

(CDE use only)  
Application # 

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**Elementary and Secondary Education Act/No Child Left Behind Act of 2001  
LOCAL EDUCATIONAL AGENCY (LEA) PLAN  
for  
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION**

Please submit your completed revised LEA Plan by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

**LEA Plan Information:**

Name of LEA: Morongo Unified School District

County/District Code: 36-67777

Dates of Plan Duration 2013-2017

Date of Local Governing Board Approval: March 6, 2013

District Superintendent: James Majchrzak

Address: 5715 Utah Trl./P.O. Box 1209

City: Twenty-nine Palms State: CA Zip:92277

Phone:760-367-9191 Fax:760-367-6884

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

See Assurances on pages 63 – 71. Signatures are required on page 72.

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## FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers		Other (describe):
X	Other (describe): After school educational and safety program		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$907,494	\$2,498,361	\$2,123,607	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$548,758	\$521,531	0	0
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$8,681	\$41,853	\$40,863	98%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education	0	\$79,154	\$75,385	95%
McKinney-Vento Homeless Education				
IDEA, Special Education	\$20,537	\$1,692,584	\$1,692,584	100%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	<b>\$1,485,470</b>	<b>\$4,833,483</b>	<b>\$3,932,439</b>	

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	\$914,677	\$946,804	\$807,508	87%
EIA – Limited English Proficient	\$85,866	\$117,509	\$117,509	100%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
A.S.E.S.	0	540,846	\$540,846	100%
<b>TOTAL</b>	<b>\$1,000,543</b>	<b>\$1,605,159</b>	<b>\$1,465,863</b>	

# Part II

## The Plan

*Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

*Descriptions – District Planning*

*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*

## **Needs Assessment**

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

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

### **Academic Performance**

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

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

### **Teacher Quality**

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

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

### **School Safety and Prevention**

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions

and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html)

## **Descriptions – District Planning**

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

Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

### **District Profile**

Morongo Unified School District is located in San Bernardino County in the Southern California Mojave high desert. The District covers over 1,300 square miles. The District is led by Superintendent Jim Majchrzak. He has announced his retirement as of December 2013, and has been in the District since 1996 when he was employed as the Chief Business Official, he has served as the Superintendent for more than ten years.

The MUSD supports approximately 8,160 students in grades K-12 at its 17 schools and includes two state preschool programs, a special education preschool program and Hope Charter Academy, an Independent Charter.

- 11 Elementary schools (K-6 and K-8)
- 2 Middle schools (6-8)
- 2 Comprehensive high schools (9-12)
- 1 Continuation high schools (9-12)
- 1 Independent/Continuing Education program

Approximately 65 percent of the District's students are eligible for the Free or Reduced-Price Lunch program, and other student program classifications are reported as follows: 15 percent English Learners, and 12.43 percent Students with Disabilities.

### **NCLB Program Improvement and Technical Assistance**

MUSD has been designated as Program Improvement (PI) Year 3, under the *No Child Left Behind* (NCLB) statute. In chart below is noted the 2012 school site status as indicated in the 2011-2012 Accountability Progress Reporting (APR) from the California Department of Education.

### School Site Program Improvement Status

Schools	Program Improvement Status
Condor Elementary	Not in PI
Friendly Hills Elementary	Year 1
Joshua Tree Elementary	Year 1
Landers Elementary	Year 1
Morongo Valley Elementary	Not in PI
Oasis Elementary	Year 3
Onaga Elementary	Year 3
Palm Vista Elementary	Year 4
Twenty-nine Palms Elementary	Year 3
Yucca Mesa Elementary	Year 2
Yucca Valley Elementary	Year 4
Twenty-nine Palms Junior High	Year 4
LaContenta Middle	Year 4
Twenty-nine Palms High	Not Title 1
Yucca Valley High	Not Title 1
Monument Alternative*	
Sky Alternative*	

\*These schools have merged to become Blackrock Alternative. There is no PI Status for the new configuration.

#### **Corrective Action for each School in Program Improvement Years 3 and 4**

1. Oasis Elementary      Year 3

Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff.

2. Onaga Elementary      Year 3

Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff.

3. Palm Vista Elementary      Year 4

Currently working to design alternative governance plan to be implemented if the school becomes PI Year 5.

4. Yucca Valley Elementary      Year 4

Currently working to design alternative governance plan to be implemented if the school becomes PI Year 5.

5. Twenty-nine Palms Junior High Year 4

Currently working to design alternative governance plan to be implemented if the school becomes PI Year 5.

6. LaContenta Middle Year 4

Currently working to design alternative governance plan to be implemented if the school becomes PI Year 5.

**Our Mission (Adopted October 2011)**

The Morongo Unified School District is dedicated to providing ALL students optimal educational opportunities in a safe environment through a shared commitment to excellence by students, parents, staff and the community.

**Organizational Core Values**

We believe:

- All students can be successful and achieve.
- All Stakeholders: parents, students, teachers and other staff must work in a collaborative manner to have the synergistic effect required to have a student reach their maximum potential.
- All students, parents and District employees have worth and need to be treated with dignity and respect.
- All students learn in different ways so we must continue to explore various ways to maximize student potential.

**Essential Outcomes**

- All students will meet or exceed grade level content standards.
- All students will acquire the necessary skills to be a supportive member of the community and successful in post-secondary education or in their career choice.

**Instructional Priorities**

- Use data driven instruction to ensure students move toward attainment of grade level standards.
- Use differentiated instruction, response to intervention, prevention instruction, and technology to ensure we are meeting the learning needs and engaging all our students.

- Evaluate the capabilities of all administrators, teachers, classified staff and use professional development to improve instruction and staff support services at the site and District Level.
- Celebrate student success in academics, attendance and behavior.

### **Communication Priorities**

- Seek and encourage honest and open communication from all stakeholders – parents, students, teachers, classified staff, administration and the community.
- Provide regular district-wide informational meetings in the community; providing stakeholders with information on challenges and changes in the District and seek their views on topics that affect our students' education.

### **Resource Priorities**

- Ensure every dollar spent by the District contributes to enhancing the education of our students and is supported by the school's Single Plan for Student Achievement.

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

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

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

K-6 3 Standards based formative assessments created in Illuminate are given yearly  
 K-6 1 Summative standards based assessment given yearly prior to CST  
 K-6 DIBELS given yearly  
 Publisher provided skills assessment for ELL

### Data Analysis of Student Progress

Morongo Unified School District has several significant subgroups including Black or African American, Hispanic or Latino, White, Two or More Races, Socioeconomically Disadvantaged, English Learners and Students with Disabilities. The following chart outlines the 2012 Growth on the API made by these subgroups.

API	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011 - 12 Growth
<b>Groups</b>					
LEA-wide	5,898		776	767	9
Black or African American	377	Yes	702	698	4
American Indian or Alaska Native	43	No	764	761	
Asian	56	No	835	807	
Filipino	78	No	869	872	
Hispanic or Latino	1,636	Yes	745	739	6
Native Hawaiian or Pacific Islander	57	No	703	743	
White	3,366	Yes	796	782	14
Two or More Races	283	Yes	809	795	14
Socioeconomically Disadvantaged	3,834	Yes	743	734	9
English Learners	375	Yes	672	691	-19
Students with Disabilities	927	Yes	602	602	0

The chart below identifies whether the subgroups met the Federal AYP requirements. The District did not meet the percent proficient rate criteria in either English-Language Arts or in Mathematics for either LEA-wide scores or for the subgroups. As a result, the District has been identified as being in Program Improvement, Year 3.

### AYP Data 2011-2012

Groups	English-Language Arts Target 78.0% Meet all percent proficient rate criteria? No					Math Target 78.2% Meet all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
<b>LEA-wide</b>	4867	2718	55.8	No		4864	2612	53.7	No	
Black or African American	320	135	42.2	No		318	124	39.0	No	
American Indian or Alaska Native	33	16	48.5	--		33	20	60.6	--	
Asian	46	30	65.2	--		46	30	65.2	--	
Filipino	55	40	72.7	--		55	42	76.4	--	
Hispanic or Latino	1347	679	50.4	No		1349	616	45.7	No	
Native Hawaiian or Pacific Islander	45	16	35.6	--		45	18	40.0	--	
White	2782	1659	59.6	No		2781	1623	58.4	No	
Two or More Races	237	143	60.3	Yes	SH	237	139	58.6	Yes	SH
Socio-economically Disadvantaged	3210	1544	48.1	No		3207	1539	48.0	No	
English Learners	318	108	34.0	No		319	125	39.2	No	
Students with Disabilities	779	234	30.0	No		779	251	32.2	No	

SH means Safe Harbor

### AYP Data Years 2004-2011

#### AYP: English Language Arts (ELA)

Measurable Objectives (AMOs)	% ELA Proficient									ELA AMO Met?								
	2004 ELA	2005 ELA	2006 ELA	2007 ELA	2008 ELA	2009 ELA	2010 ELA	2011 ELA			2004 ELA	2005 ELA	2006 ELA	2007 ELA	2008 ELA	2009 ELA	2010 ELA	2011 ELA
AMO Target	12.0	23.0	23.0	23.0	34.0	45.0	56.0	67.0										
All Students	37.7	41.9	45.7	44.1	47.2	51.6	52.8	53.4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Af Amer	24.2	29.4	34.9	30.6	32.5	40.8	39.4	39.7	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Amer Ind	23.0	33.7	43.7	39.8	48.7	46.6	65.7	48.1	N/A	--	Yes	--	--	--	--	--	--	--
Asian	56.0	49.3	58.1	63.2	48.6	63.9	59.1	69.6	N/A	--	--	--	--	--	--	--	--	--
Filipino	48.9	49.4	65.6	59.0	63.0	72.1	70.8	78.0	N/A	--	--	--	--	--	--	--	--	--
Hispanic	27.5	29.5	37.3	34.6	39.9	42.0	44.6	46.7	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Pac Isl	39.5	41.1	43.7	42.2	50.0	38.4	46.5	42.0	N/A	--	--	--	--	--	--	--	--	--
White	41.7	46.7	49.3	48.6	51.2	56.0	57.1	57.3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Econ. Disadvan.	28.1	32.3	36.4	34.9	37.3	42.7	44.7	45.7	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Students w/ Disab.	8.6	9.3	14.9	15.2	19.8	29.0	31.4	30.1	No	Yes	Yes	No	No	No	No	No	No	No
Eng. Learners	12.8	15.8	23.7	24.4	23.9	31.1	31.0	40.7	N/A	--	Yes	Yes	Yes	No	Yes	No	No	Yes

**AYP: Mathematics**

Measurable Objectives (AMOs)	% Math Proficient								Math AMO Met?							
	2004 Math	2005 Math	2006 Math	2007 Math	2008 Math	2009 Math	2010 Math	2011 Math	2004 Math	2005 Math	2006 Math	2007 Math	2008 Math	2009 Math	2010 Math	2011 Math
AMO Target	12.8	23.7	23.7	23.7	34.6	45.5	56.4	67.3								
All Students	38.4	45.9	49.7	47.4	48.3	51.1	52.0	51.5	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Af Amer	26.4	34.9	37.2	34.2	36.4	36.5	37.1	39.0	Yes	Yes	Yes	Yes	Yes	No	No	No
Amer Ind	35.0	44.2	55.3	45.8	46.8	45.2	60.0	44.4	N/A	--	Yes	--	--	--	--	--
Asian	53.0	65.8	68.0	65.8	58.9	68.1	66.2	71.7	N/A	--	--	--	--	--	--	--
Filipino	46.3	55.3	64.1	62.7	67.9	73.5	75.0	76.0	N/A	--	--	--	--	--	--	--
Hispanic	30.6	36.2	42.9	40.2	43.6	45.0	45.8	45.5	Yes	Yes	Yes	Yes	Yes	No	No	No
Pac Isl	48.8	53.3	52.9	50.6	50.0	52.1	46.5	50.0	N/A	--	--	--	--	--	--	--
White	41.3	49.1	52.5	50.7	50.7	54.3	55.9	54.7	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Econ. Disadvan.	31.2	38.6	41.6	39.6	40.5	43.6	45.1	45.6	Yes	Yes	Yes	Yes	Yes	No	No	No
Students w/ Disab.	11.0	9.8	20.2	20.1	25.4	28.1	35.0	31.2	No	Yes	Yes	Yes	No	No	Yes	No
Eng. Learners	15.9	28.2	36.4	32.4	36.3	37.6	37.9	42.9	N/A	--	Yes	Yes	Yes	No	No	Yes

Explanation of ELA and Math AMO

AYP contains a “safe harbor” provision for meeting Annual Measurable Objectives, AMOs, in some circumstances and is applied in the AYP reports when these circumstances occur. Safe harbor is an alternate method of meeting the AMOs. Currently, if a school, an LEA, or a student group does not meet its AMO criteria in either or both content areas but shows progress in moving students from scoring below the proficient level to the proficient level or above on the assessments, it may make AYP if all of the following conditions are met:

- The percentage of students in the school, LEA, or student group performing below the proficient level in either ELA or mathematics decreased by at least 10 percent from the preceding school year; **and**
- The school, LEA, or student group had a “Yes” or blank in the “Met 2012 AYP Criteria” column for participation rate for the assessments in ELA and mathematics; **and**
- The school, LEA, or student group demonstrated at least a one-point growth in the API or had a Growth API of 740 or more; **and**
- The school or LEA met graduation rate criteria, if applicable.

