engagement Techniques Teaching of: Skill Acquisition, Procedural Learning and Independent Tasking</p> <p>-SDAIE -Instruction for English Learners</p> <p>District aligned model for K-6, 7-8, 9-12</p>	<p>-develop full process for each area, provide dates to all attendees for specialists, support implementation of all topic components, develop phase in for each component, assign personnel to gather back end data (gathering to assess growth from baseline)</p> <p>-align with data protocols and site administrative oversight</p> <p>2012</p> <p>-district, site, and grade level full implementation K-12 of programs supported in PD</p> <p>-full implementation and site individualized needs supported through collaborative teaming and data analysis</p> <p>-refinement as appropriate</p>	<p>Provider In class application Conferences Books Technology Infrastructure Hardware Software Planning/ Substitutes Materials Hourly pay for planning School site set up Collaboration time with other schools/districts</p>	<p>Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services) Specialists</p>		
<p>Special Programs:</p> <p>-Smaller learning communities/ PLC (7-12) -Advanced Placement Instruction (7-12) -Vocational Education (7-12) -GATE Program/ High Achiever Programs (K-6, 7-8, 9-12)</p>	<p>2010</p> <p>-planning process for small school organization, Vocational Ed, GATE/ high Achieve programming, English Learner class configurations, Attendance and make up programs- a solution</p>	<p>Materials Specialists Travel Materials Specialists Substitutes Travel Location Food</p>	<p>Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director</p>	<p>2010-2012 annual cost</p>	<p>Title I 25,000 DoDEA Part of PLC 75,000</p>

<p>-English Learners (ELM, SEI, Alt Programs) (K-12) -Remediation/ Attendance based solutions (7-12) District aligned model for K-6, 7-8, 9-12</p>	<p>-AP in action, refine while running this semester -attend/learn as available from external resource providers -prepare sites, K-12, for programs (that will be implementing them) -provide teaming, training on AP plan</p> <p>2011 -implement first phase of structural model for all except AP -implement remaining plans for AP program (refinement stage)</p> <p>2012 -final implementation phase, review of implementation results for revisions in 2013 -AP review results of 3 year rollout, revise for 2013</p>	<p>Curriculum Support materials (binders, paper) District Coaches Substitutes Provider In class application Conferences Books Technology Infrastructure Hardware Software Planning/ Substitutes Materials Hourly pay for planning School site set up Collaboration time with other schools/districts</p>	<p>Assistant Superintendent, HR (Human Resources) Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services) Specialists</p>		
		<p>Materials Specialists Travel Materials Specialists Substitutes</p>	<p>Assistant Superintendent, Instructional Services Director, Instructional</p>	<p>2010-2012 annual cost</p>	<p>Title II Title I EIA DoDEA ELL</p>

		Travel Location Food Curriculum Support materials (bindings, paper) District Coaches Substitutes Provider In class application Conferences Books Technology Infrastructure Hardware Software Planning/ Substitutes Materials Hourly pay for planning School site set up Collaboration time with other schools/districts	Services SELPA Director Assistant Superintendent, HR (Human Resources) Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services) Specialists		
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Section 6: K-12 English Learners

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

MUSD Title III Improvement Plan Addendum begins on the next page....

CALIFORNIA DEPARTMENT OF EDUCATION
 TITLE III LOCAL EDUCATIONAL AGENCY
IMPROVEMENT PLAN ADDENDUM
 SUBMISSION FORM

Local Educational Agency (LEA) Plan Information:

Name of LEA: Morongo Unified School District

County District Code: 36-67777

Address: P.O. Box 1209 Utah Trail City: 29 Palms Zip Code: 92277

Contact Person:

Any inquiries concerning this plan should be directed to the attention of:

Tom Baumgarten
 Print Name

Assistant Superintendant of Instructional Services
 Title

Phone: 760-367-9191 ext 4224

Fax: 760-367-6884

E-Mail: Tom_Baumgarten@morongo.k12.ca.us

Certification:

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

Signatures:

 Signature of Superintendent

Mr. James Majchrzak
 Printed Name of Superintendent

January 13, 2010
 Date

Mr. James Majchrzak

Signature of Board President
Mr. Ron Palmer

Dr. Deborah Turner
Printed Name of Title III Director

January 13, 2010
Date

Title III Local Educational Agency Improvement Plan Addendum Reader Checklist ¹

To be completed by LEA

<p>Name of LEA: Morongo Unified School District</p> <p>City: 29 Palms, CA 92277</p> <p>LEA CDS Code: 36-67777</p> <p>Region #: 10</p>	<p>Contact Person: Mr. Tom Baumgarten</p> <p>Telephone: (760) 367-9191 ext. 4262</p> <p>E-Mail: Tom_Baumgarten@morongo.k12.ca.us</p>
<p>Number Enrolled : 09-10 Title III Funding amt.: \$35,600</p> <p>EL 406</p> <p>Immigrant 0</p> <p>Total LEA 9, 530 Immigrant Funding amt.: 0</p>	<p>Program Improvement: Yes <input type="checkbox"/> No X</p> <p>If yes, how many years in PI _____</p> <p>Consortia: Yes <input type="checkbox"/> No X</p>
<p>Reason for Identification</p> <p>Did not meet in 2007-08:</p> <p>AMAO 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 X ELA <input type="checkbox"/> Math</p> <p>Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math</p>	<p>Reason for Identification</p> <p>Did not meet in 2008-09:</p> <p>AMAO 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> ELA X Math</p> <p>Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math</p>

¹ For technical assistance purposes only. Developed by the Language Policy and Leadership Office, California Department of Education, Sacramento, CA. September 2005, revised November 2009.

Results (tools) Attached: <input checked="" type="checkbox"/> ELSSA <input checked="" type="checkbox"/> Academic Program Survey (APS) <input type="checkbox"/> District Assistance Survey (DAS) <input type="checkbox"/> Inventory of Services and Supports (ISS)	
Date submitted: January 13, 2010	Date Reviewed:

To be completed by Regional COE Lead

Adequate Incomplete Missing NA

1. Description of Factors

- A. Analysis of data and problems found.

- B. Strengths and weaknesses of current plan:
 - Degree of implementation of:
 - i. Instructional program
 - ii. Instructional strategies
 - iii. Professional Development
 - iv. Parental Participation

- C. Identify and describe factors contributing to failure to meet AMAO(s).

- D. Conclusions to inform program modifications

Comments: _____

Items 2-4 should be completed only for the areas that the analysis of data indicates are areas that prevented the LEA from meeting AMAO targets.

2. Strategies to improve Teaching and Learning in ELD (based on data analysis)

	Adequate	Incomplete	Missing	NA
Specific activities related to area(s) of need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timelines with benchmarks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding sources and estimate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

3. Strategies to improve Teaching and Learning in R/LA (based on data analysis)

	Adequate	Incomplete	Missing	NA
Specific activities related to area(s) of need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timelines with benchmarks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persons responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding sources and estimate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

4. Strategies to improve Teaching and Learning in Mathematics (based on data analysis)

	Adequate	Incomplete	Missing	NA
Specific activities related to area(s) of need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timelines with benchmarks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding sources and estimate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____				

Items 5-6 must be addressed.

5. Professional Development

	Adequate	Incomplete	Missing	NA
PD activities focused on area(s) of need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timelines with benchmarks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding sources and estimate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____				

6. Parental Participation

	Adequate	Incomplete	Missing	NA
Strategies (beyond ELAC/DELAC) based on area(s) of need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Timelines with benchmarks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding sources and estimate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Item 7 must be addressed if the LEA receives Title III Immigrant Education Funds.