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**English/Language Arts**

A significant achievement gap exists between the White sub-group and all other significant subgroups in ELA. The composite of all groups has not reached AYP goals for the past two years.

## **Mathematics**

Achievement trends in Mathematics for most sub-groups have shown gradual improvement. The all student composite score has not reached AYP goals for the past two years.

## **English Language Learners**

Since 2009, there has been flat profile of achievement on the CELDT assessment and in 2011-12, a significant decrease in English Learner proficiency on the CST. Students in the District 5 years or more are making minimum gains towards proficiency.

## **Students with Disabilities**

The SWD subgroup did not meet the AMO proficient rate for ELA and Math in 2011 and 2012. The SWD subgroup has shown sporadic growth in achievement on the CST assessment.

## **African American**

The African American subgroup has not shown substantial AYP growth in the past five years. The African American subgroup has failed to make AYP goals in ELA for the past two years and has failed to make AYP goals in Math for the past three years.

**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.**

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline*	Related Expenditures	Estimated Cost	Funding Source
<b>1. Alignment of instruction to content standards:</b>				
MUSD leadership will take the following steps to align instruction with content standards: a) Review essential standards with school site administrators and teachers to support increased achievement in English/Language Arts	<b>Asst. Superintendent Instructional Services</b>  October 2013	<ul style="list-style-type: none"> <li>• Staff Salaries &amp; Benefits</li> <li>• Teacher release time, sub costs</li> <li>• Professional Development Materials</li> <li>• Illuminate</li> <li>• Staff professional development costs</li> </ul>	a. \$7,000	Title I, II, III EIA/LEP General Fund IDEA
b) Create a protocol for classroom observations	<b>Asst. Superintendent Instructional Services</b>  March 2014		b. \$500	Title I, II, III EIA/LEP General Fund IDEA
c) Create 2 district wide benchmark assessments at the secondary level in grades 9-12 in the content areas of Math, English/Language Arts, Science and Social Studies	<b>Asst. Superintendent Instructional Services</b>  June 2013		c. \$1,000	Title I, II, III EIA/LEP General Fund IDEA
d) Administer 2 district wide benchmark assessments at the secondary level in grades 9-12 in the content areas of Math, English/Language Arts, Science and Social Studies.	<b>Asst. Superintendent Instructional Services</b>  June 2014		d. \$1,000	Title I, II, III EIA/LEP General Fund IDEA
	<b>*completion date</b>			

e) Provide district wide collaboration time after district wide benchmark assessments at all grade levels to allow teachers and administrators to analyze student achievement data and design plan for re-teaching.	<b>Asst. Superintendent Instructional Services</b>  June 2014		e. \$15,000	Title I, II, III EIA/LEP General Fund IDEA
f) Provide principals with professional development on classroom observation to provide teachers with support in the areas of teaching content standards, assessing standards and re-teaching to support students in reaching grade level standards.	<b>Asst. Superintendent Instructional Services</b>  August 2014		f. \$10,000	Title I, II, III EIA/LEP General Fund IDEA
g) Provide professional development for all teacher leader/facilitators of Professional Learning Communities.	<b>Asst. Superintendent Instructional Services</b>  August 2013		g. \$10,000	Title I, II, III EIA/LEP General Fund IDEA
h) Fully implement Professional Learning Communities at each school site	<b>Asst. Superintendent Instructional Services</b>  June 2014		h. \$15,000	Title I, II, III EIA/LEP General Fund IDEA
i) Provide professional development to ensure full implementation of standards-aligned assessments, analysis of data, integrated curricular implementation strategies and higher order thinking strategies.	<b>Asst. Superintendent Instructional Services</b>  December 2014		i. \$9,000	Title I, II, III EIA/LEP General Fund IDEA

2. Use of standards-aligned instructional materials and strategies.				
<p>a) Continue to provide English/Language Arts materials from the state approved list (K-8) and board adopted core instructional materials (9-12)</p> <p>Grades K thru 6 McGraw-Hill Treasures  Grades 7-8 Holt Literature and Language  Grades 9-12 Holt Literature and Language</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	<p>a. \$5,000</p>	<p>Title I, II, III  EIA/LEP  General Fund  IDEA</p>
<p>b) Continue using state approved (K-8) and locally approved standards-based reading/language arts intervention materials for strategic and intensive interventions McGraw-Hill Treasures for E/LA intervention and ELD Intervention through Triumph and HOLT Program 2 materials which meet tiered levels of intervention.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	<p>b. \$5,000</p>	<p>Title I, II, III  EIA/LEP  General Fund  IDEA</p>
<p>c) Principals and district administrators will monitor the implementation of core materials in each classroom.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2014</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	<p>c. \$3,000</p>	<p>Title I, II, III  EIA/LEP  General Fund  IDEA</p>
<p>d) Review adopted instructional materials and common core standards to determine and select bridge materials, and instructional strategies to support implementation of common core standards.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2014</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	<p>d. \$300,000</p>	<p>Title I, II, III  EIA/LEP  General Fund  IDEA</p>

e) Provide options to meet the individual needs of all students, including SPED's and EL's through strategic and intensive interventions, use of core and support materials, adaptation of core and local materials and use of specialized settings where appropriate.	<b>Asst. Superintendent Instructional Services</b>  July 2014		e. \$5,000	Title I, II, III EIA/LEP General Fund IDEA
f) Teachers will utilize research- based instructional strategies for core instruction and include SDAIE strategies and differentiated instruction techniques to meet the needs of all learners.	<b>Asst. Superintendent Instructional Services</b>  December 2014	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	f. \$3,000	Title I, II, III EIA/LEP General Fund IDEA
g) Fully Implement Response to Intervention, (RtI), grades 7-12 and continue to implement grades K-6. RtI includes strong first instruction, assessment, re-teaching, ongoing monitoring, interventions and evaluation of interventions	<b>Asst. Superintendent Instructional Services</b>  September 2014	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	g. \$1,200,000	Title I, II, III EIA/LEP General Fund IDEA
<b>3. Extended Learning Time</b>				
a) Students who need intervention or other academic support services, which focus on the remediation of grade level essential standards, will be identified by using district progress monitoring assessments and state assessment data. Each student will be placed into appropriate intervention classes or services. Intervention classes and services will be provided during the school day	<b>Asst. Superintendent Instructional Services</b>  June 2014	<ul style="list-style-type: none"> <li>• Extra-duty salaries and benefits</li> <li>• Supplemental Materials and supplies</li> <li>• Staff salaries and benefits</li> </ul>	a. \$15,000	Title I Hourly Programs EIA/LEP General Fund IDEA
b) Offer before, during, or after school intervention and tutoring programs for students requiring additional assistance.	<b>Asst. Superintendent Instructional Services</b>  December 2013	<ul style="list-style-type: none"> <li>• Extra-duty salaries and benefits</li> <li>• Supplemental Materials and supplies</li> <li>• Staff salaries and benefits</li> </ul>	b. \$10,000	Title I Hourly Programs EIA/LEP General Fund IDEA

c) Continue to provide K-6 students with the opportunity to participate in ASES afterschool programs that provide assistance with E/LA and Math standards proficiency.	<b>Asst. Superintendent Instructional Services</b>  June 2013	<ul style="list-style-type: none"> <li>• Extra-duty salaries and benefits</li> <li>• Supplemental Materials and supplies</li> <li>• Staff salaries and benefits</li> </ul>	C, \$300,000	ASES
d) All English Language Learners will receive a period of ELA and a period of ELD or a block period of E/LA and ELD.	<b>Asst. Superintendent Instructional Services</b>  December 2013	<ul style="list-style-type: none"> <li>• Extra-duty salaries and benefits</li> <li>• Supplemental Materials and supplies</li> <li>• Staff salaries and benefits</li> </ul>	d. \$30,000	Title I Hourly Programs EIA/LEP General Fund
e) Site administrators will continue to coordinate the development of master schedules for the implementation of intervention and tutorial programs and the district reviews the master schedule to ensure full implementation of intervention services for all students meeting the intervention guidelines.	<b>Asst. Superintendent Instructional Services</b>  June 2013 and reviewing twice yearly thereafter.	<ul style="list-style-type: none"> <li>• Supplemental Materials and supplies</li> <li>• Staff salaries and benefits</li> </ul>	e. \$1,000	Title I Hourly Programs EIA/LEP General Fund IDEA
<b>4. MUSD leadership will increase access to Technology by:</b>				
a) Leadership will review technology needs and provide hardware and software as needed to support instruction and assessment of common core standards.	<b>Asst. Superintendent Business Services</b>  December 2013 and yearly thereafter	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development</li> <li>• costs</li> </ul>	a. \$2,000,000	Title I. II, EIA/LEP IDEA General Fund
b) Support teachers in the use of the technology components of the reading/language arts curriculum.	<b>Asst. Superintendent Instructional Services</b>  June 2014	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> </ul>	(see 4a above)	Title I. II, EIA/LEP IDEA General Fund

c) Teachers and administrators will fully utilize Illuminate, the web-based, data-driven diagnostic tool, to manage and analyze statewide, district progress monitoring, and curriculum-based assessments in order to monitor student progress toward achieving grade-level standards and to identify areas of improvement.	<b>Asst. Superintendent Instructional Services</b>  August 2014	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> <li>• Data Analysis system</li> </ul>	(see 4a above)	Title I, II, EIA/LEP IDEA General Fund
d) Principals will create needed reports in Illuminate to allow staff members to more easily access and analyze assessment information.	<b>Asst. Superintendent Instructional Services</b>	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> <li>• Data Analysis system</li> </ul>	(see 4a above)	Title I, II, EIA/LEP IDEA General Fund
e) Provide access to software that supports English/language arts development and growth for all students. Interactive computer-based programs for ELL, SES and SWD will be purchased as funding allows.	<b>Asst. Superintendent Instructional Services</b>  Review of software needed June 2013, June 2014, June 2015, June 2016	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> </ul>	(see 4a above)	Title I, II, EIA/LEP IDEA General Fund
f) Develop a plan to update and upgrade technology infrastructure and equipment to meet the requirements for common core assessments.	<b>Asst. Superintendent Business Services</b>  October 2013	<ul style="list-style-type: none"> <li>• Hardware and software costs</li> </ul>	(see 4a above)	Title I, II, EIA/LEP IDEA General Fund
g) Continue to support parent and student access to student information, including assignments, grades and attendance via an online resource.	<b>Asst. Superintendent Instructional Services</b>  June 2013 and measure use of portal December 2013, 2014, 2015, 2016	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> </ul>	g.\$4,000	Title I, II, EIA/LEP IDEA General Fund

<p>h) Teachers will fully utilize ABI, Aeries Interface, to provide assignment and scores to students and parents</p>	<p><b>Asst. Superintendent Instructional Services</b> June 2014 and evaluated annually thereafter</p>	<ul style="list-style-type: none"> <li>Professional development costs</li> </ul>	<p>h. \$7,000</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				
<ul style="list-style-type: none"> <li>Professional Learning Communities will be the method for providing ongoing professional development and will include:</li> <li>All school site administrators and PLC school teams will receive additional training in PLC and facilitating PLC.</li> <li>Professional development during PLC collaboration will include how to; Share and model appropriate, effective teaching practices, planning strategies, and standards-based lesson design that best support the curriculum</li> <li>Plan for effective standards-based instruction and assessment that support the adopted curriculum and align to state content standards</li> <li>Support effective implementation of pacing guides</li> <li>Make informed instructional decisions that result from analysis of student data</li> <li>Promote professional, collegial collaboration</li> <li>Examine outcomes of instruction to improve student learning</li> <li>Special Education staff will be part of the PLC collaboration teams to help core instruction.</li> </ul>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Training for school teams August 2013 PLC training and use during summer and collaboration meetings throughout the school year. Evaluated yearly May 2014, May 2015, May 2016, May 2017</p>	<ul style="list-style-type: none"> <li>Illuminate</li> <li>Staff release time, sub costs</li> <li>Travel expenses</li> <li>Professional development materials and supplies</li> <li>Consultant/Outside Expert expenses</li> <li>Administrator Training Program costs</li> </ul>	<p>a. \$80,000</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>