7. Immigrant Education Program (if applicable)	Adequate	Incomplete	Missing	NA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Meets adequate level for approval Resubmit with recommended revisions

Areas in need of improvement

- 1. Analysis of Data
- 2. ELD
- 3. ELA
- 4. Mathematics

- 5. Professional Development
- 6. Parental Participation
- 7. Immigrant Education

Describe items that require further clarification: _____

Reviewer Name

Signature

Date of Final Approval

Morongo Unified District Improvement Plan Addendum (IPA)

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs) (Five page maximum for this item).

A.) The Morongo Unified School District is a kindergarten through twelfth grade school district, located in the high desert region of Southern California and approximately 20 miles north of Palm Springs. We serve over 9,500 students along a remote section of Highway 62 that spans 66 miles in length covering 5 rural communities with populations ranging from 2,000 to 30,000 in these diverse towns and cities. As a result of our geographic location and lack of industry, over 50 % percent of the students qualify for some type of public assistance; 53% percent receive free or reduced lunches; 50.2 % qualify for the Economic Impact Aid program; and 2% percent have been identified as homeless or displaced individuals. It is especially noteworthy that the MUSD is the largest land area school district in the entire state of California. Of the current 9,530 students currently enrolled in the school district, 406 are English Learners. The Morongo Unified School District did not meet AMAO 3 in 07-08 in the area of English Language Arts. In 08-09, Morongo Unified did not make AMAO 3 in the area of math. Even with a steady increase in the number of English Learners, we have been able to achieve both AMAO 1 and AMAO 2 targets. Using the ELSSA report and the Academic Program Survey to query the possible reasons why we have not been able to achieve AMAO 3, several factors begin to emerge.

With the categories indicated on the ELSSA, and building upon the District administration of the Academic Program Survey, Morongo Unified School Districts greatest strength is in category 1; English Language Development with a rating of 3.4. In category 2; Access to the core and opportunity to learn a. English Language Arts the District rating was a 3.3. Both of these areas are relative strengths in our program comparatively. Areas of weakness with scores lower than 3 are in the categories of; Access to Core and Opportunities to Learn; b. Mathematics (2.4), c. Intervention (2.2), d. placement (2.9). Additionally the categories of Professional Development (2.8), Assessment (2.5), Accountability (2.3) are also areas of weakness. This correlates with the data collected from the Academic Program Surveys.


With the Academic Program Surveys, data indicates that the Morongo Unified School District has a strength in the Essential Program Component (EPC) of the Instructional Program. The area of the Essential Program Components of Instructional Time indicate needs in the 2.3, 2.4, and 2.6 which correlate with, complies and monitors instructional time for ELD above core, RLA intervention, and additional instructional time for math support. Lesson Pacing Guide is a strength according to our Academic Program Surveys, while School Administrator Instructional Leadership Training is a great need according to the Survey tool. Additionally, though classrooms have Highly Qualified teachers appropriately credentialed for their assignment (5.1), the remaining Program Survey objectives (5.2, 5.3) which relate to teacher training in SBE adopted RLA/ELA and Math cores or interventions. Our District proved to be in extreme need of Ongoing Instructional Assistance and Support for teachers in RLA and Math (6.1, 6.2). A District strength was demonstrated on this survey with the Student Monitoring system at the elementary levels. Survey ratings were distributed across all criteria with respect to Monthly collaboration by grade level or program level for Teachers facilitated by Principal. This would be due to the fact that individual schools must be in favor of such a process and supportive of the additional time required for implementation. Fiscal support was seen as a relative strength within the capabilities of the budget.

B.) The Morongo Unified School District English Learner Plan was developed in 2004, and minor revisions were made in 2006-07. When our English Learners did not achieve AMAO 3 last year in ELA, District EL Coordinators took a look at the plan. Additionally, the various ELAC and DELAC committees looked at the plan to determine areas of need. It was determined that the plan should be re-written this year with the input of all stakeholders. The analysis of the current plan will be utilized for the writing of the new plan to be implemented in the school year 2010-2011.

<i>Educational activities to improve English proficiency and academic achievement</i>	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p>2. Describe scientifically based research strategies to improve English-language Development (ELD).</p> <p>✚ District Office and site administrators at the elementary, middle, and high school levels will verify that sound ELD instructional practices are implemented including:</p> <ul style="list-style-type: none"> • Systematic, explicit direct instruction followed by guided and independent practice • Scaffolding techniques • Flexible grouping • Incorporation of higher-level critical thinking skills • Attention to different learning styles • Lesson objectives determined by authentic benchmark assessments • Checking for understanding 	<p>By August 9-13th 2010, District will make available SB 472 ELPD training to all Elementary and Secondary teachers and principals.</p> <p>By August 30, 2010, District will convene a stakeholder group of teachers, administrators to finalize the Observation Protocol to observe EL student engagement strategies and ELD instructional practices and learning.</p> <p>By September 1, 2010 Sites will send the district their ELD schedules, and student placement into ELD blocks/time based upon 09-10 annual CELDT results. Based upon data-director prebuilt spreadsheet, broken down by ELD time, teacher, EL student so you can click on name and view all assessments, this to connect to PLC time and also connect to trimester/semester monitoring of student progress by teachers and administrators.</p> <p>By September 15, District will train</p>	<p>District Office and site administrators at the elementary, middle, and high school levels</p> <p>Site Administrators, District Office, teachers</p>	<p>No funding required</p> <p>Released days for PLC meetings/ time funded through Dodea</p>	<p>Data collected from on-going assessments in RLA and math</p>

<p>throughout the lesson</p> <ul style="list-style-type: none"> Closure and reflection Develop Observation Protocol (developed one) Training for District Administrators to use protocols Conduct bi weekly observations Incorporate observation protocols and classroom evidence into PLC discussions with staff 	<p>principals; teachers district Administrators and lead teachers on Observational Protocol.</p> <p>By October 1, Site administrators will complete first bi-weekly observation and shared with teachers during PLC to focus on key strategies</p> <p>By October 15, Site administrators will send in monthly walkthrough logs to hold discussions during Principal PLC meetings regarding movement towards goals.</p> <p>From October 15 through June 2011, Site administrators will discuss results, implementation practices, and assessment results using an administrator PLC format, the results of which can be taken back to sites and shared.</p>		<p>grant</p>	<p>Copies of observation protocols developed from administrator input to be used in PLC discussions to improve best practices</p>
<p>3. Describe scientifically based research strategies to improve academic achievement in English language arts (ELA).</p> <ul style="list-style-type: none"> <i>District and site administrators will verify that classroom teachers are implementing sound ELA instructional practices through faithful adopted curriculum implementation including:</i> Explicit direct instruction followed by guided and independent practice 	<p>from August 31, 2010-June 17, 2011;</p> <p>Elementary to administer common assessments on a trimesterly basis, as well as publisher embedded assessments and load them into Data Director through out the year</p> <p>Secondary, working through math right now, end of semester exam “end of course exam”, moving this into ELA this year to develop Midyear and end of year test for common assessments at secondary in ELA.</p>	<p>District Office and site administrators at the elementary, middle, and high school levels</p>	<p>No funding required</p>	<p>Monitor classroom instruction through informal observations, use of observation protocol template, formal observations and walk throughs.</p> <p>Assessment measures through out the year to</p>

<ul style="list-style-type: none"> • Scaffolding techniques • Flexible grouping • Incorporation of higher-level critical thinking skills • Attention to different learning styles • Lesson objectives determined by authentic benchmark assessments • Checking for understanding throughout the lesson • Use of primary language support when applicable • Closure and reflection <p>✚ Site administrator, classroom teachers for ELA will:</p> <ul style="list-style-type: none"> • Participate in professional development relative to the implementation of the core curriculum, universal access components related to ELs, and any supplementary ELA/ELD materials. • Use selected observation tools and other documents to determine the degree of implementation of the ELA course of study. • Use observational tools to plan, implement and evaluate the effectiveness of ELA lesson delivery. 	<p>All common assessment data will be loaded into to Data Director.</p> <p>Monthly/trimesterly/semesterly: Pull benchmark data for EL Students to determine progress for ELA, based upon data-director prebuilt spreadsheet, broken down by ELD time, teacher, EL student so you can click on name and view all assessments, this to connect to PLC time and also connect to trimester /semester monitoring of student progress by teachers and administrators</p> <p>by June 17, 2011</p> <p>By September 15, District will train principals; teachers district Administrators and lead teachers on Observational Protocol.</p> <p>By October 1, Site administrators will complete first bi-weekly observation and shared with teachers during PLC to focus on key strategies to be implemented and updated monthly.</p> <p>By October 15, Site administrators will send in monthly walkthrough logs and implementation goals to district. (at principal meetings we can discuss the implementation of key strategies and</p>	<p>Site administrators and teacher observation opportunities</p> <p>Site administrators and teacher discussions</p>	<p>No funding required</p> <p>No funding required</p>	<p>include but not limited to benchmarks, curriculum embedded assessments, Dibels, and end-of-course exams will continuously monitor student progress and growth. Assessment measures through out the year to include but not limited to benchmarks, curriculum embedded assessments, and end-of-course exams will continuously monitor student progress and growth. (Elementary K-6: HM curriculum embedded assessments on Data Director will be disaggregated for English Learners and shared with Administrators) (Secondary: Curriculum Embedded assessments and newly developed quarterly assessment results will be disaggregated for English Learners and shared with Administrators) All assessment results will be used during staff meetings/PLC discussion time to guide student progress. Appropriate access to strategies and</p>
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	<p>have an opportunity to do a ‘re=teach’ of what the observable behaviors of the teaching and learning are on those strategies.)</p> <p>From October 15 through June 2011, Site administrators will discuss results, implementation practices, and assessment results using an administrator PLC format, the results of which can be taken back to sites and shared.</p>	<p>Site administrators and District personnel</p>		<p>intensive intervention will be derived from these collaborative meetings.</p>
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics.</p> <p> LEA and site administrators will verify that classroom teachers are implementing sound mathematics instructional practices, including:</p> <ul style="list-style-type: none"> • Explicit direct instruction followed by guided and independent practice • Scaffolding techniques • Flexible grouping • Incorporation of higher-level critical thinking skills • Attention to different learning styles • Lesson objectives determined by authentic benchmark 	<p>between August 9, 2010-June 17, 2011</p> <p>By August 9-13th 2010, District will make available SB 472 Math PD training to all Elementary teachers and principals.</p> <p>Monthly/trimesterly/semesterly: Pull benchmark data for EL Students to determine progress for Math</p> <p>Secondary, working through math right now, end of semester exam “end of course exams” to implement for 2010-11 school year.</p>	<p>District Office and site administrators at the elementary, middle, and high school levels</p>	<p>Dodea Grant</p>	<p>Monitor classroom instruction through informal observations, formal observations and walk throughs.</p> <p>Assessment measures through out the year to include but not limited to benchmarks, curriculum embedded assessments, and end-of-course exams will continuously monitor student progress and growth.</p>

<p>assessments</p> <ul style="list-style-type: none"> • Checking for understanding throughout the lesson • Use of primary language support and/or instruction when applicable • Closure and reflection <p>📌 Site administrators, utilizing observation tools, will assist classroom teachers in modifying specific classroom instructional practices.</p> <p>📌 Site administrators, classroom teachers will:</p> <ul style="list-style-type: none"> • Participate in professional development relative to the implementation of the core curriculum, universal access components related to ELs, and any supplementary mathematics materials. <ul style="list-style-type: none"> • Use selected observation tools and other documents to determine the degree of implementation of the mathematics course of study. • Use observational tools to plan, implement, and evaluate the effectiveness of mathematics lesson delivery. 	<p>Based upon data-director prebuilt spreadsheet, broken down by ELD time, teacher, EL student so you can click on name and view all assessments, this to connect to PLC time and also connect to trimester/semester monitoring of student math progress by teachers and administrators.</p> <p>by June 17, 2011</p> <p>By August 9-13th 2010, District will provide SB 472 ELPD training to all Elementary and Secondary teachers and administrators.</p> <p>By August 9-13th 2010, District will make available SB 472 Math PD training to all Elementary teachers and principals.</p> <p>By September 15, District will train principals; teachers district Administrators and lead teachers on Observational Protocol.</p> <p>By October 1, Site administrators will complete first bi-weekly observation and</p>	<p>Site administrators, teachers</p> <p>SB 472, for Math adopted curriculum and ELPD</p> <p>Site administrators and teacher observation opportunities</p>	<p>Released days funded through dodea grant</p> <p>DoDEA Grant</p> <p>No funding required</p> <p>No funding required</p>	<p>(Elementary K-6: Pearson/EnVision curriculum embedded assessments on Data Director will be disaggregated for English Learners and shared with Administrators) (Secondary: Curriculum Embedded assessments and newly developed semester assessment results will be disaggregated for English Learners and shared with Administrators) All assessment results will be used during staff meetings/PLC discussion time to guide student progress. Appropriate access to strategies and intensive intervention will be derived from collaborative meetings.</p> <p>Monitor classroom instruction through informal observations, use of observation protocol format, formal observations and walk throughs.</p>
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	<p>shared with teachers during PLC to focus on key strategies</p> <p>By October 15, Site administrators will send in monthly walkthrough logs and implementation goals to district</p> <p>From October 15 through June 2011, Site administrators will discuss results, implementation practices, and assessment results using an administrator PLC format, the results of which can be taken back to sites and shared.</p>			<p>Monitor classroom instruction through informal observations, use of observation protocol format, formal observations and walk throughs and results shared at Post observation conferences</p>
<p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs.</p> <p>✚ District administrators will ensure that the District does the following:</p> <ul style="list-style-type: none"> • Develops and trains site staff in structured protocols and tools to facilitate data discussions and monitor progress toward EL goals. • Ensures that principals and teachers are trained and coached on their roles in collaborative data teams. • Provides teachers of EL students with professional development focused on instructional strategies 	<p>by January 29, 2010- ongoing</p> <p>By September 15, District will train principals; teachers, district Administrators and lead teachers on Observational Protocol.</p> <p>By October 1, Site administrators will complete first bi-weekly observation and</p>	<p>District will ensure all school administrators have had training in the PLC approach to collaborative data teams.</p> <p>Site principals; teachers, and lead teachers administrators</p>	<p>DoDEA grant funding PLC and RTI trainings and follow-ups with Solution Tree and San Bernardino County</p> <p>No funding required</p>	<p>Development of site PLC's for the purpose of data discussions. EL progress will one focus of these discussions. Data team reports SMART goals to administrator for monitoring and assistance.</p> <p>Monitor classroom instruction through informal observations, use of observation protocol format, formal</p>