<p>b) Select professional development based on improving the quality of first instruction by providing district-wide training on excellent high quality instructional strategies</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>July 2013</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>(see 5a above)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>c) Provide professional development on improving the quality of first instruction by providing district-wide training on excellent high quality instructional strategies</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>July 2015 and continuing yearly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>(see 5a above)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>d) Select a district-wide research based English Learner focused instructional methodology.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>October 2013</p>		<p>d. no cost</p>	<p>Title I, II, EIA/LEP IDEA General Fund Title I, II, EIA/LEP IDEA General Fund</p>

<p>e) Provide district-wide research based English Learner focused instructional methodology professional development</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>October 2014</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>e. \$15,000</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>
<p>f) Provide in-depth professional development for administrators, all elementary teachers and all secondary ELD teachers in the use of the ELD curriculum and ELD instructional strategies.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>July 2015</p>	<ul style="list-style-type: none"> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>f. \$100,000</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>
<p>g) Provide professional development for teachers of SWD incorporating baseline data into performance levels, using multiple measures to determine strengths and deficits, developing goals and objectives tied to standards, and using differentiated instruction.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Annual training to be completed by August each year</p>	<ul style="list-style-type: none"> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>g. \$15,000</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>

<p>h) Provide all staff with lists of ELL students who have scored at the intermediate level for the past three years and provide specific strategies to target the student's needs.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August Yearly</p>	<ul style="list-style-type: none"> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>h. \$4,000</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>
<p>i) Provide professional development for teachers on strategies for primary Tier I instruction and Tier II interventions.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013-August 2014</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>i. \$650,000</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>
<p>i) Provide professional development to address the common core standards including instructional strategies and curricular changes.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>December 2013-June 2015</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>(see above)</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) will occur as:				
a) The district and school administrators will communicate with parents in a timely manner, about academic proficiency levels, grade-level standards, data reporting on the Standardized Testing and Reporting (STAR) program, CAHSEE, CELDT, district assessments, and available assistance for students. The district will review communication every 6 months.	<b>Asst. Superintendent Instructional Services</b>  June 2013 and continuing review every 6 months	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies,</li> <li>• mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	a. \$4,000	Title I, II, EIA/LEP IDEA General Fund
b) District administration, school board, parents and community will work to create a District Vision that will be inclusive for all students and also addresses the needs of underperforming groups and which addresses the need for greater equity.	<b>Superintendent</b>  August 2014		b.no cost	
c) Administrators and teachers will assist parents in the interpretation of state and local assessments.	<b>Asst. Superintendent Instructional Services</b>  June 2014 and yearly thereafter	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies,</li> <li>• mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	c. no cost	Title I, II, EIA/LEP IDEA General Fund
d) All notices, reports, statements, or records that district or school staff sends to parents or guardians will be written in English and Spanish. Additionally, translation services will be offered where appropriate. The district will provide all required written notifications, for each consolidated program, within specified guidelines in a format that parents can understand.	<b>Asst. Superintendent Instructional Services</b>  December 2013	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies,</li> <li>• mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	d. \$20,000	Title I, II, EIA/LEP IDEA General Fund

e) Review use of parent portal and report back to the site that information. Sites will determine ways to increase use of the parent portal at secondary and electronic communications at the elementary level.	<b>Asst. Superintendent Instructional Services</b>  May 2014 and yearly thereafter	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	e. \$2,0000	Title I. II, EIA/LEP IDEA General Fund
f) Parents of students in grade 7-12 will be trained to use and have access to student information, including grades and attendance, via the Parent Portal, an online resource for parents	<b>Asst. Superintendent Instructional Services</b>  October 2013 and continuing training twice yearly through 2017	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	f. \$4,500	Title I. II, EIA/LEP IDEA General Fund
g) Review process for parent volunteers to determine best ways to communicate policy and to determine process and cost for parent volunteers.	<b>Asst. Superintendent Instructional Services</b> August 2013-May 2014		g.no cost	Title I. II, EIA/LEP IDEA General Fund
h) School Site Councils, comprised of site administrators, staff, and parents will continue to develop school plans and monitor the effectiveness of academic programs.	<b>Asst. Superintendent Instructional Services</b>  May 2013 and continuing yearly		h. no cost	Title I. II, EIA/LEP IDEA General Fund
i) Parent surveys will be done yearly to determine parent needs.	<b>Asst. Superintendent Instructional Services</b>  March 2013 and continuing yearly	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	i. \$2,000	Title I. II, EIA/LEP IDEA General Fund

<p>j) School sites will hold at least one Title I Parent Meeting annually during which Title I parents will help to create the school's Title I Parent Involvement Policy, receive information on the school's Title I program, and receive information about state ELA standards and how they can support reading at home.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>November 2013 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>j. \$10,000</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>k) The English Learner Advisory Council (ELAC) and the District English Learner Advisory Council (DELAC), committees for parents or other community members who advocate for English Learners, will meet 4 times per year to advise district and school site administration, school staff and the School Site Council on programs and services for English Learners and their parents.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>May 2013 and ongoing through 2017</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>k. no cost</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>l) The district and school sites will continue to provide resources to communicate with parents including newsletters and school/district information on the district and individual school websites to include, but not limited to: helping parents develop skills to use at home that support their children's academic efforts, provide parents with strategies and techniques that they may utilize to improve their child's academic success, build consistent and effective communication between the home and school so parents may know when and how to assist their children learning at home. District and school websites will include information on how to access translation services at the district and school site.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Beginning August 2014 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>l. \$5,000</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>m) Parents will receive information on CAHSEE requirements and opportunities for support services.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>m. \$1,000</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>

<p>n) Parents will be informed of student outcome data and the educational programs offered through a variety of events and activities. These include:  Back- to-School Night and Open House  Parent Conferences  STAR Information Packets  ELAC (English Learner Advisory Committee)  DELAC (District English Learner Advisory Committee)  SSC (School Site Council)/DAC (District Advisory Council)  Newsletters  School and District Web Sites  Local School Board meetings</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Monitored by administration quarterly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>(see 6a above)</p>	<p>Title I, II, EIA/LEP  IDEA  General Fund</p>
<p>o) The district will notify parents of E/LA strategic and intensive interventions provided for their student.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>October yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>o.\$2,000</p>	<p>Title I, II, EIA/LEP  IDEA  General Fund</p>
<p>p) Provide parent materials explaining common core standards and providing ways for parents to support their students' mastery of these standards.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2014 and continuing yearly thereafter</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>p.\$3,000</p>	<p>Title I, II, EIA/LEP  IDEA  General Fund</p>
<p>q) Families of English Language Learners will have reclassification criteria explained and will be included in the decisions to reclassify students</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>January 2014 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>q. \$2,000</p>	<p>Title I, II, EIA/LEP  IDEA  General Fund</p>

7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)				
a) School sites provide orientations, which include site visits, to support transitions from pre-K, elementary and middle schools.	<b>Asst. Superintendent Instructional Services</b>	<ul style="list-style-type: none"> <li>• Mailing costs</li> <li>• Salaries and benefits</li> <li>• Transportation costs</li> </ul>	a. \$3,000	General Fund EIA/LEP
b) Provide high school students and parents with informational and support services for college entrance and information on tours of local colleges.	<b>Asst. Superintendent Instructional Services</b>	<ul style="list-style-type: none"> <li>• Mailing costs</li> <li>• Salaries and benefits</li> <li>• Transportation costs</li> </ul>	b. \$12,000	General Fund EIA/LEP

<b>8. Monitoring Program Effectiveness</b>				
a. Schools sites will submit an annual school wide program evaluation, Single Plan for Student Achievement, which is submitted to Instructional Services. The school, using verifiable data, evaluates and determines if the needs of all students have been met by the strategies described in the SPSA, specifically the academic achievement needs of low achieving students and those at risk of not meeting state academic standards. The evaluation of verifiable data is used to modify and improve the program of services to assist students in meeting state academic standards.	<b>Asst. Superintendent Instructional Services</b>  May 2013 and yearly thereafter	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	a. \$16,000	Title I. II, EIA/LEP General Fund
b. Administrators will establish school and classroom observation and monitoring protocols to ensure quality and effectiveness of programs and instruction including teacher usage of pacing guides.	<b>Asst. Superintendent Instructional Services</b>  March 2014	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	b. (see 8a above)	Title I. II, EIA/LEP General Fund
c. Administrators will monitor alignment of instruction and state standards through frequent classroom observation. The district administration will monitor the district and school administration observations.	<b>Asst. Superintendent Instructional Services</b>  June 2014 and quarterly thereafter	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	c. (see 8a above)	Title I. II, EIA/LEP General Fund

<p>d. Teachers will administer curriculum based assessments and district progress monitoring assessments.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>District administration will check assessments and principals will check data analysis after each benchmark beginning May 2013.</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>d. (see 8a above)</p>	<p>Title I. II, EIA/LEP General Fund</p>
<p>e. The District/School Leadership Team (DSLTL) will review improvement district-wide in 5 focus areas; English Language Arts, English Language Development, Students with Disabilities, Mathematics and Professional Learning Communities. The DSLTL will review progress towards LEA plan goals.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Monthly May 2013-May 2014 and bimonthly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>e. \$5,000</p>	<p>Title I. II, EIA/LEP General Fund</p>
<p>f. District office administration will present benchmark assessment data to the district governing board once per quarter and during appropriate quarters include EL student progress on district ELD assessment and CELDT.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>September 2013 and quarterly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>f.\$1,000</p>	<p>Title I. II, EIA/LEP General Fund</p>
<p>g. District wide ELD monitoring procedures will provide administrators and teachers access to EL student information and data, including CELDT levels and growth.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>November 2013 and continuing yearly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>g. \$1,000</p>	<p>Title I. II, EIA/LEP General Fund</p>

<p>h. District personnel will evaluate overall program effectiveness through analysis of API and AYP targets, state and district assessment data, dropout rates, CAHSEE results, and survey results.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013 and continuing quarterly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>h. no cost</p>	<p>Title I, II, EIA/LEP General Fund</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p>				
<p>a) Provide assistance to all schools in the design and evaluation of before and/or after school programs in E/LA.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>a. \$400,000</p>	<p>General Fund Title I, II, III EIA/LEP IDEA ASES</p>
<p>b) The District will continue to implement a tiered Response to Intervention model for strategic and intensive intervention reading language arts services for low-performing students, students with disabilities, and English Learners. The model includes:</p> <ul style="list-style-type: none"> <li>• Identification process using state and district assessment data and benchmarks including CELDT, CAHSEE, ELD benchmark and CST data.</li> <li>• Placement and targeted instruction based on specific student need (reading comprehension, fluency, language skills, etc.).</li> <li>• Intensive intervention for students who are performing 2 or more years below grade level proficiency.</li> <li>• Strategic intervention for students 1 to 2 years below grade level proficiency.</li> <li>• The District will implement a tiered Response to Intervention model of for strategic and intensive intervention reading language arts services for low-performing students, students with disabilities, and English Learners.</li> </ul>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>May 2014 and review of Rtl every 6 months thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>b. (see 2g)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>

<p>c) Teachers, including special education and EL teachers, utilize professional collaboration time to analyze district and program assessment data to determine the needs of individual students for placement purposes, to make appropriate placement adjustments as needed, and to monitor and evaluate program effectiveness.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>January 2014 and continuing thereafter at least quarterly</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>c. (see 5a)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>
<p>d) The District has identified English Learners as a key subgroup targeted for improvement and has developed a plan to target services to provide appropriate support. Teachers will continue to receive support and training from ELD teacher coordinator in specific researched-based instructional strategies appropriate for EL's.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff stipends</li> <li>• Supplementary program materials and supplies</li> <li>• Consultant contracts</li> </ul>	<p>d. \$20,000</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>
<p>e) State adopted, locally approved, standards-based reading/language arts intervention materials and ELD intervention materials for strategic and intensive interventions have been purchased and are used on a daily basis in the intervention programs. Additional materials will be identified and purchased as funds allow.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>March 2014</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>e. \$350,000</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>
<p>f) Alternative Education options, such as Community Day School, Continuation High School, and Independent Study are available to students by referral and placement as determined by school site administration and district administration.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultant</li> </ul>	<p>f. \$6,000</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>

g) Teachers will receive support and training from the district Special Education staff in specific researched-based strategies appropriate for SPED's.	<b>Asst. Superintendent Instructional Services</b>  October 2013	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	g. \$5,000	General Fund Title I, II, III EIA/LEP IDEA
h) All SPED teachers will receive training on implementing common core standards as it relates to SPED.	<b>Asst. Superintendent Instructional Services</b>  October 2014	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	h. \$10,000	General Fund Title I, II, III EIA/LEP IDEA
10. Any additional services tied to student academic needs:				
a) Specialist services are provided for students as indicated in Individualized Education Plans.	<b>Asst. Superintendent Instructional Services</b>  Ongoing through 2017	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> </ul>	a. (amount dictated by needs of IEP)	General Fund IDEA
b) CAHSEE tutoring is available for student who did not pass and students at risk of not passing the CAHSEE.	<b>Asst. Superintendent Instructional Services</b>  June 2013	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> </ul>	b. \$3,000	General Fund
c) GATE services, Honors and AP courses are offered to qualifying students and students who request access to Honors and AP classes.	<b>Asst. Superintendent Instructional Services</b>  May 2013	<ul style="list-style-type: none"> <li>• Staff stipends</li> <li>• Supplementary program materials and supplies</li> </ul>	c. \$16,000	GATE General Fund

d) Services to homeless students are provided by the district	<b>Asst. Superintendent Instructional Services</b>  June 2013	<ul style="list-style-type: none"> <li>• Homeless Liaison salary and benefits</li> </ul>	d. \$50,000	
e) In grades seven through twelve, students with the lowest mastery of standards are given additional time which supports E/LA.	<b>Asst. Superintendent Instructional Services</b>  Daily, August 2013- June 2014 and continuing each school year	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Program materials and supplies</li> </ul>	e. \$60,000	General Fund