<p>and designed to enhance teachers' understanding and use of adopted materials and assessments.</p> <ul style="list-style-type: none"> • Allocates adequate funding to professional development designed to increase teacher subject area competence, especially in ELD, reading/language arts, and mathematics. • Site administrators and teachers will participate in professional development relative to the implementation of the core curriculum, universal access components, and any supplementary ELA/ELD materials. • Teachers receive on-going professional development to teach ELs (e.g., SB Curriculum Embedded English Learner Professional Development). <p>🚩 Site administrators will schedule and participate in monthly collaborative teacher meetings to:</p> <ul style="list-style-type: none"> • Analyze assessment data and discuss the strengths and weaknesses of EL student performance in each part of the assessment. 	<p>shared with teachers during scheduled PLC meetings as evidenced by minutes showing targeted EL students and EL strategies , to focus on key strategies</p> <p>By October 15, Site administrators will send in monthly walkthrough logs and implementation goals to district</p> <p>From October 15 through June 2011, Site administrators will discuss results, implementation practices, and assessment results using an administrator PLC format, the results of which can be taken back to teachers.</p> <p>By August 9-13th 2010, District will provide SB 472 ELPD training to all Elementary and Secondary teachers and administrators.</p> <p>Monthly/trimesterly/semesterly: Pull benchmark data for EL Students to determine progress for Math and ELA</p>	<p>Teachers, EL coordinators, administrators</p> <p>Elementary and Secondary teachers and administrators.</p>	<p>DoDEA Grant</p> <p>No costs; requires flexible</p>	<p>observations and walk throughs and results shared at Post observation conferences</p> <p>Participation attendance and 80 hour follow up practicum</p> <p>Assessment data will be analyzed collaboratively. Planning and instruction will be based on student data</p>
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<ul style="list-style-type: none"> • Examine EL student work produced during the period covered by the assessment. • Examine evidence of learning from student work. • Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered. • Plan specific re-teach and enrichment lessons to accelerate learning for EL students. • Plan and implement effective ways of providing language support for ELs, based on common assessments. 	<p>Secondary, working through math right now, end of semester exam “end of course exams” to implement for 2010-11 school year.</p> <p>Based upon data-director prebuilt spreadsheet, broken down by ELD time, teacher, EL student so you can click on name and view all assessments, this to connect to scheduled PLC time and also connect to trimester monitoring of student progress in ELA and Math by teachers and administrators.</p> <p>August 2010 and continuing monthly-ongoing through site scheduled PLC meetings, Intervention meetings, Grade level and department level meetings</p> <p>From October 15 through June 2011, Site administrators will discuss results, implementation practices, and assessment results using an administrator PLC format, the results of which can be taken back to sites and shared.</p>		<p>scheduling and in some instances minimum days</p> <p>Released days funded through dodea grant</p>	<p>and performance. Coordinated Care Team intervention will take place for individual students not responding to instruction.</p>
<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</p> <p>✚ LEA and site administrators will communicate with</p>			<p>No additional cost</p>	

<p>parents of EL students in a language understandable to the parent and in a timely manner.</p> <ul style="list-style-type: none"> • Communication includes, but is not limited to student progress in ELD, academic proficiency, grade-level standards, high school graduation requirements, data reporting for the Standardized Testing and Reporting (STAR) program, local assessments, and available interventions in ELD, reading/language arts and mathematics. • Training for Summer Learning Programs for ELD students' parents and caregivers will be provided. Materials for parents to assist their students over the summer will also be provided. <ul style="list-style-type: none"> ✚ LEA and site administrators will ensure that when 15 percent or more of the students at the school speak a primary 	<p>By January 29, 2010. District will identify the requirements and content of parent notification letters aligned to required notification timelines.</p> <p>By August 5, 2010 Timeline of all parent notifications will be identified and communicated to sites along with list of district-approved translators.</p> <p>By August 15, 2010 Initial letters will be sent to parents per requirements.</p> <p>By June 1, 2011 all sites will have required communication system in place for Spanish speaking parents for required notifications, miscellaneous documents and translators.</p> <p>By May 19, 2010 Complete training for EL parents and caregivers.</p> <p>By September 1, Send communication and sample letter to all sites requesting materials</p>	<p>District training on translator</p> <p>Site administrator and/or EL coordinator</p> <p>Parents of ELD students and EL coordinator</p> <p>Parents, summer caregivers, EL Coordinators</p> <p>EL Coordinators, Parents</p>	<p>(publications would have been made in English and are now just being published in a different language.)</p> <p>Title III/Title I funds</p> <p>Title III funds</p>	<p>Begin Document bank of District and site written communications in Spanish (monitor language census results for other possible needed languages)</p>
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<p><i>language other than English, all notices, reports, statements, or records that the school sends to parents or guardian are written in the primary language(s) and English.</i></p>	<p>and survey from EL parents and caregivers who attended training.</p> <p>By September 15, inventory all materials and aggregate survey results, convene a stakeholder group of administrators, teachers and EL Parents to discuss survey and identify parental involvement needs.</p> <p>By October 15, identify next steps and course of action timeline per survey results.</p> <p>By November 15 Communicate results to district administrators, principals and ELACs.</p>	<p>EL Coordinators, Parents, administrator</p> <p>EL Coordinators, Administrators, District Office personnel</p>		
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p> <p>NOT APPLICABLE</p>				

Section 7: K-12 Extended Academic Support

Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year. Please describe those activities and how the LEA will incorporate them.

MUSD has an active, ongoing interest in the development and implementation of after school programming that aligns with the pacing and content of core Math and Reading Language Arts programs used within school day. To this end, the Considerations section of this document contains information about the goals within this model. Until the point when an after school provider or the district is able to sufficiently plan and prepare this approach, it will need to remain a goal of the district.

The areas in which MUSD is working to improve, refine, or implement effective models of extended day support are after school and extended year programs. The after school programs within the district include:

K-6 SES Programs at 5 schools

K-6 school based after school programs at the remaining 6 sites

7-8 school based after school programs

9-12 no current after school programs

The MUSD goal is to implement and sustain after school offerings related to academic achievement at every site within the district.

Due to fiscal constraints, the extended school year options currently are limited to K-12 Special Education, K-12 English Learner, and 7-12 credit recovery courses. As soon as financially possible, the district will provide Extended Year course offerings for all in risk learners (and then for high achiever/ GATE). The goal is to realign the course offerings to support all in risk students with extended year coursework. Beginning in 2011, the district will initiate a process of searching for or developing curriculum geared toward CA standards and core program alignment for use in summer programming. In addition, the goal will be to have the Extended Year coursework be input into Data Director for educators to access the learner outcomes for use in the child's next educational year of study.

Section 7 Extended Program Matrix

<u>Extended Programs</u>	<u>Timeline</u>	<u>Related Expenditures</u>	<u>Responsibility</u>	<u>Estimated Cost</u>	<u>Funding Source</u>
After school programs: -Based on standards -Data driven attendance -In Math and RLA -K-12 -In addition, not in lieu of RTI tiers -possible partnering for new technologies -link to CCT and RTII	2010 -develop, share, and determine each site process for after school program alignment to school day -implement, at minimum, a data driven mini-session during last trimester, to streamline processes and determine issues 2011 -align to CCT -All sites implement after school for intensive learners / Students data input into DD -Maintain records through CCT 2012 -all eligible learners attend after school for the subject area indicated -input and analysis with	-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials	Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director Assistant Superintendent, HR (Human Resources) Principals Teachers Support Staff Fiscal/ Budgeting	2010-2012 annual cost	TI 25,000 EIA 25,000

	school day integration (for one/two topics) or support of external provider -align to CCT	-Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings	Department (Business Services) Specialists Director of Student Services (SS Department)		
Extended School Year -added all in risk learners - partner with external provider or provide alignment to core -link to CCT -link to RTII	2010 planning for summer of 2012 maintain current class types for this year. 2011 -planning and budgeting for 2012 -search for partners or curriculum alignment -build systems in DD for record keeping 2012 -begin full summer course -record keep to align with subsequent year - achievement determination about	-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set	Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director Assistant Superintendent, HR (Human Resources) Principals	2010-2012 annual cost	TI 15,000 25,000 EIA 15,000

	attendance numbers record keeping in CCT	up -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings	Teachers Support Staff Fiscal/ Budgeting Department (Business Services) Specialists Director of Student Services (SS Department)		

Section 8: K-12 Parental Involvement in the School

Include strategies to promote effective parental involvement in the school. Please describe parental involvement strategies and how the LEA will support them across the LEA.

MUSD is very interested in building and sustaining models of excellence in the area of Parent Involvement and Parent Education. To this end, MUSD is currently working to develop and partner with various groups to offer outstanding services to bring learning to the parents within the community. Moreover, the parents within the area are also recipients of ongoing improvements within the district plans for involvement in various groups or services provided by the district and school.

Section 8 Parent Involvement Matrix

<u>Parent Involvement</u>	<u>Timeline</u>	<u>Related Expenditures</u>	<u>Responsibility</u>	<u>Estimated Cost</u>	<u>Funding Source</u>
Parent Training (if a volunteer or para educator) -credit based -focus on real skills/ academic -use in classes -support for school programs -high tech platform -self paced Levels -pre hire - as a volunteer - during employment	2010 -planning -select support provider or build in house -credits will have in house incentive? -focus on high school first 2011 -implement courses -align to in school programs -participation increase by 10% 2012	-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/	Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director Assistant Superintendent,	2010 2011 2012	Title I Parent Involve 15,000 Title III 1,500 ELL 1,000

	<ul style="list-style-type: none"> -continue implement 9-12 -bring to K-6, 7-8 -at high school increase by additional 10% -10% increase at K-8 	<ul style="list-style-type: none"> Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings 	<ul style="list-style-type: none"> HR (Human Resources) Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services) Specialists Director of Student Services (SS Department) 		
<ul style="list-style-type: none"> Parent Training -Credit based system for earning "credit" for being involved 	<ul style="list-style-type: none"> 2010 -plan program -select internal or external support and development -schedule school involved and programs to offer 	<ul style="list-style-type: none"> -Materials -Specialists/ Instructional Experts -Travel 	<ul style="list-style-type: none"> Assistant Superintendent, Instructional Services 	<ul style="list-style-type: none"> 2010 2011 2012 	<ul style="list-style-type: none"> Title I Parent Involve 15,000

<p>-Parent Involvement Provide alternative methods to learn about topics of high interest</p>	<p>2011 -provide at least 5 program areas disseminate program information -provide program and incentives -increase participation by 10%</p> <p>2012 -add 5- provide 10 program areas -disseminate program information -provide program and incentives -increase participation by 10%</p>	<p>-Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials -Travel -District Coaches -Principal Meetings -Academic Support Provider Meetings</p>	<p>Director, Instructional Services SELPA Director Assistant Superintendent, HR (Human Resources) Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services) Specialists Director of Student Services (SS Department)</p>		<p>Title III 2000 EL 1,000</p>
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Parent Support English Learners -ELAC -DELAC Special Education -CAC Site Leadership -School Site Council Federal Programs -Title I -Title IV	2010 -schedule annual dates for meetings -post content and Agendas -post online resources and links related to meeting topic -support ongoing participation through surveys, feedback, and interest forms 2011 -schedule annual dates for meetings -post content and Agendas -post online resources and links related to meeting topic -support ongoing participation through surveys, feedback, and interest forms 2012 -schedule annual dates for meetings	-Materials -Specialists/ Instructional Experts -Travel -Conferences -Books -Technology Infrastructure -Hardware -Software -Planning/ Substitutes -Materials -Hourly pay for planning -School site set up -Collaboration time with other schools/districts -Materials -Travel -District Coaches	Assistant Superintendent, Instructional Services Director, Instructional Services SELPA Director Assistant Superintendent, HR (Human Resources) Principals Teachers Support Staff Fiscal/Budgeting Department (Business Services)	2010- 2012 annual cost	Title I - Parent Involve 10,000 TIII 1,500 EL 500

	<ul style="list-style-type: none">-post content and Agendas-post online resources and links related to meeting topic-support ongoing participation through surveys, feedback, and interest forms	<ul style="list-style-type: none">-Principal Meetings-Academic Support Provider Meetings	Specialists		

Appendix 1
MUSD Core Materials Adoption Cycle

Academic Program Core Text Information

Subject	Grade	Publisher/Title	District Adoption Date	District Purchase Date	Distribution Date
Mathematics	K-6	Addison Wesley enVision Mathematics	4/15/2008	7/1/2008	8/2008
Mathematics	7-8	Holt Pre-Algebra, Algebra, Geometry	4/15/2008	7/1/2008	8/2008
Mathematics	9-12	Holt Algebra, Algebra 2, Geometry	4/15/2008	7/1/2008	8/2008
Math Intervention	4-8	ILearn iPass	8/19/2008	7/14/2008	9/9/2008
Language Arts	K-6	Houghton Mifflin California Reading 2003	2/4/2003	7/1/2003	8/2003
Language Arts	7-8	McDougal Littell Language of Literature	2/4/2003	7/1/2003	8/2003
Language Arts	9-12	Prentice Hall Timeless Voices, Timeless Themes	2/4/2003	7/1/20083	8/2003
Reading Intervention	4-8	Sopris West LANGUAGE! 3 rd Edition	5/2005	7/23/2005	8/15/2005
Language Arts ELD	1-6	Ballard Tighe Carousel of IDEAS	7/17/2007	7/18/2007	8/2007
Language Arts ELD	7-8	McDougal Littell Language of Literature Bridges	2/4/2003	7/1/2003	8/2003

Language Arts ELD	7-12	Hampton Brown High Point	2/4/2003	7/1/2003	8/2003
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11/8/2010 jmills

Appendix 2 **Additional Indicators of Alignment**

Additional Indicators of Alignment:

The following information is included to demonstrate the alignment of the LEA Addendum's content to other Institutions or Governing Bodies Indicators. MUSD has attempted to exercise full capacity in response to the task. Within this process, the work will also serve to achieve many of the goals within other key documents. Though each document contains its own organizational format and content requirements, by submitting the areas of alignment, we hope to have:

1. verified for our own work that the content is sufficient in breadth and depth;
2. provided a foundation for subsequent document completion, in order to maintain alignment, consistency and relevance.

California County Superintendents Educational Services Association

Quite possibly providing the greatest glimpse into the Addendum's content readiness to catapult MUSD away from District Assistance and Intervention Team (DAIT) supports in year 3, the CCSESA seven areas of focus are truly State Board of Education, Education Code approved areas of focus for determination of DAIT Lead Provider, as well as the areas of focus and work for a district in DAIT (PI year 3). As a district, we felt it was essential to review these areas, though they are much broader and more comprehensive, in an attempt to frame the responses to the Addendum creation in the most appropriate and aligned pathway for supporting the work of school improvement.

Appendix 2 continued

<u>California County Superintendents Educational Services Association</u>	Addendum and System Alignment
1. Professional Development	Key area is Section 5, though sections 1, 2, 3, 4, 6, 7, and 8 will have varying levels of relationship.
2. Parent and Community Involvement 3. Fiscal Operations	Key area is Section 8. All areas have been focused on Fiscal alignment and the appropriate, resourceful use of funds. We are actively attempting to work with every person who works with money to consider alignment to the sole purpose of student achievement systems.
4. Governance	The leadership provided now will provide a roadmap for the supports that are to come in year 3 and on. For this reason, we feel all areas have had strong Governance; this is why the focus is defined and combined for most effectual use.
5. Human Resources	Sections 1, 2, 3, 4, 5, 6 and 7
6. Data and Achievement Monitoring Systems	Sections 1, 2, 3, 4, 5, 6, 7, and 8
7. Curriculum, Instruction, and Assessment	Sections 1, 2, 3, 4, 5, 6, 7, and 8

Appendix 2 continued**Essential Program Components (EPC): Areas of Focus**

Within the introductory section of the Addendum, a complete description of the EPCs, as well as the descriptor regarding how the MUSD initiatives and proposals align is included. Moreover, each of the 9 EPC areas can be linked back to the idea of focused and aligned systems. Though our district feel strongly about the purpose and value of instructional strategy development, in this era of education, we believe our strongest asset lies in the belief and dedication to retooling the fundamental work of the educational system through the use of Professional Learning Communities, and Response to Intervention and Instruction. All of the additional initiatives are contained, ultimately, within one of these two principles of sound system development and improvement.