**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.**

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. MUSD leadership will take the following steps to align instruction with content standards: a) Review essential standards with school site administrators and teachers to support increased achievement in math	<b>Asst. Superintendent Instructional Services</b>  October 2013	<ul style="list-style-type: none"> <li>• Staff Salaries &amp; Benefits</li> <li>• Teacher release time, sub costs</li> <li>• Professional Development Materials</li> <li>• Illuminate</li> <li>• Staff professional development costs</li> </ul>	a. (see 1a ELA)	Title I, II, III EIA/LEP General Fund IDEA
b) Create a protocol for classroom observations	<b>Asst. Superintendent Instructional Services</b>  March 2014	<ul style="list-style-type: none"> <li>• Staff Salaries &amp; Benefits</li> <li>• Teacher release time, sub costs</li> <li>• Professional Development Materials</li> <li>• Illuminate</li> <li>• Staff professional development costs</li> </ul>	b. (see 1b ELA)	Title I, II, III EIA/LEP General Fund IDEA
c) Create 2 district wide benchmark assessments at the secondary level in grades 9-12 in the content areas of Math, English/Language Arts, Science and Social Studies	<b>Asst. Superintendent Instructional Services</b>  June 2013	<ul style="list-style-type: none"> <li>• Staff Salaries &amp; Benefits</li> <li>• Teacher release time, sub costs</li> <li>• Professional Development Materials</li> <li>• Illuminate</li> <li>• Staff professional development costs</li> </ul>	c. (see 1c ELA)	Title I, II, III EIA/LEP General Fund IDEA

d) Administer 2 district wide benchmark assessments at the secondary level in grades 9-12 in the content areas of Math, English/Language Arts, Science and Social Studies.	<b>Asst. Superintendent Instructional Services</b>  June 2014	<ul style="list-style-type: none"> <li>• Staff Salaries &amp; Benefits</li> <li>• Teacher release time, sub costs</li> <li>• Professional Development Materials</li> <li>• Illuminate</li> <li>• Staff professional development costs</li> </ul>	d. (see 1d ELA)	Title I, II, III EIA/LEP General Fund IDEA
e) Provide district wide collaboration time after district wide benchmark assessments at all grade levels to allow teachers and administrators to analyze student achievement data and design plan for re-teaching.	<b>Asst. Superintendent Instructional Services</b>  June 2014		e. (see 1e ELA)	Title I, II, III EIA/LEP General Fund IDEA
f) Provide principals with professional development on classroom observation to provide teachers with support in the areas of teaching content standards, assessing standards and re-teaching to support students in reaching grade level standards.	<b>Asst. Superintendent Instructional Services</b>  August 2014		f. (see 1f ELA)	Title I, II, III EIA/LEP General Fund IDEA
g) Provide professional development for all teacher leader/facilitators of Professional Learning Communities.	<b>Asst. Superintendent Instructional Services</b>  August 2013		g. (see 1g ELA)	Title I, II, III EIA/LEP General Fund IDEA
h) Fully implement Professional Learning Communities at each school site	<b>Asst. Superintendent Instructional Services</b>  June 2014		h. (see 1h ELA)	Title I, II, III EIA/LEP General Fund IDEA
i) Provide professional development to ensure full implementation of standards-aligned assessments, analysis of data, integrated curricular implementation strategies and higher order thinking strategies.	<b>Asst. Superintendent Instructional Services</b>  December 2014		i. (see 1i ELA)	Title I, II, III EIA/LEP General Fund IDEA

2. Use of standards-aligned instructional materials and strategies:				
<p>a) Continue to provide mathematics materials from the state approved list (K-8) and board adopted core instructional materials (9-12)</p> <p>Grades K-6 enVision Math Grades 7-8 Holt California Math Program Grades 9-12 Holt California Algebra 1 Holt California Geometry Holt California Algebra 2 Pearson Precalculus AP</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	a. (see 2a ELA)	Title I, II, III EIA/LEP General Fund IDEA
<p>b) Continue using state approved (K-8) and locally approved standards-based mathematics intervention materials for strategic and intensive interventions enVision Math and iPass.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	b. (see 2b ELA)	Title I, II, III EIA/LEP General Fund IDEA
<p>c) Principals and district administrators will monitor the implementation of core materials in each classroom.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2014</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	c. (see 2c ELA)	Title I, II, III EIA/LEP General Fund IDEA

<p>d) Review adopted instructional materials and common core standards to determine and select bridge materials, and instructional strategies to support implementation of common core standards.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2014</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	<p>d. (see 2d ELA)</p>	<p>Title I, II, III EIA/LEP General Fund IDEA</p>
<p>e) Provide options to meet the individual needs of all students, including SPED's and EL's through strategic and intensive interventions, use of core and support materials, adaptation of core and local materials and use of specialized settings where appropriate.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>July 2014</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development cost</li> </ul>	<p>e. (see 2e ELA)</p>	<p>Title I, II, III EIA/LEP General Fund IDEA</p>
<p>f) Teachers will utilize research- based instructional strategies for core instruction and include SDAIE strategies and differentiated instruction techniques to meet the needs of all learners.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>December 2014</p>	<ul style="list-style-type: none"> <li>• Teacher release time, sub costs</li> <li>• Illuminate and Aeries</li> <li>• Staff Salaries &amp; Benefits</li> <li>• Materials and supplies</li> <li>• Staff professional development costs</li> </ul>	<p>f. (see 2f ELA)</p>	<p>Title I, II, III EIA/LEP General Fund IDEA</p>
<p>g) Fully implement Response to Intervention, (Rtl) grades 7-12 and continue to implement grades K-6. Rtl includes strong first instruction, assessment, re-teaching, ongoing monitoring, interventions and evaluation of interventions.</p>			<p>g. (see 2g ELA)</p>	

3. Extended learning time:				
a) Students who need intervention or other academic support services, which focus on the remediation of grade level essential standards, will be identified by using district progress monitoring assessments and state assessment data. Each student will be placed into appropriate intervention classes or services. Intervention classes and services will be provided during the school day.	<b>Asst. Superintendent Instructional Services</b>  June 2014	<ul style="list-style-type: none"> <li>• Extra-duty salaries and benefits</li> <li>• Supplemental Materials and supplies</li> <li>• Staff salaries and benefits</li> </ul>	a. (see 3a ELA)	Title I Hourly Programs EIA/LEP General Fund IDEA
b) Offer before, during, or after school intervention and tutoring programs for students requiring additional assistance.	<b>Asst. Superintendent Instructional Services</b>  December 2013	<ul style="list-style-type: none"> <li>• Extra-duty salaries and benefits</li> <li>• Supplemental Materials and supplies</li> <li>• Staff salaries and benefits</li> </ul>	b. (see 3b ELA)	Title I Hourly Programs EIA/LEP General Fund IDEA
c) Continue to provide K-6 students with the opportunity to participate in ASES afterschool programs that provide assistance with E/LA and Math standards proficiency.	<b>Asst. Superintendent Instructional Services</b>  June 2013	<ul style="list-style-type: none"> <li>• Extra-duty salaries and benefits</li> <li>• Supplemental Materials and supplies</li> <li>• Staff salaries and benefits</li> </ul>	c. (see 3c ELA)	ASES
d) Site administrators will continue to coordinate the development of master schedules for the implementation of intervention and tutorial programs and the district reviews the master schedule to ensure full implementation of intervention services for all students meeting the intervention guidelines.	<b>Asst. Superintendent Instructional Services</b>  June 2013 and reviewing twice yearly thereafter.	<ul style="list-style-type: none"> <li>• Supplemental Materials and supplies</li> <li>• Staff salaries and benefits</li> </ul>	d.(see 3d ELA)	Title I Hourly Programs EIA/LEP General Fund IDEA

4. MUSD leadership will increase access to Technology by:				
a) Leadership will review technology needs and provide hardware and software as needed to support instruction and assessment of common core standards.	<b>Asst. Superintendent Business Services</b>  December 2013 and yearly thereafter	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> </ul>	a. (see 4a ELA)	Title I. II, EIA/LEP IDEA General Fund
b) Support teachers in the use of the technology components of the mathematics curriculum.	<b>Asst. Superintendent Instructional Services</b>  June 2014	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> </ul>	b. (see 4a ELA)	Title I. II, EIA/LEP IDEA General Fund
c) Teachers and administrators will fully utilize Illuminate, the web-based, data-driven diagnostic tool, to manage and analyze statewide, district progress monitoring, and curriculum-based assessments in order to monitor student progress toward achieving grade-level standards and to identify areas of improvement.	<b>Asst. Superintendent Instructional Services</b>  August 2014	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> <li>• Data Analysis system</li> </ul>	c, (see 4a ELA)	Title I. II, EIA/LEP IDEA General Fund
d) Create needed reports in Illuminate to allow staff members to more easily access and analyze assessment information.	<b>Asst. Superintendent Instructional Services</b>	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> <li>• Data Analysis system</li> </ul>	d. see 4a ELA)	Title I. II, EIA/LEP IDEA General Fund
e) Provide access to software that supports mathematics development and growth for all students. Interactive computer-based programs for ELL, SES and SWD will be purchased as funding allows.	<b>Asst. Superintendent Instructional Services</b>  Review of software needed June 2013, June 2014, June 2015, June 2016	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> </ul>	e. (see 4a ELA)	Title I. II, EIA/LEP IDEA General Fund

<p>f) Develop a plan to update and upgrade technology infrastructure and equipment to meet the requirements for common core assessments.</p>	<p><b>Asst. Superintendent Business Services</b></p> <p>October 2013</p>	<ul style="list-style-type: none"> <li>• Hardware and software costs</li> </ul>	<p>f. (see 4a ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>g) Continue to support parent and student access to student information, including assignments, grades and attendance, via the Parent Portal, an online resource.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013 and measure use of portal December 2013, 2014, 2015, 2016</p>	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> </ul>	<p>g. (see 4g ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>h) Teachers will fully utilize ABI, Aeries Interface to provide assignment and scores to students and parents</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2014 and evaluated annually thereafter</p>	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Hardware and software</li> <li>• Professional development costs</li> </ul>	<p>h. (see 4h ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>

5. Staff development and professional collaboration aligned with standards based instructional materials:				
<ul style="list-style-type: none"> <li>Professional Learning Communities will be the method for providing ongoing professional development and will include:</li> <li>All school site administrators and PLC school teams will receive additional training in PLC and facilitating PLC.</li> <li>Professional development during PLC collaboration will include how to; Share and model appropriate, effective teaching practices, planning strategies, and standards-based lesson design that best support the curriculum</li> <li>Plan for effective standards-based instruction and assessment that support the adopted curriculum and align to state content standards</li> <li>Support effective implementation of pacing guides</li> <li>Make informed instructional decisions that result from analysis of student data</li> <li>Promote professional, collegial collaboration</li> <li>Examine outcomes of instruction to improve student learning</li> <li>Special Education staff will be part of the PLC collaboration teams to help core instruction.</li> <li></li> </ul>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Training for school teams August 2013</p> <p>PLC training and use during summer and collaboration meetings throughout the school year.</p> <p>Evaluated yearly May 2014, May 2015, May 2016, May 2017</p>	<ul style="list-style-type: none"> <li>Illuminate</li> <li>Staff release time, sub costs</li> <li>Travel expenses</li> <li>Professional development materials and supplies</li> <li>Consultant/Outside Expert expenses</li> <li>Administrator Training Program costs</li> </ul>	<p>a. (see 5a ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>a) Select professional development based on improving the quality of first instruction by providing district-wide training on excellent high quality instructional strategies</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>July 2013</p>	<ul style="list-style-type: none"> <li>Illuminate</li> <li>Staff release time, sub costs</li> <li>Travel expenses</li> <li>Professional development materials and supplies</li> <li>Consultant/Outside Expert expenses</li> <li>Administrator Training Program costs</li> </ul>	<p>b. (see 5a ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>