Essential Program Component	Addendum and System Alignment
1. Adopt and use core materials	1, 2, 3, 4, 5, 6, 7
2. Maintain and use instructional minutes	1,2,3,4,5,6,7
3. Develop, follow Pacing Guide and Assessments	1,2,3,4,5,6,7
4. Administrators attend AB 430 for EPC site support	2,3,4,5,6
5. Highly Qualified Teachers in every classroom	1,2,3,4,5,6,7
6. Support by Content Experts and Coaches	not currently supported in plan due to budget constraints
7. Use of a Database Management System for Assessment application in Instruction	1,2,3,4,5,6,7
8. Team level meetings for data driven instructional planning.	1,2,3,4,5,6,7
9. Fiscal alignment to key initiatives.	1,2,3,4,5,6,7,8

Appendix 2 Continued

Categorical Program Monitoring Goals

The California Department of Education is responsible to maintain consistent practice related to all Categorical Programs. These are focused on the use of funds and alignment to the areas of educational value. The CDE regularly revises the content of CPM visitations and data collection requirements to maintain relevancy to trends and changes at all levels of education. Currently there are 16 areas of review. Though at one time Program Improvement was investigated separately, it is now a part of the Compensatory Education section.

<u>Categorical Program Monitoring</u>	<u>Addendum and System Alignment</u>
1. Before and After School Programs	7
2. Career Technical Education	1,2,3,4,5,6,7
3. Child Development	7
4. Compensatory Education	1,2,3,4,5,6,7,8
5. Education Equity	1,2,3,4,5,6,7,8
6. Education Job Fund	1,2,3,4,5,6,7,8
7. English Learner	1,2,3,4,5,6,7,8

8. Fiscal Monitoring	1,2,3,4,5,6,7,8
9. HIV/AIDS Prevention	1,2,3,4,5,6,7,8 (RTII Behavioral)
10. Homeless Education	1,2,3,4,5,6,7
11. Improving Teacher Quality	1,2,3,4,5,6,7,8
12. Migrant Education	1,2,3,4,5,6,7,8
13. Neglected or Delinquent	1,2,3,4,5,6,7,8
14. Physical Education	not applicable
15. State Fiscal Stabilization Fund (ARRA)	1,2,3,4,5,6,7,8
16. Uniform Complaint Procedures	8

Considerations

The following considerations are a non-comprehensive listing of actions or endeavors that MUSD is currently proposing for task force development, input, inclusion with other initiatives, and/or implementation. The purpose of the consideration section is to address ongoing and pressing areas of need within MUSD. As stated, there are other possibilities and approaches being considered, as are there other possible solutions than those listed here. This section is a beginning point for the development of an ongoing PLC Forum with MUSD to embed consistent and ongoing analysis of solutions driven conversations within our district. Through the next months, the content here will become a part of a (technology based?) forum for conversation and input (possibly linked to the district home page). Interested affiliates of MUSD will have access that will allow all MUSD employees, community members, and others to read, respond, and provide input.

1. **Extended School Year**- This model is a one track, multiple smaller off track breaks, embedded intersession within each break, model. The purpose of the school year calendar model is to: provide a shorter break, thereby reducing loss of prior instruction, add intersession for in risk learners to increase total school days. Provide for better flow from year to year, and classes, as the off track period is never more than a few weeks.
2. **Longer school day**- The use of extending the learning day; either by reducing total number of days, or adding to total days and hours taught; provides for deeper involvement with content and longer processing time for learners.
3. **Later Academic Day start time**- By starting later, particularly for the older students (7-12), research indicates a better understanding of as well as retention of the content being taught. The start time change may be achieved through adding periods, or simply pushing first bell to a later time in the morning.
4. **Magnet School Programs at various sites**- The development of magnet schools can create substantial benefits. Students with very specialized interests, as well as students who are in need of added rigor/ differentiation, or those in need of a motivational boost within a certain subject or program typically benefit. Magnet schools can have a very specialized focus, with educators who have special training (ex. Technology, IB, Math and Science). The Magnet School can also help a school in struggle to redefine itself and become a school of influence.
5. **After school programming**- Design or select a provider who will align all after school instruction to the content and pacing of each grade level's curriculum within MUSD. The use of different curriculum, based on the exact

same content, would provide distributed practice (pre-teach, re-teach, extension) for learners. Connecting the selected provider to a pre built forum within Data Director would allow for inputting of all information on work completed. The data could be combined with, viewed or shared as appropriate.

6. **Adopt a School-** Collaborate with local offices and governmental agencies (social service) to assist in creating a partnership for parents who have students within the district and are also recipients of services from community supports. This two-way process is developed to provide extra incentive for coming to school to participate. Receive (financial, certificate, voucher, awards, coupons, gift cards, etc.) award for coming to school for parent involvement days and events. Also connect to online high tech component to allow parents to see what is going on at school. Main criteria needed is to develop an inter agency agreement.

Grade Span Action Plans:

Summary of the: K-6, 7-8 and 9-12 Addendum Plans

Each grade level span, K-6, 7-8, and 9-12 will be receiving (through the site Principal) a special, *Grade Level Specific Summary Version* of the MUSD LEA Addendum. The focus of this special edition of the MUSD LEA Addendum is dedicated directly to the work K-6, 7-8, and 9-12 will be involved in during the next few years.

The intent of the *Grade Span Specific LEA Addendum* is to create a common framework for our entire team to support, by developing a more manageable document, with references and actions tied directly to the age range of the specific students within the school. The district is dedicated to developing an ongoing, consistent forum for like groups (eg. 9-12) to work collaboratively in both Leadership meetings (as a preface) and on site (as the implementation phase).

Evidence of successful integration will have occurred when the contents of the *Grade Span Specific LEA Addendum* have been used to develop, act on, and refine processes within the school. The use of the contents within the document will provide, across the district, alignment with all of the MUSD Guiding documents. The Instructional Services Division will be assisting in the process of revealing, through group exercises and activities (to be completed during scheduled meetings and site work), the associated design features. These design features support the existing or necessary development of school processes. The component features will be used to assist in developing new features, programs, and models within the school; or to work on even larger systems features and processes in an effort to align the work of the district.

The MUSD LEA Addendum includes a significant amount of content relatable to the K-12 audience at large. However, there are a number of features that are more detailed and will have variances in implementation for a grade span specific group. For this reason (and because the Addendum is over 110 pages!), the decision was made to take the contents and parse them down to more detail for each level of the organization. So, everyone is able to utilize the MUSD LEA Addendum contents as a primary reference and the specific actions related to each items will be defined in the *Grade Span Specific LEA Addendum*.

The intent of the LEA Addendum is to be seen and used as an overarching and guiding document, with its contents applicable to all programs and schools, K-12. Then, to assist in providing a more concise and age span specific guiding document, the district has developed the *Grade Span Specific LEA Addendum*. During the January Principal's meeting, each group of Site Administrators will receive a copy for use and implementation guidance at their respective school site. As a team, we truly look forward to working together on the implementation of the MUSD LEA Addendum- in Grade Level Specific Form!

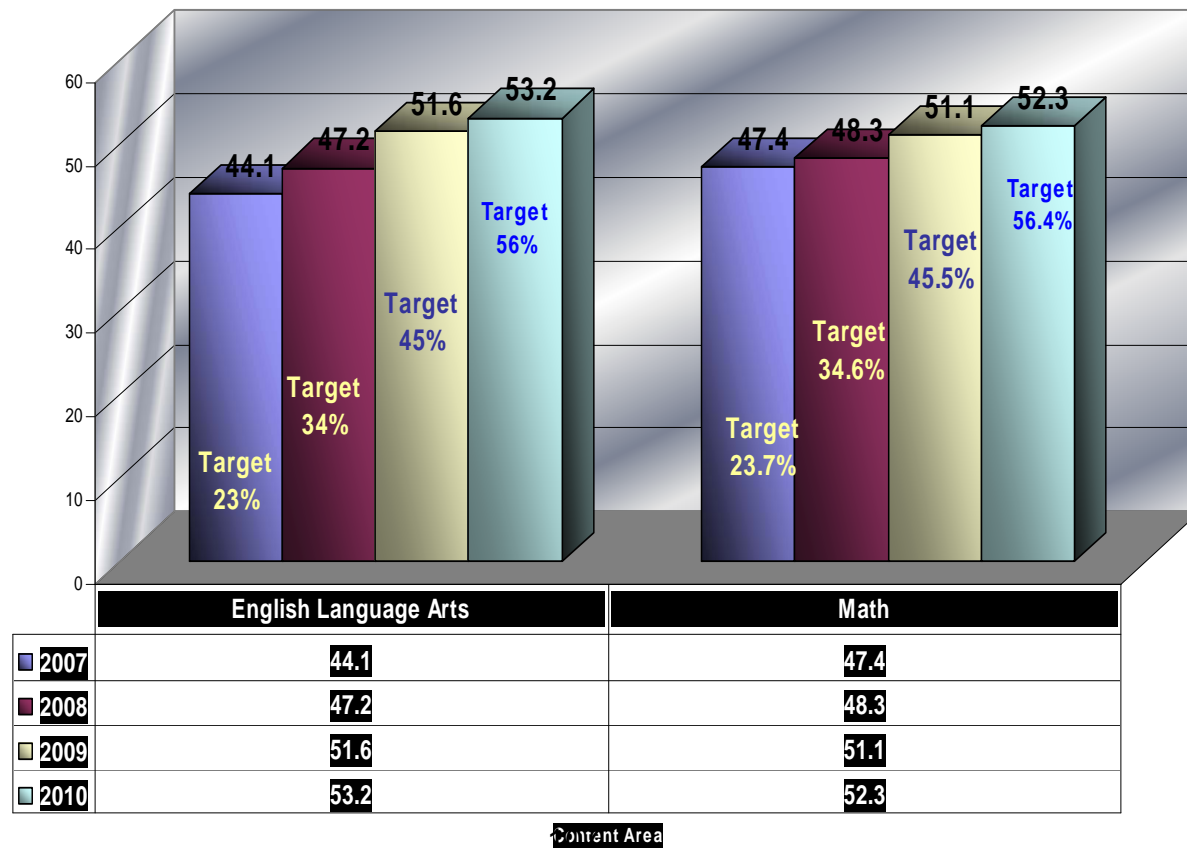
Budget Summary

		TI Low Inc.	TII Teacher Quality	TII Tech	EETT ARRA	TIII LEP	DoDEA	ELL	EIA
Annual Maximum Contribution		300,000	800,000	2,000	9,000	20,000	165,000	2,500	100,000
2010		300,000	800,000	2,000	9,000	20,000	15,000 75,000 75,000	2,500	100,000
2011		300,000	800,000	2,000	9,000	20,000	15,000 75,000 75,000	2,500	100,000
2012		300,000	800,000	2,000	9,000	20,000	unknown	2,500	100,000
Total		300,000	800,000	2,000	9,000	20,000	165,000 to 2011	2,500 annually	100,000 annually

Charts

The two charts included within this section provide a glimpse into AYP MUSD achievement. Chart 1 shows overall AYP targets and corresponding district achievement in Reading/Language Arts and Math, from 2007 to 2010. Chart 2 shows, by grade level and subgroup AYP percent proficient over the last testing window, 2009-2010.

Chart 1



English Language Arts

Group	Enrollment First Day of Testing	Number of Students Tested	Participation Rate	Met Participation Criteria	Valid Scores	Proficient Scores	Proficient Percent	Met Proficient Criteria	Met AYP
Overall	5741	5713	100.0%	Yes	5130	2728	53.2%	No	No
African American	411	408	99.0%	Yes	347	138	39.5%	No	No
American Indian	43	43	100.0%	-	36	23	63.9%	-	-
Asian	72	72	100.0%	-	67	39	58.2%	-	-
Filipino	54	54	100.0%	-	48	36	72.9%	-	-
Hispanic	1506	1500	100.0%	Yes	1338	606	45.3%	No	No
Native Hawaiian/Pacific Islander	75	75	100.0%	-	71	33	46.5%	-	-
White	3359	3342	99.0%	Yes	3045	1748	57.4%	Yes	Yes
Two or More Races	212	210	99.0%	Yes	175	104	59.4%	Yes	Yes
SED*	3643	3626	100.0%	Yes	3216	1458	45.3%	No	No
English Learner**	348	347	100.0%	Yes	323	100	31.0%	No	No
SWD***	881	847	98.0%	Yes	759	258	34.0%	No	No
Grade 02	739	739	100.0%	Yes	653	315	48.2%	No	No
Grade 03	727	727	100.0%	Yes	645	249	38.6%	No	No
Grade 04	781	780	100.0%	Yes	689	428	62.1%	Yes	Yes
Grade 05	887	887	100.0%	Yes	815	399	60.0%	Yes	Yes
Grade 06	747	744	100.0%	Yes	675	426	63.1%	Yes	Yes
Grade 07	684	679	99.0%	Yes	613	316	51.5%	No	No
Grade 08	859	856	100.0%	Yes	592	293	49.5%	No	No
Grade 10	737	721	98.0%	Yes	648	332	51.2%	No	No
Female	2740	2728	100.0%	Yes	2467	1406	57.0%	Yes	Yes
Male	3001	2985	99.0%	Yes	2663	1323	49.7%	No	No

Mathematics

Group	Enrollment First Day of Testing	Number of Students Tested	Participation Rate	Met Participation Criteria	Valid Scores	Proficient Scores	Proficient Percent	Met Proficient Criteria	Met AYP
Overall	5739	5707	99.0%	Yes	5130	2682	52.3%	No	No
African American	411	410	100.0%	Yes	349	132	37.8%	No	No
American Indian	43	43	100.0%	-	36	21	58.3%	-	-
Asian	72	71	99.0%	-	66	44	66.7%	-	-
Filipino	54	54	100.0%	-	48	36	75.0%	-	-
Hispanic	1505	1498	100.0%	Yes	1336	617	46.2%	No	No
Native Hawaiian/Pacific Islander	75	75	100.0%	-	71	33	46.5%	-	-
White	3358	3337	99.0%	Yes	3045	1707	56.1%	No	No
Two or More Races	212	210	99.0%	Yes	176	90	51.1%	No	No
SED*	3641	3622	99.0%	Yes	3213	1463	45.5%	No	No
English Learner**	347	344	99.0%	Yes	321	122	38.0%	No	No
SWD***	881	844	98.0%	Yes	759	279	36.8%	Yes / SH	Yes
Grade 02	739	738	100.0%	Yes	652	380	58.3%	Yes	Yes
Grade 03	727	727	100.0%	Yes	645	372	57.7%	Yes	Yes
Grade 04	780	758	100.0%	Yes	688	413	60.0%	Yes	Yes
Grade 05	887	887	100.0%	Yes	815	390	58.5%	Yes	Yes
Grade 06	747	744	100.0%	Yes	675	392	58.1%	Yes	Yes
Grade 07	684	678	99.0%	Yes	612	230	37.6%	No	No
Grade 08	859	854	99.0%	Yes	591	208	35.2%	No	No
Grade 10	737	721	98.0%	Yes	652	327	50.2%	No	No
Female	2740	2728	100.0%	Yes	2468	1240	50.2%	No	No
Male	2999	2979	99.0%	Yes	2662	1442	54.2%	No	No