<p>b) Provide professional development on improving the quality of first instruction by providing district-wide training on excellent high quality instructional strategies</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>July 2015 and continuing yearly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>c. (see 5a ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>c) Select a district-wide research based English Learner focused instructional methodology.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>October 2013</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>d. no cost</p>	<p>Title I, II, EIA/LEP IDEA General Fund Title I, II, EIA/LEP IDEA General Fund</p>
<p>d) Provide district-wide research based English Learner focused instructional methodology professional development</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>October 2014</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>e. (see 5e ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>

<p>e) Provide professional development for teachers of SWD incorporating baseline data into performance levels, using multiple measures to determine strengths and deficits, developing goals and objectives tied to standards, and using differentiated instruction</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Annual training to be completed by August each year</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>h. (see 5f ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>f) Provide all staff with lists of ELL students who have scored at the intermediate level for the past three years and provide specific strategies to target the student's needs.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August Yearly</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>g. (see 5 h ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>g) Provide professional development for teachers on strategies for primary Tier I instruction and Tier II interventions.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013-August 2014</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>h. (see 5i ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>

<p>h) Provide professional development to address the common core standards including instructional strategies and curricular changes.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>December 2013-June 2015</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Staff release time, sub costs</li> <li>• Travel expenses</li> <li>• Professional development materials and supplies</li> <li>• Consultant/Outside Expert expenses</li> <li>• Administrator Training Program costs</li> </ul>	<p>i. (see 5i ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, interpretation of student assessment results to parents):</p>				
<p>a) The district and school administrators will communicate with parents in a timely manner, about academic proficiency levels, grade-level standards, data reporting on the Standardized Testing and Reporting (STAR) program, CAHSEE, CELDT, district assessments, and available assistance for students. The district will review communication every 6 months.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013 and continuing review every 6 months</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>a. (See ELA 6a)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>b) District administration, school board, parents and community will work to create a District Vision that will be inclusive for all students and also addresses the needs of underperforming groups and which addresses the need for greater equity.</p>	<p><b>Superintendent</b></p> <p>August 2014</p>		<p>b. no cost</p>	<p>General Fund</p>
<p>c) Administrators and teachers will assist parents in the interpretation of state and local assessments.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2014 and yearly thereafter</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>c. no cost</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>

<p>d) All notices, reports, statements, or records that district or school staff sends to parents or guardians will be written in English and Spanish. Additionally, translation services will be offered where appropriate. The district will provide all required written notifications, for each consolidated program, within specified guidelines in a format that parents can understand.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>December 2013</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>d. (see ELA 6d)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>e) Review use of parent portal and report back to the school sites that information. Sites will determine ways to increase the use of the portal and increase electronic communications at the elementary level.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>May 2014 and yearly thereafter</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>e. (see ELA 6e)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>f) Parents of students in grade 7-12 will be trained to use and have access to student information, including grades and attendance, via the Parent Portal, an online resource for parents</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>October 2013 and continuing training twice yearly through 2017</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>f. (see ELA 6f)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>

<p>g) Review process for parent volunteers to determine best ways to communicate policy and to determine process and cost for parent volunteers.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013-May 2014</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>g. no cost</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>
<p>h) School Site Councils, comprised of site administrators, staff, and parents will continue to develop school plans and monitor the effectiveness of academic programs.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>May 2013 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>h. no cost</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>
<p>i) A Parent survey will be done yearly to determine parent needs.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>March 2013 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>i. (see 6i ELA)</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>
<p>j) School sites will hold at least one Title I Parent Meeting annually during which Title I parents will help to create the school's Title I Parent Involvement Policy, receive information on the school's Title I program, and receive information about state math standards and how they can support reading at home.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>November 2013 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>j. (see 6j ELA)</p>	<p>Title I. II, EIA/LEP IDEA General Fund</p>

<p>k) The English Learner Advisory Council (ELAC) and the District English Learner Advisory Council (DELAC), committees for parents or other community members who advocate for English Learners, will meet 4 times per year to advise district and school site administration, school staff and the School Site Council on programs and services for English Learners and their parents.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>May 2013 and ongoing through 2017</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>k. no cost</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>l) The district and school sites will continue to provide resources to communicate with parents including newsletters and school/district information on the district and individual school websites to include, but not limited to: helping parents develop skills to use at home that support their children's academic efforts, provide parents with strategies and techniques that they may utilize to improve their child's academic success, build consistent and effective communication between the home and school so parents may know when and how to assist their children learning at home. District and school websites will include information on how to access translation services at the district and school site.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Beginning August 2013 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>l. (see 6l ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>
<p>m) Parents will receive information on CAHSEE requirements and opportunities for support services.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>m. (see 6m ELA)</p>	<p>Title I, II, EIA/LEP IDEA General Fund</p>

<p>n) Parents will be informed of student outcome data and the educational programs offered through a variety of events and activities. These include:  Back- to-School Night and Open House  Parent Conferences  STAR Information Packets  ELAC (English Learner Advisory Committee)  DELAC (District English Learner Advisory Committee)  SSC (School Site Council)/DAC (District Advisory Council)  Newsletters  School and District Web Sites  Local School Board meetings</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Monitored by district administration quarterly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>n. (See 6a ELA)</p>	<p>Title I. II,  EIA/LEP  IDEA  General Fund</p>
<p>o) The district will notify parents of mathematics strategic and intensive interventions provided for their student.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>October yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>o.(see 6o ELA)</p>	<p>Title I. II,  EIA/LEP  IDEA  General Fund</p>
<p>p) Provide parent materials explaining common core standards and providing ways for parents to support their students' mastery of these standards.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2014 and continuing yearly thereafter</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>p. (see 6p ELA)</p>	<p>Title I. II,  EIA/LEP  IDEA  General Fund</p>
<p>q) Families of English Language Learners will have reclassification criteria explained and will be included in the decisions to reclassify students</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>January 2014 and continuing yearly</p>	<ul style="list-style-type: none"> <li>• Parent Education materials and supplies, mailing costs</li> <li>• Parent meetings</li> <li>• Teachers' salaries, materials</li> <li>• Event flyers, meeting expenses, speakers</li> </ul>	<p>q. (see 6q ELA)</p>	<p>Title I. II,  EIA/LEP  IDEA  General Fund</p>

7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) School sites provide orientations, which include site visits, to support transitions from pre-K, elementary and middle schools.	<b>Asst. Superintendent Instructional Services</b>  April 2013 and yearly thereafter	<ul style="list-style-type: none"> <li>• Mailing costs</li> <li>• Salaries and benefits</li> <li>• Transportation costs</li> </ul>	a. (see 7a ELA)	General Fund EIA/LEP
b) Provide high school students and parents with informational and support services for college entrance and information on tours of local colleges.	<b>Asst. Superintendent Instructional Services</b>  August 2013 and yearly thereafter	<ul style="list-style-type: none"> <li>• Mailing costs</li> <li>• Salaries and benefits</li> <li>• Transportation costs</li> </ul>	b. (see 7b ELA)	General Fund EIA/LEP

8. Monitoring program effectiveness:				
a) Schools sites will submit an annual school wide program evaluation, Single Plan for Student Achievement which is submitted to Instructional Services. The school, using verifiable data, evaluates and determines if the needs of all students have been met by the strategies described in the SPSA, specifically the academic achievement needs of low achieving students and those at risk of not meeting state academic standards. The evaluation of verifiable data is used to modify and improve the program of services to assist students in meeting state academic standards.	<b>Asst. Superintendent Instructional Services</b>  May 2013 and yearly thereafter	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	a. no cost	Title I. II, EIA/LEP General Fund
b) Administrators will establish school and classroom observation and monitoring protocols to ensure quality and effectiveness of programs and instruction including teacher usage of pacing guides.	<b>Asst. Superintendent Instructional Services</b>  March 2014	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	b. no cost	Title I. II, EIA/LEP General Fund

<p>c) Administrators will monitor alignment of instruction and state standards through frequent classroom observation. The district administration will monitor the district and school administration observations.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2014 and quarterly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>c. no cost</p>	<p>Title I. II, EIA/LEP General Fund</p>
<p>d) Teachers will administer curriculum based assessments and district progress monitoring assessments.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>District administration will check assessments and principals will check data analysis after each benchmark beginning May 2013.</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>d. (see 8a ELA)</p>	<p>Title I. II, EIA/LEP General Fund</p>
<p>e) The District/School Leadership Team (DSLTL) will review improvement district-wide in 5 focus areas; English Language Arts, English Language Development, Students with Disabilities, Mathematics and Professional Learning Communities. The DSLTL will review progress towards LEA plan goals.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Monthly May 2013-May 2014 and bimonthly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>e. (see 8e ELA)</p>	<p>Title I. II, EIA/LEP General Fund</p>
<p>f) District office administration will present benchmark assessment data to the district governing board once per quarter and during appropriate quarters include EL and SWD student progress on district mathematics assessment.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>September 2013 and quarterly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>f. (see 8f ELA)</p>	<p>Title I. II, EIA/LEP General Fund</p>

<p>g) District personnel will evaluate overall program effectiveness through analysis of API and AYP targets, state and district assessment data, dropout rates, CAHSEE results, and survey results.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013 and continuing quarterly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>g. no cost</p>	<p>Title I, II, EIA/LEP General Fund</p>
<p>h) A Parent survey (school site, Title 1, SWD, ELD, and GATE) will be given to parents at least once a year. Survey results will be reported to the local school board and used by administrators and staff to monitor program effectiveness and determine program needs.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013, March 2014, March 2015, March 2016, March 2017</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>h. \$8,000</p>	<p>Title I, II, EIA/LEP General Fund IDEA</p>
<p>i) The District will provide technical support to all schools to effectively implement the Single School Plan for School Achievement with additional district technical assistance for Friendly Hills Elementary, Joshua Tree elementary, Landers Elementary, Oasis Elementary, Onaga Elementary, Yucca Valley Elementary Palm Vista Elementary, Twenty-nine Palms Junior High and LaContenta Middle School,</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Bimonthly meetings at PI year 3 schools and assistance in writing AGP for year 4 schools</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>i. \$30,000</p>	<p>Title I, II, EIA/LEP General Fund</p>
<p>j) The District ensures that federal, state, and local funds are specifically targeted to support school reform efforts and maintain compliance with regulations.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013 and ongoing monitoring quarterly thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>j. no cost</p>	<p>Title I, II, EIA/LEP General Fund</p>

<p>k) Administrators will monitor the implementation of the mathematics curriculum through the use of classroom walkthroughs and discussions of PLC documents.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>May 2014 and quarterly updates to district administration thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Staff salaries and benefits</li> <li>• Materials and supplies</li> <li>• Consultants</li> </ul>	<p>k. no cost</p>	<p>Title I, II, EIA/LEP General Fund</p>
<p>9. Targeting services and programs to lowest performing student groups:</p>				
<p>a) Provide assistance to all schools in the design and evaluation of before or after school programs in mathematics.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>a. (see 9a ELA)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA ASES</p>
<p>b) The District will continue to implement a tiered Response to Intervention model for strategic and intensive intervention reading language arts services for low-performing students, students with disabilities, and English Learners. The model includes:</p> <ul style="list-style-type: none"> <li>• Identification process using state and district assessment data and benchmarks including CELDT, CAHSEE, ELD benchmark and CST data.</li> <li>• Placement and targeted instruction based on specific student need</li> <li>• Intensive intervention for students who are performing 2 or more years below grade level proficiency.</li> <li>• Strategic intervention for students 1 to 2 years below grade level proficiency.</li> </ul>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>May 2014 Rtl and review of Rtl every 6 months thereafter</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>b. (see 2g ELA)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>

<p>c) Teachers, including special education and EL teachers, utilize professional collaboration time to analyze district and program assessment data to determine the needs of individual students for placement purposes, to make appropriate placement adjustments as needed, and to monitor and evaluate program effectiveness.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>January 2014 and continuing thereafter at least quarterly</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>c. (see 5a ELA)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>
<p>d) The District has identified English Learners as a key subgroup targeted for improvement and has developed a plan to target services to provide appropriate support. Teachers will continue to receive support and training from ELD staff in specific researched-based instructional strategies appropriate for EL's in mathematics.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>August 2013</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff stipends</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>d. (see 9d ELA)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>
<p>e) State adopted, locally approved, standards-based mathematics intervention materials for strategic and intensive interventions have been purchased and are used on a daily basis in the intervention programs. Additional materials will be identified and purchased as funds allow.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>March 2014</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>e. (see 9e ELA)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>
<p>f) Alternative Education options, such as Community Day School, Continuation High School, and Independent Study are available to students by referral and placement as determined by school site administration and district administration.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>f. (see 9f ELA)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>