Chart 2

Glossary

(definitions and keywords provided by Ed Data, EdSource, School Wise Press, and CDE)

Academic Performance Index (API) Statewide ranking for a school based on the results of student test scores Ranges from 200 to 1000. Most schools have an API, a state ranking (by elementary, middle, or high school), a ranking in comparison to 100 similar schools, and growth targets for the following year. (taken from Ed-data)

Accommodations (Special Education or 504/ EL) These are the changes to a way tests are designed or administered to respond to the special needs of students with disabilities and English learners (EL). (taken from Ed Source)

Accountability people (e.g., students or teachers) or an organization (e.g., a school, school district, or state department of education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of success in doing so. (Ed Source)

Adequate Yearly Progress (AYP) individual state's measure of yearly progress toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year, according to federal No Child Left Behind (NCLB) legislation. This progress is determined by a collection of performance measures that a state, its school districts, and subpopulations of students within its schools are supposed to meet if the state receives Title I federal funding. In California, the measures include (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English/language arts and math; (2) participation of a least 95 percent of students on those tests; (3) specified API scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate. (Ed Source)

Advanced Placement (AP) Series of voluntary exams based on college-level courses taken in high school. High school students who do well on one or more of these exams have the opportunity to earn credit, advanced placement, or both for college. (Ed Source)

Alignment level to which assessments, curriculum, instruction, textbooks and other instructional materials, teacher preparation and professional development, and systems of accountability all reflect and reinforce the educational program's objectives and standards. (Ed Source)

alternative assessments Ways other than standardized tests to get information about what students know and where they need help, such as oral reports, projects, performances, experiments, and class participation. (Ed Source)

Alternative Schools Accountability Model (ASAM) An alternative way of measuring student performance in schools with mostly high-risk students—such as continuation schools or some county office of education schools—and schools with fewer than 11 valid test scores. (Ed Source)

Annual Measurable Objective (AMO) The annual target for the percentage of students whose test scores must be proficient or above in English/language arts and mathematics. Meeting the AMO is the first step toward demonstrating adequate yearly progress under the federal law No Child Left Behind (NCLB). (Ed-data)

Assessment Teacher-made tests, standardized tests, or tests from textbook companies that are used to evaluate student performance.

In risk (at risk, diverse, high risk) student Students may be labeled at risk if they are not succeeding in school based on information gathered from test scores, attendance, or discipline problems.

California Education Code (Ed Code) A collection of all the laws directly related to California K-12 public schools. Ed Code sections are created or changed by the governor and legislature when they make laws. (Ed Source)

California English Language Development Test (CELDT) A test for students whose primary language is not English (as reported by their parents). The test is administered 30 days after initial enrollment and then annually until it is determined that the student has mastered English. At that point the student is classified as Fluent English Proficient (FEP).

California High School Exit Exam (CAHSEE) A state exam that California public high school students, beginning with the class of 2006, must pass in order to graduate. Its purpose is to test whether students have mastered the academic skills necessary to succeed in the adult world. It is a pass-fail exam divided into two sections: English/language arts (reading and writing) and mathematics. Sophomores, juniors, and seniors can take the test. Once students pass a section of the test, they do not have to take that section again. (Ed Source)

California Standards Tests (CST) Tests in English/language arts, mathematics, science, history/social science, and other topics comprising items that were developed specifically to assess students' performance on California's content standards. The CST is part of the STAR testing program. Students at different grade levels take different tests, depending on the courses they are taking.

categorical aid Funds from the state or federal government granted to qualifying schools or districts for specific children with special needs, certain programs such as class size reduction, or special purposes such as transportation. In general, schools or districts must spend the money for the specific purpose. All districts receive categorical aid in varying amounts. This aid is in addition to the funding schools received for their general education program. (Ed Source)

Consolidated Application (Con App) The application districts can use to apply for more than 20 state and federal categorical programs, including the federal Title I program and the state School Improvement Program (SIP). Most if not all districts use the Con App to secure funding from at least some of the programs on the application. (Ed Source)

content standards Standards that describe what students should know and be able to do in core academic subjects at each grade level. (Ed Source)

DAIT District Assistance and Intervention Team- No Child Left Behind, Program Improvement status for Year three

disaggregated data The presentation of data broken into segments of the student population instead of the entire enrollment. Typical segments include students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English fluency. Disaggregated data allows parents and teachers to see how each student group is performing in a school. (Ed Source)

English as a Second Language Classes or support programs for students whose native language is not English.

English Language Advisory Committee (ELAC) Variations include "English Language Advisory Council," and "English Language Learner Advisory Committee/Council." The group consists of parents and school staff who work together to address the academic needs of students still learning English.

English learner A student who is not proficient enough in the English language to succeed in the school's regular instructional programs and who qualifies for extra help. (Formerly referred to as Limited English Proficient/LEP.) (Ed Source/Ed-data)

general fund Accounting term used by the state and school districts to differentiate general revenues and expenditures from funds for specific uses, such as a Cafeteria Fund. (Ed-data)

Gifted and Talented Education (GATE) A program that offers supplemental, differentiated, challenging curriculum and instruction for students identified as being intellectually gifted or talented. (Ed Source)

highly qualified teacher According to NCLB, a teacher who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches. (Ed Source)

language arts Another term for English curriculum. The focus is on reading, speaking, listening, and writing skills.

magnet school A school that focuses on a particular discipline, such as science, mathematics, arts, or computer science. It is designed to recruit students from other parts of the school district.

NCLB (No Child Left Behind) Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified".

professional development Programs that allow teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully. (Ed Source)

proficiency Mastery or ability to do something at grade level. California students receive scores on the California Standards Tests (CST) that range from "far below basic" to "advanced." The state goal is for all students to score at "proficient" or "advanced." (Ed Source)

Program Improvement (PI) A multistep plan to improve the performance of students in schools/district that did not make adequate yearly progress under No Child Left Behind for two years in a row. Schools/districts that receive federal Title I funds may be entered in Program Improvement. The steps in PI can include a revised school plan, professional development, tutoring for some students, transfer to another school with free transportation, and, at the end of five years, significant restructuring. (Ed-data)

Safe harbor An alternate method for a school to meet AMO if it shows progress in moving students from scoring at the "below proficient" level to the "proficient" level or above on STAR, CAHSEE, and/or CAPA. The state, school districts, and schools may still make AYP if each subgroup that fails to reach its proficiency performance targets reduces its percentage of students not meeting standards by 10 percent of the previous year's percentage, plus the subgroup must meet the attendance rate or graduation rate targets. (Dataquest)

scientifically based research Research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. (Ed Source)

sheltered English An instructional approach in which classes are composed entirely of students learning English. Students are taught using methods that make academic instruction in English understandable. In some schools, students may be clustered in a mainstream classroom.

Socio-economically disadvantaged Students whose parents do not have a high school diploma or who participate in the federally funded free/reduced price meal program because of low family income. (Ed Source)

School Accountability Report Card (SARC) annual disclosure report for parents and the public produced by a school that presents student achievement, test scores, teacher credentials, dropout rates, class sizes, resources, and more. The SARC is required by state and federal law.

School Site Council (SSC) A group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds (see **School Improvement Plan**).

Standardized Testing and Reporting (STAR) Program

The three tests that are required for grades two through 11.

1. **California Standards Tests (CSTs)** based on California academic content standards in English/language arts and mathematics in all grades; science in grades five and nine through eleven; and history/social science in grades eight, ten, and eleven.
2. The **CAT/6**, a standardized national test.
3. **SABE/2**, a test for Spanish-speaking students who have been in a California school for a year or less. (Ed-data)

Title 1 A federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests, including the children of migrant workers. (Ed Source)