<p>g) Teachers will receive support and training from the district Special Education staff in specific researched-based strategies to assist student mastery of mathematics standards.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>October 2013</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>g. (see 9g ELA)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>
<p>h) All SPED teachers will receive training on implementing common core standards as it relates to SPED.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>October 2014</p>	<ul style="list-style-type: none"> <li>• Illuminate and Aeries</li> <li>• Intervention programs</li> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> <li>• Consultants</li> </ul>	<p>h. (see 9h ELA)</p>	<p>General Fund Title I, II, III EIA/LEP IDEA</p>
<p><b>10. Any additional services tied to student academic needs:</b></p>				
<p>a) Specialist services are provided for students as indicated in Individualized Education Plans.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Ongoing through 2017</p>	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> </ul>	<p>a. amount dictated by needs of IEP</p>	<p>General Fund IDEA</p>
<p>b) CAHSEE tutoring is available for student who did not pass and students at risk of not passing the CAHSEE.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013</p>	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Supplementary program materials and supplies</li> </ul>	<p>b. (see 10b ELA)</p>	<p>General Fund</p>

<p>c) GATE services, Honors and AP courses are offered to qualifying students and students who request access to Honors and AP classes.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>May 2013</p>	<ul style="list-style-type: none"> <li>• Stipends</li> <li>• Supplementary program materials and supplies</li> </ul>	<p>c. (see 10c ELA)</p>	<p>GATE General Fund</p>
<p>d) Services to homeless students are provided by the district.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>June 2013</p>	<ul style="list-style-type: none"> <li>• Homeless Liaison salary and benefits</li> </ul>	<p>d. (see 10d ELA)</p>	<p>County Services</p>
<p>e) In grades seven through twelve, students with the lowest mastery of standards are given additional time which support Math.</p>	<p><b>Asst. Superintendent Instructional Services</b></p> <p>Daily, August 2013- June 2014 and continuing each school year</p>	<ul style="list-style-type: none"> <li>• Staff salaries and benefits</li> <li>• Program materials and supplies</li> </ul>	<p>e. (see 10e ELA)</p>	<p>General Fund</p>

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

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

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

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Activities</b></p> <ol style="list-style-type: none"> <li>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:               <ol style="list-style-type: none"> <li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:                   <ul style="list-style-type: none"> <li>• Meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>• Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> </li> <li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ol> </li> <li>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c))                The effectiveness of the LEP programs will be determined by the increase in:               <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul> </li> </ol>	<p><b>Instructional Programs Overview</b></p> <p><b>District Core Curriculum Types</b></p> <p>The Morongo Unified School District bases its grade level and content in mathematics, science social science, ELD, physical education and visual/performing arts on the California Standards and state approved curriculum. They are challenging and focused reflecting the skills all students must achieve. Curriculum emphasizes quality learning for all and not merely access for all. The District shares with the state all the common expectations of what all students should know and be able to accomplish with future expectations of meeting 21<sup>st</sup> Century skills, and the Common Core Standards.</p> <p><b>Intervention and Instructional Differentiation</b></p> <p>The Morongo Unified School District is in the early stages of creating an intervention plan that will address both the language development as well as mastery of the content standards. Benchmarks will be established that address each student on a continuum to ensure they are placed in the correct learning environment to address their specific need.</p> <p>Instructional differentiation strategies include the following:</p> <ul style="list-style-type: none"> <li>• Each teacher has no more than two adjacent levels of proficiency together</li> <li>• Each teacher provides students with appropriate instruction, practice and homework assignments according to student’s age and proficiency level.</li> <li>• Teachers create an environment that encourages ELs to experiment with increasingly complex English vocabulary and structures in a meaningful way.</li> </ul> <p>English Language Learner Federal State and MUSD Achievement Targets are designed to acquire full proficiency as rapidly and effectively as possible with the overarching target of all EL students achieving proficient on the California state standards for academic achievement.</p>

**Structured English Immersion (SEI)**

- Structural Criteria English Immersion (SEI) is for students who are less than reasonably fluent in English. This is defined as students who score at CELDT overall levels 1, 2 or 3. The goal of this program is rapid acquisition of English while engaging in academic instruction in English. Features include: 100% of direct instruction is in English; other languages may be used for clarification and support as required; EL students receive English language development daily; core instruction is differentiated; students transition to English Language Mainstream when they attain CELDT levels 4 or 5.

**English Language Mainstream(ELM)**

- English Language Mainstream (ELM) is designed for students who are reasonably fluent in English (CELDT level 4 or 5).Parents may request that their child be placed in this program at any time. In all cases instruction is differentiated for students to ensure meaningful access to all content areas and students receive English language development daily.

Note: Students in the SEI program may be grouped in the same classroom as students in the ELM program.

**Bilingual Alternative Program**

Participation of the child in the Bilingual Alternative Program is determined through Parent option. The district office as well as the site EL Coordinator can assist in describing the educational program options. At any point, should the program placement change due to parental opt out/ in of the bilingual program offering, the parent will be responsible to sign the Parental Exception Waiver. This waiver is forwarded to the district office for data entry. After the data is input, the school site is responsible to keep this record on file in the child's Cumulative Record. Currently, MUSD has no schools meeting the criteria to offer this program selection.

**English Language Development**

**ELD Level-Progression of skill acquisition**

Students qualifying for the ELD program placement through the administration of the CELDT test will be placed in the appropriate instructional program to meet that student's needs. The goal for all students is to progress one CELDT level per year. Curriculum is based on the state approved materials for Program 2, featuring English materials with supporting ELD materials.

	<p><b>ELD K-6</b>  Students enrolled in ELD in the elementary school setting receive ELD instruction in a pull out/push in program that supports the RLA instruction within the classroom. Materials are aligned so instruction is supported and layered on top of the Reading Language Arts instruction.</p> <p><b>ELD 7-12</b>  .</p> <p>Students enrolled in ELD in the secondary schools receive an extra period for ELD instruction on top of their English Language Arts. Curriculum is aligned and supported across the course work of the ELA and ELD courses.</p> <p><b>Consideration for All EL Programs K–12</b>  All ELD programs within the District will include as targets, the five essential elements within our program.</p> <p><b>Five essential elements within the program for MUSD:</b></p> <p><b>Identifying every English Learner Who Is Not Meeting Expected Growth Targets</b>  Through administration of formative and summative assessments and CELDT scores, student’s acquisition of English will be monitored. Students, who are not showing progress towards established goals, will be referred for extra assistance at the site level. This is done through the Coordinated Care Team or Student Study Team processes.</p> <p><b>Interventions for At-Risk English Learners</b>  Once identified as an At-Risk student through the CCT or SST process, students will receive additional instruction via Tier 1 interventions and as identified, Tier 2 or 3 interventions.</p> <p><b>Monitoring of Student Progress</b>  Students will be monitored through informal teacher assessments (both summative and formative in nature) as well as District and State assessments. Through the use of the District Student Data System (Illuminate) student goals and instruction can be targeted.</p> <p><b>Evaluation of the Student Outcomes</b>  Students will be evaluated through the implementation of the Coordinated Care Team process or Student Study Team process. Guidance and student success will be established through a collective group decision. Records of actions and interventions will be kept within the Student Information System (Aeries).</p>
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	<p><b>Purpose for evaluation of MUSD EL Program</b></p> <p>The purpose of the evaluation of the MUSD EL Program is to insure that all students are making adequate progress and that the District is making progress towards the 5 established goals.</p> <p><b>Outcome Measures &amp; Monitoring Goals and Procedures</b></p> <p>Goal 1: Monitor Implementation of Master Plan for English Learners.  Sites are responsible for monitoring and reporting student Academic progress of English Learners. EL Coordinators will review annually and answer a survey on the District Master plan to monitor implementation effectiveness.</p> <p>Goal 2: Steady progress toward and attainment of academic English language proficiency.  Sites will be responsible for monitoring all EL students' progress towards English Proficiency and working with parents to insure yearly progress. Reports will be submitted to District.</p> <p>Goal 3: Steady academic progress toward and attainment of grade level academic proficiency.  Sites will monitor the State required assessments for all students, including EL students to develop as needed necessary interventions and/or enrichment opportunities for EL students.</p> <p>Goal 4: Decrease the Risk of Failure, Retention, and Drop-outs.  Sites will utilize the CCT or SST processes to reduce student failure, retention, and drop-outs.</p> <p>Goal 5: Strengthen Parent Participation and Engagement.  Sites will monitor attendance at parent conferences and all ELACs as well as site events. District will continue to monitor Parent Participation of English Learner parents at District events.</p>
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	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. Designed to improve the instruction and assessment of LEP children;</li> <li>b. Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p><b>Teacher Recruitment</b></p> <p>All teachers recruited for the MUSD will be CLAD or equivalently credentialed prior to being hired.</p> <p><b>Annual Staffing Report</b></p> <p>Reporting to the state of any mis-assignments is done annually. Additional reports to sites to take corrective measures on mis-assignments are done twice a year.</p> <p><b>District and Site Training</b></p> <p style="text-align: center;">Professional Development for Teachers</p> <p>Due to the remote nature and location of the District, Professional Development must be brought into the area. In 2012, the District purchased licenses for all teachers to receive on-line professional development through PD 360. All teachers currently employed have the opportunity to participate in professional development that is research based and, through on-line interaction, is also on-going. This professional development includes ELD integration into common core standards.</p> <p>All teachers will receive training in SDAIE strategies and all elementary and secondary ELD teachers will receive in the implementation of ELD curriculum.</p>
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Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></p> <p>Professional development includes ELD integration into common core standards. All teachers will receive training in research based ELD strategies and all elementary and secondary ELD teachers will receive professional development in the implementation of ELD curriculum</p>
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			<p>Academically struggling Reclassified English Learners, during the 2 years of post-reclassification monitoring, are eligible for school level Support Services. Prior to initiating participation and attendance in School Support Services, the EL Coordinator will schedule a meeting with the Principal, teacher, parents, any other related support provider, and the student (if age appropriate). In the meeting decisions should be made regarding appropriate program options. Some examples; though not necessarily required or offered program/ service offerings may include additional ELD, Tutoring, Conferences, and/or Intervention or support classes.</p> <p>If an EL student in the reclassification phase participates in any of the school level support services, the EL Coordinator will be responsible to maintain documentation of the course and student outcomes through the CCT process and existing forms, copies to be placed in the EL folder.</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b>  All EL students assigned to a SEI (Structured English Immersion) classroom will participate in daily English Language Development (ELD). This is not an optional program, nor can a student be removed or given a waiver from the program. Additionally, based on current individualized achievement data, the student may need to be a part of one or more of the following:</p> <ul style="list-style-type: none"> <li>▪ SDAIE (Specially Designed Academic Instruction in English)</li> <li>▪ Interventions (UA groupings for Benchmark, Strategic, Intensive)</li> <li>▪ Primary Language Supports (Dictionary, Computer/ Online, Books, etc.)</li> <li>▪ Before, during and after school Program options</li> <li>▪ Other supports as appropriate and available</li> </ul>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b>  Provide additional services and materials to support English learners in learning English as rapidly and effectively as possible. Provide supplemental services and materials to support English Learners in learning grade level academic content and/or remediating academic deficits that may have occurred in areas of the core curriculum as a result of language barriers.</p>

Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<b>Yes or No</b>	<p><b>If yes, describe:</b></p> <p>Utilizing Joyce Epstein’s six types of involvement, the Morongo Unified School District will promote school, family, and community members will be engaged in the education of English learners. MUSD has a commitment to meeting the needs of the ELL families and involving them in the engagement of the education of their students. The Family Involvement will accommodate the ELL parent population by including the cultural knowledge in the policy.</p> <p><b>Type 1: Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.</p> <p><b>Type 2: Communicating:</b> Effective forms of school to-home communications can be about school programs and their children’s progress through notices, memos, conferences, report cards, newsletters, phone, e-mail and computerized messages, the Internet, open houses, and other traditional communications.</p> <p><b>Type 3: Volunteering:</b> These activities are designed to improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.</p> <p><b>Type 4: Learning at Home:</b> Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.</p> <p><b>Type 5: Decision Making:</b> Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.</p> <p><b>Type 6: Collaborating with the Community:</b> Coordinate community resources and services for students, families, and the school with businesses, agencies, and the other groups, and provide services to the community.</p>
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Specific activities designed to encourage parent participation are;

- Have a presentation in the interpreted to help parents understand the school's academic expectations and how they can best assist their child at home.
- Provide the parents with concrete materials that can be utilized as an extension of the classroom lessons.
- Have a bi-lingual speaker call and invite parents to the presentation and assure the parents the interpreters will attend.
- Recruit parents of an ELL student that is successful to communicate and help the immigrant parents to understand the system and needs of their child.
- Have the meetings at designated areas that are outside of the school setting.
- Provide day care during the meetings.
- Use the schools' automatic messaging system to invite the parents to the meetings. Have the message in the native language of the parent. Perhaps even have a student record the message.
- Explain standardize testing; academic credits required for graduation; present mini workshops on areas that the majority of our school patrons understand but are not familiar to the ELL parents. Many of the parents come from a different culture and school setting so they don't understand what we expect from them and their children.
- Recruit efforts to involve families as volunteers. For instance, a parent may help a non-English student improve English skills by serving as a tutor.
- Provide interactive homework: Interactive homework is assigned once a week. The teacher requires the student to talk to someone at home about something interesting that they are learning in class. It could give the student and parent an opportunity to converse in English and their native language. Too, it gives the parents an opportunity to be involved in their child's education and can be a way for the parent to be connected to the teacher and the school curriculum.
- Provide home-school liaison to help with communication and presentations.
- Promote parental advocacy that informs and teaches parents how to advocate for their child.
- Modify meetings to accommodate parents work schedule.
- Schools will form partnerships with community and faith-based organizations to help the non-English speaker be notified of meetings. These organizations may help with providing food, meeting place, translation services.

	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b>          Acquire educational technologies that support English learners in learning grade level academic content and/or remediating academic deficits that may have occurred in areas of the core curriculum as a result of language barriers. All students use computers as a supplement to their textbooks. Teachers have been trained to use Illuminate, a web-based student assessment data and development system that allows teachers to do deep analysis of state and local assessments, and to create standards-aligned assessments for use in daily instruction, and for formative and summative assessment purposes.</p>
	<p>10. Other activities consistent with Title III.</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></p>

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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Activity</b></p> <ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. The child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>c. The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. How the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol> </li> </ol>	<p><b>Parent Notification</b></p> <p><b>Processes and Procedures for Notification of Results of Initial Assessment and Placement</b></p> <p>School sites within MUSD directly support English Learners. The Principal and EL Coordinator have worked to develop and implement a school plan for communicating and updating parents/ guardians on all components of the English Learner Program. Throughout the year, the school site will provide correspondence and updates related to the individual student, as well as program wide information.</p> <p>After the beginning of year placement testing has been completed; the school site will correspond with the family via mail. Within the correspondence there will be information regarding the results of the test, options, placement, the waiver process for alternative programs, and recommendations. Should there be any questions, parents are encouraged to contact the school site EL Coordinator. After all students have been assessed and documentation has been mailed, the site EL Coordinator will make contact by phone as needed (or an alternative if no phone number is available) to discuss questions and make an appointment to communicate any questions or needs. This meeting is optional, though recommended, to assist in providing clear information and understanding about the testing and programs your child will participate in during the school year.</p> <p><b>Placement</b></p> <p><b>Student Placement Options</b></p> <p>Upon completion of the beginning of school year English Learner (EL) assessments, each school site forwards all EL testing materials to the MUSD Instructional Services office. The information and results of the test are entered into the SIS (Student Information System). Once the information has been entered, the data is then checked for accuracy by Instructional Services personnel. This information, once entered, is not changed by any staff member or school site team.</p>

		<p>As indicated in a previous section of this document; at the time of mailing the Parent Notification, all placement options are described and assessment results determine the placement decision</p> <p>Each program option is explained and considerations for the student placement are based on the learner's current achievement with the English language as well as academic pursuits. A Parent or Teacher request for change from SEI to ELM is not a school site decision. Should a parent or teacher request removal from an SEI classroom to the ELM classroom, this will not, until achievement data indicates, remove a student from ELD instruction, CELDT testing, Intervention Programs and any additional necessary services. Additionally, the removal from a SEI class may impact the student's daily schedule (Master Scheduling). Each request will need to be considered on a case by case basis. Should the decision to remove a child from SEI to ELM be made; the parents will be required to sign a Program Exemption Statement. Responsibilities and limitations to the program change will not become the responsibility of MUSD and may have long term achievement impacts for the learner.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p>	<p>h. Information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. The right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. The LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul>	<p>District has developed an annual Parent Notification and Program Options form. The forms are provided to each parent within 30 days of the beginning of the school year or for a new student, within two weeks of program placement. Notices were developed using the model provided by the CDE during the Title III program overview meetings &amp; include the required elements. Administrators and bilingual personnel at each site will be available to provide additional information to parents during scheduled parent advisory meetings or individually as needed.</p> <p>STAR, CAHSEE &amp; CELDT results are communicated to parents. Administrators and bilingual personnel at each site will be available to provide additional information to parents during scheduled parent advisory meetings, or individually as needed.</p> <p>Written information describing detailed process is in EL Master Plan and provided to all parents.</p>
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		

<p><b>LEA Parent Notification Failure to Make Progress</b>          If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	
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**Plans to Provide Services for Immigrants**

<p><b>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e))</b></p>		<p><b>Description of how the LEA is meeting or plans to meet this requirement.</b></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p><b>Yes or No</b> NO</p>	<p><b>If yes, describe:</b></p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p><b>Yes or No</b> NO</p>	<p><b>If yes, describe:</b></p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b></p>

<b>Allowable Activities</b>	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or No</b> No	<b>If yes, describe:</b>
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<b>Yes or No</b> No	<b>If yes, describe:</b>
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<b>Yes or No</b> No	<b>If yes, describe:</b>

<p style="text-align: center;">Allowable Activities</p>	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b></p>
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**Performance Goal 3: *By 2005-06 and ongoing, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

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

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

STRENGTHS	NEEDS
<p>The most recent data show that all teachers are fully credentialed and meet Highly Qualified Teacher requirements            All new teachers participate in BTSA.            • Principals participate in the Administrator training Program thru approved providers.            • CDE approved district tech plan outlining technology related professional development.            • Teachers have participated in Subject Matter Projects.</p> <p>Due to the remote nature and location of the District, Professional Development must be brought into the area. In 2012, the District purchased licenses for all teachers to receive on-line professional development through PD 360. All teachers currently employed have the opportunity to participate in professional development that is research based and, through on-line interaction, is also on-going.</p>	<p>Principals and staff participation in scientific researched based professional learning aimed at increasing their skills at promoting the success of all students &amp; teachers by:</p> <ul style="list-style-type: none"> <li>• Developing a vision of learning that is shared and supported by the school community</li> <li>• Developing and sustaining a school culture and instructional program conducive to student learning and professional growth</li> <li>• Developing and cultivating professional leadership capacity, including their ability to support new teachers.</li> </ul> <p>Professional Development in these areas:</p> <ul style="list-style-type: none"> <li>• Common core standards</li> <li>• Response to Intervention and Instruction</li> <li>• Professional Learning Communities/ Communities of Practice</li> <li>• Single Plans for Student Achievement</li> <li>• Monitoring Instruction (Observational Processes) and Feedback</li> <li>• Instructional Leadership Practices</li> <li>• Standards Based Planning and Pacing</li> <li>• Database Management System Use</li> <li>• Data Driven Instructional Planning</li> <li>• Support for High Priority Learners (sub groups e.g. SWD, EL, SES, African American) through planning and teaching targeted curriculum</li> <li>• Effective Instructional Strategy Use</li> <li>• Diverse Learners/ SDAIE</li> <li>• Special Learner Needs/Autism Certification</li> <li>• Common core standards and integration of new ELD standards.</li> </ul>

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

**Planned Improvements for Professional Development (Title II)**

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> <li>• Staff development will be based on key or focus areas in terms of importance.</li> <li>• The creation of Professional Learning Communities will focus on collaborative teams reviewing student assessment data for the purpose of improving instruction.</li> <li>• The District calendar provides some time for teachers and administrators for in-depth and on-going analysis and discussion of the standards.</li> <li>• The District will continue to develop, share and evaluate common standards-based assessments.</li> <li>• Teachers will participate in reading and mathematics training, as available.</li> <li>• Teachers utilize research- based instructional strategies, such as Explicit Direct Instruction (EDI) and differentiated instruction techniques to meet the needs of all learners.</li> <li>• All teachers will be trained in effective ELD instructional practices and strategies to meet the needs of English learners. All staff will be trained in retrieval of CELDT data in Illuminate and the use of the data during PLC meetings.</li> <li>• Teachers will be trained in skills English Language Development.</li> </ul>	<ul style="list-style-type: none"> <li>• District and Site Administrators</li> <li>• Classroom teachers</li> </ul> <p><b>Monitored by Asst. Superintendent Instructional Services</b></p>	<ul style="list-style-type: none"> <li>• Stipends for Extra duty</li> <li>• Substitutes</li> <li>• Materials, supplies, fees for presenters and/or training costs.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional costs for professional development are included in Goal 1</li> </ul>	<ul style="list-style-type: none"> <li>• Title I, II, III</li> <li>• EIA/LEP</li> </ul>

<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> <li>• Professional development activities will be selected which are shown to have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups.</li> <li>• Professional development activities will be selected which are shown to have a positive effect on special populations and those with learning difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• District and Site Administrators</li> <li>• Classroom teachers</li> </ul> <p><b>Monitored by Asst. Superintendent Instructional Services</b></p>	<ul style="list-style-type: none"> <li>• Materials, supplies</li> <li>• Staff salaries and benefits</li> <li>• Salary</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> <li>• Analysis of student work and calibration to state standards will result in more grade level work and less time spent on low-level thinking skills. Interventions take place in pull-out and extended day opportunities.</li> <li>• Illuminate type programs help new and experienced teachers use assessment data to determine students learning outcomes and to analyze their strategies in order to improve instruction. This process guides the teaching and learning cycle.</li> <li>• Class size reduction combined with effective first instruction has shown to be effective in increasing achievement of minority and low-income students.</li> </ul>	<ul style="list-style-type: none"> <li>• District and Site Administrators</li> <li>• Classroom teachers</li> </ul> <p><b>Monitored by Asst. Superintendent Instructional Services</b></p>	<ul style="list-style-type: none"> <li>• Presenter fees, stipends,</li> <li>• Training fee</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> <li>• State and federally funded professional development activities are coordinated to address staff needs in assisting all students meet, or exceed, state standards of proficiency.</li> <li>• Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and the understanding of the strengths and needs of the student populations in their classrooms.</li> <li>• Professional development activities are funded with state and federal allocations.</li> </ul>	<ul style="list-style-type: none"> <li>• District and Site Administrators</li> <li>• Site committees</li> </ul> <p><b>Monitored by Asst. Superintendent Instructional Services</b></p>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> <li>• Staff development days will focus on scientifically based practices used in standards-based materials in the subject areas of most needed improvement.</li> <li>• Teacher collaboration time will include a focus on developing and revising assessments, review of student work on classroom assessments, developing instructional plans for reviewing and re-teaching.</li> <li>• Teachers will be encouraged to work collaboratively with colleagues to ensure that professional development is purposeful and useful with appropriate follow-up coaching, mentoring implementation. .</li> <li>• Results of staff surveys and input from site committees will be used to ensure needs of teachers and principals are met as it relates to increasing the academic achievement of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• District and Site Administrators</li> <li>• Classroom teachers</li> </ul> <p><b>Monitored by Asst. Superintendent Instructional Services</b></p>	<ul style="list-style-type: none"> <li>• Stipends for teachers</li> <li>• Substitutes</li> <li>• Materials, supplies, fees for presenters and/or training,</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> <li>• The district will ensure that professional development activities and funds are coordinated and delivered as stated in the district's approved technology plan.</li> <li>• The activities outlined in the district technology plan call for training in the use of technology, increased technology literacy, and technology applications for effective use in the classroom to improve teaching and learning.</li> <li>• The use of wireless mobile labs will allow students greater access to technology.</li> <li>• All schools have implemented a standards-based electronic assessment program (Illuminate).</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• 2012-2015</li> </ul>	<ul style="list-style-type: none"> <li>• Hardware / Software</li> <li>• Professional Development</li> <li>• Annual per student costs</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>

<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> <li>• The district will ensure that professional development activities are implemented as stated in the district's approved technology plan.</li> <li>• Funds allocated for technology purchases (hardware &amp; software) will be guided by the district technology plan.</li> <li>• Utilize technology to support the district's curriculum goals and academic standards</li> <li>• Teachers &amp; administrators will receive training to use technology, adapt curriculum, and manage the classroom integration of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• District and Site Administrators</li> </ul> <p><b>Monitored by Asst. Superintendent Instructional Services</b></p>	<ul style="list-style-type: none"> <li>• Hardware / Software</li> <li>• Licenses</li> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> <li>• Results of the planning processes of various district committees including school site councils and ELAC's recommendations, surveys of staff professional development needs, technology plan components, analyses of achievement data and district program evaluations provided the direction for the professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>• District and Site Administrators</li> <li>• School Site Councils</li> <li>• ELAC's</li> </ul> <p><b>Monitored by Asst. Superintendent Instructional Services</b></p>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li><input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li><input type="checkbox"/> Involve parents in their child's education; and</li> <li><input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <ul style="list-style-type: none"> <li>• Identify key or focus standards in terms of importance.</li> <li>• Provide time for teachers and administrators for in-depth and on-going analysis and discussion of the standards and student progress toward meeting them.</li> <li>• Develop, share and evaluate common standards based assessments (assessment for learning) on an on-going basis.</li> <li>• Train teachers to start with standards and assessments to plan instruction (backward design lesson planning).</li> <li>• Train teachers in analysis of student work that has been calibrated to what are standard-based state expectancies.</li> <li>• Train teachers in the use of differentiated instruction.</li> <li>• Use standard-based achievement data to communicate and inform parents, students and community of:</li> </ul> <ol style="list-style-type: none"> <li>1. Student progress towards mastering key standards in core areas</li> <li>2. Suggested home activities to support student attainment of selected standards.</li> </ol> <ul style="list-style-type: none"> <li>• Activities which are shown to have the greatest positive impact on teachers' ability to accelerate the learning of students.</li> <li>• Activities which are shown to have a positive effect on special populations and those with learning difficulties.</li> <li>• Activities for principals and other administrators to develop and cultivate professional leadership capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• District and Site Administrators</li> <li>• 2012-2015</li> </ul>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Stipends for teachers</li> <li>• Substitutes</li> <li>• Materials, supplies, fees for presenters and/or training,</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>
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<p>11. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> <li>• The district will work with the local community College and Cal-State University, San Bernardino and UC Riverside to provide coursework and tutoring locally in subject matter competency and provide opportunities for teachers to meet NCLB Compliant Teacher guidelines,</li> <li>• The district will provide test preparation support for teachers and Paraprofessionals to meet requirements of section 1119.</li> <li>• The district will promote professional development for education leaders that will increase their knowledge and capacity to mentor and coach teachers, promote learning to help administrators close the student achievement gap, and sustain a school culture and Instructional program conducive to student learning.</li> <li>• The district will partner, as appropriate, with other educational agencies to provide training leading to teachers qualifying for English Learner authorization.</li> </ul>	<ul style="list-style-type: none"> <li>• District and Site Administrators</li> <li>• Teachers</li> <li>• Paraprofessionals</li> </ul> <p><b>Monitored by Asst. Superintendent Instructional Services</b></p>	<ul style="list-style-type: none"> <li>• Test prep materials</li> <li>• Fees for seminars, coursework, training</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>	<ul style="list-style-type: none"> <li>• See #1</li> </ul>
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**Performance Goal 5: *All students will graduate from high school.***

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p><b>5.1</b> (High School Graduates)</p>	<p>All student complete four year academic plans upon enrollment</p> <ul style="list-style-type: none"> <li>• Parents are notified of graduation requirements, CAHSEE requirement</li> <li>• Counselors are assigned to all students &amp; schedule annual meeting to assess progress</li> <li>• Programs in place w/in school day for CAHSEE success</li> <li>• Student Study Teams</li> <li>• Multiple notices sent to parents concerning progress, conferences are scheduled when as needed, parent access to online student grades and attendance via "Parent Portal"</li> <li>• Assessment data mailed to all parents and are available to all staff via Illuminate</li> </ul>	<p>All Students</p>	<p>Counselors and Administrators</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• The school will increase Graduation rate by 5% in 2017</li> <li>• CAHSEE results</li> <li>• Grad rate data - most current for 2011-12 is 80.13%</li> </ul>	<ul style="list-style-type: none"> <li>• CAHSEE Intervention</li> <li>• General Fund</li> </ul>

<p><b>5.2</b> (Dropouts)</p>	<ul style="list-style-type: none"> <li>• AS26 Interscholastic athletic teams for males and females</li> <li>• Environmental club</li> <li>• Interact Club</li> <li>• Art Club</li> <li>• Billiards Club</li> <li>• AVID</li> <li>• Host Club</li> <li>• Drama Club</li> <li>• FFA</li> <li>• Letterman's Club</li> <li>• National Honor Society</li> <li>• Photography Club</li> <li>• Science, Spanish, Latin Clubs</li> <li>• Tech Club</li> <li>• Teens for Humanity</li> <li>• UNITY Forum</li> <li>• Chess Club</li> <li>• Chez What Restaurant</li> <li>• Debate Team</li> <li>• El Club Del Española</li> <li>• Garden Club</li> <li>• GATE</li> <li>• Key Club</li> <li>• New Life Club</li> <li>• Band</li> <li>• Cheer</li> <li>• Safe Grad Night</li> <li>• Science Ambassadors</li> <li>• Homework Club</li> <li>• Credit recovery program</li> <li>• Alternative/high school programs available &amp; collaborate with community college, county agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Elected Student Leaders</li> <li>• Student athletes</li> <li>• Student club members</li> <li>• Rec. Students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, coaches, club advisors,</li> <li>• College tutors</li> <li>• Counselors, SST members,</li> <li>• Psychologists</li> <li>• Alternative Ed personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Dropout rate will decrease by 10% by 2016</li> <li>• 2010-2011 dropout rate 10.9%</li> </ul>	<p>General Fund</p>
<p><b>5.3</b> (Advanced Placement)</p>	<ul style="list-style-type: none"> <li>• Open enrollment in AP classes if prerequisites are met</li> <li>• GATE placement criteria includes culturally diverse and/or economically disadvantaged students</li> <li>• Concurrent enrollment with community college available</li> </ul>	<ul style="list-style-type: none"> <li>• All students eligible</li> <li>• Low income students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors, administrators</li> <li>• 2013-2017</li> </ul>	<p>Number of students in AP classes will increase by 10%</p>	<p>General Fund</p>

## Additional Mandatory Title I Descriptions

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

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

## Additional Mandatory Title I Descriptions (continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>All comprehensive schools in MUSD work within the parameters of the District's Focus Areas which include; implementation of Professional Learning Communities, the use of data to inform instructional decision making and school improvement efforts, full implementation of State Board and district adopted standards-based curricula, use of researched based instructional strategies, full implementation of the district's Master Plan for English Learners, and positive relationships with parents, community and coworkers.</p> <ul style="list-style-type: none"> <li>• Each Title I school conducts a comprehensive needs assessment in relation to state standards. Schools have access to multiple avenues for disaggregate of their state assessment data. The district provides the Illuminate system for schools to store, manage, and report all their assessment data - state, district and school level.</li> <li>• The district provides guidance and training in schoolwide reform strategies, such as explicit direct instruction and strategies, Professional Learning Communities, and the support of outside experts who consult and provide training and feedback to school site and the district personnel. All students are provided the opportunity to reach proficiency or higher on state standards through universal availability of standards-based instructional materials and the implementation of that material with fidelity. Students are offered extended learning time through before and after school sessions, summer school and supplemental educational services.</li> <li>• MUSD's recruitment and hiring processes are designed to facilitate the identification and selection of Highly Qualified Teachers (HQT). All teachers at Title I schools are Highly Qualified and 100 percent have EL certification.</li> <li>• The district has provided AB 466 training in Math when new adoptions are completed. In addition, as stated above, the district has focused on and provided training in Professional Learning Communities</li> </ul>

<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"><li>• Effective methods and instructional strategies based on scientifically-based research.</li><li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li><li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li><li>• Instruction by highly qualified teachers.</li><li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li><li>• Strategies to increase parental involvement.</li></ul>	NA
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## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	NA
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li> </ul>	<p>The district provides guidance and technical assistance to PI schools in meeting the legal requirements for PI schools. This guidance includes drafting and sending parental notifications, administration of school choice options and notification, school plan assistance as appropriate, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, administration and monitoring of local corrective actions and alternative governance. The district provides all schools access to Illuminate which houses state assessment data and local assessment data as determined by school sites. Illuminate is used by the district and school sites to analyze student achievement data in preparation for revision of school plans.</p> <p><b>Program Improvement Schools in PI Years 1 and 2:</b>            Friendly Hills Elementary, Joshua Tree Elementary, Landers Elementary and Yucca Mesa Elementary receive assistance in:</p> <ul style="list-style-type: none"> <li>• Professional development to assist in implementing research based strategies which address the needs of the student groups who are struggling to meet standards mastery.</li> <li>• Assistance in developing, revising and implementing the school plan.</li> <li>• Assistance in designing a plan for the best use of funds to meet the school's program improvement needs.</li> </ul> <p><b>Program Improvement Schools in PI Years 3 and 4:</b>            Oasis Elementary, Onaga Elementary, Yucca Valley Elementary, Twenty Nine Palms Junior High and LaContenta Middle School receive assistance in:</p> <ul style="list-style-type: none"> <li>• Professional development to assist in implementing research based strategies which address the needs of the student groups who are struggling to meet standards mastery.</li> </ul>

	<ul style="list-style-type: none"><li>• Assistance in developing, revising and implementing the school plan.</li><li>• Assistance in designing a plan for the best use of funds to meet the school's program improvement needs.</li></ul> <p><b>In addition schools in year 3 and 4 receive assistance in:</b></p> <ul style="list-style-type: none"><li>• Response to Intervention personnel at each site for instruction, data analysis and coaching.</li><li>• Personnel assignments at school sites are adjusted to meet the needs of the students.</li><li>• Summer school programs, currently at Middle Schools.</li><li>• Restructured schedules and extended learning periods.</li><li>• Assistance in implementing curriculum.</li><li>• Restructured school schedules at middle schools to include extended learning periods and block scheduling.</li><li>• Assist schools in creating Alternative Governance Plan if school continues in PI and enters PI year 5.</li></ul>
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## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Letters are mailed to the parents of all students attending PI schools outlining the reasons for the PI identification, the comparison of the school's academic achievement to other schools in the district and the state, the options available for school choice and the availability of SES services to be detailed in another mailing. The letter also includes a description of the actions the school and district are taking to exit PI status and opportunities for parent involvement at the school site. All notifications are provided in English and Spanish.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>Parent notification of choice options are provided for parents at least 14 days prior to the first day of school via the internet and written notices. Parents are able to receive inter-district transfers upon request.</p> <p>An SES information packet is mailed to the parents of all eligible students twice during the school year. The packet includes information on all approved providers with the district and procedures for signing up their child for these free services. In the case of more student sign up than available funds, priority is given to the lowest achieving students from low income families.</p>

## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The primary responsibility for state and federal programs, curriculum and instruction, staff development, and supplemental programs rest with a very few individuals. In addition the DSLT, the district administrative cabinet and school site committees ensure that professional development program activities are coordinated to address staff needs in assisting all students meet or exceed state standards of proficiency. All teachers in Title I schools are all Highly Qualified for the courses they presently teach.</p> <p>Working to combine Title I and Title II funding allows the district to provide professional development of sufficient intensity to ensure that all teachers meet high standards and are aware of instructional strategies that are researched based and sustainable over time. While not all district staff can be trained at one time, over the course of time, the majority of staff members will receive research based professional development designed to support the instructional program.</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>Both the school sites and the district provide numerous opportunities for parent involvement including parent education and information sessions. All parents are welcome at the district and site committee meetings such as School Site Council, English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). DELAC meetings are held at several sites within the district to accommodate the needs of parents. The district provides parents with training on topics suggested by parents at ELAC, DELAC and school site meetings.</p>

## Additional Mandatory Title I Descriptions

(continued)

<p><b><i>Coordination of Educational Services</i></b></p>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The primary responsibility for state and federal programs, curriculum and instruction, staff development, and supplemental programs rest with a few individuals. District personnel coordinate programs to ensure that program activities address student needs and comply with state and federal guidelines.</p> <p>Currently the district has a homeless liaison that provides services for homeless students and their families. The district coordinates support for Foster Youth, neglected and delinquent youth. The district and county work together to promote instructional support for students.</p>

## **Part III**

# **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## **ASSURANCES**

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

### **GENERAL ASSURANCES**

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

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

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

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

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

#### **TITLE I, PART D – SUBPART 2**

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

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

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

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

#### **TITLE II, PART D**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
  - Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

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

- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

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

### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

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

#### **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and

secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
  - Will be used to make decisions about appropriate changes in programs for the subsequent year;
  - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
  - Will be submitted to the SEA at the time and in the manner requested by the SEA.

#### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
  - (i) Truancy rates;
  - (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities.  
(Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of

schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

**Other**

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

## SIGNATURE PAGE

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

---

James Majchrzak Print Name of Superintendent

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

Chris Proudfoot Print Name of Board President

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Date

Bonnie Drolet Print Name of DAIT Lead or Technical Assistance Provider Lead  
(if applicable)

\_\_\_\_\_  
Signature of DAIT Lead or Technical Assistance Provider Lead  
(if applicable)

\_\_\_\_\_  
Date

Deborah Turner Print Name of Title III English Learner Coordinator/Director  
(if applicable)

\_\_\_\_\_  
Signature of Title III English Learner Coordinator/Director  
(if applicable)

\_\_\_\_\_  
Date

*Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.*

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

## APPENDIX A

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

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

### California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

- Academic Performance Index (API)  
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)  
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)  
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)  
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)  
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest  
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)  
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program  
<http://www.cde.ca.gov/ta/tg/sr/>

## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

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

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

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

## APPENDIX D

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

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

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

## APPENDIX E

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

Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B