California Department of Education
School and District Accountability Division

(CDE use only)

Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

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

LEA Plan Information:

Local Educational Agency (LEA):   Mammoth Unified School District
County/District Code: 26 - 73692
Dates of Plan Duration: 2012-17
(should be five - year plan)
Date of Local Governing Board Approval: December 13, 2012

LEA Information:

Superintendent: Lois Klein
Address: P.O. Box 3509
City, State Zip: Mammoth Lakes, CA 93546
Phone: 760.934.6802
Fax: 760.934.6803

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

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

Lois Klein	June 30, 2014	
Printed or typed name of Superintendent	Date	Signature of Superintendent

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

Local Education Agency Plan
Mammoth Unified School District

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Part I
Background and Overview

Background

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

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

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

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

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

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

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

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

5. All students will graduate from high school.

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

- API Reports (http://www.cde.ca.gov/ta/ac/ap)
- Standardized Testing and Reporting (STAR) data (http://www.cde.ca.gov/ta/tg/sr)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (http://www.cde.ca.gov/sp/el/t3/acct.asp)
- AYP Reports (http://www.cde.ca.gov/ta/ac/ay)

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:
Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

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

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

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

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

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

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

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

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

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

Step Six: Monitor Implementation
To verify achievement of performance targets, monitor areas such as:

a) assignment and training of highly qualified staff;
b) identification of participants;
c) implementation of services;
d) provision of materials and equipment;
e) initial and ongoing assessment of performance; and
f) progress made toward establishing a safe learning environment.

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

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

Planning Checklist for LEA Plan Development

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

Federal 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
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
	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
	McKinney - Vento Homeless Education
X	Individuals with Disabilities Education Act (IDEA), Special Education
	21st Century Community Learning Centers
	Other (describe):
	Other (describe):
	Other (describe):
	Other (describe):

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.

	State Programs
	Economic Impact Aid (EIA) - State Compensatory Education
X	EIA - Limited English Proficient
	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
	Other (describe): Professional Development
	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		$131,993	$131,993	100%
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		$23,758	$23,758	100%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient		$33,819	$33,819	100%
Title III Immigrants		$4,283	$4,283	100%
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education		$203,009	$203,009	100%
21st Century Community Learning Centers				
Other (describe)				
Total		**$396,862**	**$396,862**	**100%**

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				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				

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

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

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

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

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

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

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

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

District Profile

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

Mammoth Unified School District is located on the eastern side of California, nestled in the beautiful eastern Sierra Mountain range. The school district currently has four schools; two high schools, one middle school and an elementary school. Each school is located in the town of Mammoth Lakes. The district serves 1167 students from kindergarten through grade twelve.

The school district allocated time during the 2011-12 school year to engage the community in the development of our long term strategic aspirations.   This work also included the opportunity to revisit with our vision statement, our core values as an organization, our mission statement and the development of measurable annual district priorities.

In the last 10 years the district has experienced a significant increase in the Hispanic/Latino population. Currently the district's ethnic breakdown is 45.2% Caucasian, 49.8% Hispanic, and less than 1% in each of the remaining ethnic categories. The poverty level for the district is 58% based upon our Free and Reduced Lunch program enrollment. MUSD serves approximately 14% of its population with Special Education services.

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), <u>that the local educational agency and schools served under this part will use to:</u>

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

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

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

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

Planned Improvement in Student Performance in Reading
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: All new teachers will participate in BTSA Instructional strategies/materials will be aligned to the standards	MCOE Instructional staff	BTSA funding Percentage of principals' salaries Cost of substitute teachers	$10,000.	Professional Development Title II
Local assessments will stress mastery of standards-based instruction	MUSD Team OARS Project Manager		$47,000.	NOW Ed Foundation and General Fund
Staff development for teachers in instruction and learning strategies will be aligned with the CCSS standards –SBCSS – San Bernardino County Superintendent of Schools.	MCOE MUSD	Teacher Stipends and cost of substitute teachers	$30,000.	Professional Development Title II
Upgraded the Library Management System to Destiny to support students access to library books and materials	MUSD Team		$20,000.	Microsoft Settlement Funds
Use of assorted software programs related to increasing reading fluency	Teachers		$20,000.	NOW Education Foundation and General Fund
District use of the Accelerated Reader Program	Teachers and Librarians		$12,000.	Microsoft Settlement Funds
District use of Renaissance Place Star Reading Assessment	Teachers and Principals		$35,000	Microsoft Funds and General Fund
Professional Development Provided by West-Ed during 2013-2014 and 2014-2015	Teachers and Principals		$118,000	Common Core Funding
2. Use of standards-aligned instructional materials and strategies:				

	Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	District will ensure implementation of state adopted texts purchased by district - purchased Treasures and Teseros @ MES for the 2012-13 year	Superintendent and the Principals	All materials are state adopted and standards aligned	$100,000.	Measure S Funds
	Teacher lesson plans will reflect the standards to be taught and define the re-teaching of specific curriculum	Principals			General Fund
	Teachers provided paid time for aligning ELA curriculum to CCSS along with assistance from West Ed Consultant	Teachers		$16,000	Common Core Funding
3.	Extended learning time:				
	Supplementary Instructional Programs will be offered after school at all schools for targeted students with a focus on our language learners and students at risk of failure in the areas of CAHSEE and HS Graduation Criteria.	Superintendent and the Principals	Teacher Hourly	$35,000.	Title 1 Funding and Funding from Facilities Rentals
	Husky Club – tutoring and individual assistance	Director		$82,000.	State Pre-School Funding
	Research Based Reading Intervention Programs will be used to remediate students who are not proficient in reading Voyager Language Live Read 180	Principals and Teachers		$60,000	Title III, Title I, Measure S, General Fund
4.	Increased access to technology:				
	District will continue to expand the student data warehouse (OARS)	MUSD Team	Professional development as associated with the growth of a data system	$40,000. (OARS Project Manager - embeded in #1)	NOW Education Foundation
	CTAP Lead teachers are providing technologyical support to teachers in their classrooms as related to increased student outcomes	MCOE MUSD Team	Professional Development	MCOE pays the stipends for the CTAP leaders	No cost to MUSD
	A district technology team is focused on upgrading the district technology plan	MCOE CBT Vendor MUSD Team	Teacher Hourly and teacher substitutes	$1000.	General Fund
	District will implement a new data warehouse (EADMS)	MUSD Team		$7,500	General Fund
5.	Staff development and professional collaboration aligned with standards-based instructional materials:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
MCOE & SBCSS to provide leadership in the development of CCSS	MCOE SBCSS MUSD Team	Technical support and coaching	Embeded in #1	Professional Development Title II
The development of a clearly cohesive PreK through 12 Writing Program	MUSD Team	Program Development	$15,000.	Professional Development Title II
Implementation of Step Up to Writing grades 6-12 - materials and professional development	Principals and Teachers	Professional Development	$13,000	Rotary Grant/Common Core Funding
Nancy Fetzer Writing Training for grades K-5	Teachers	Professional Development		MES PTO
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
District will inform parents of spring STAR student assessment results each August with MES scheduling parent conferences in November of each year	School Sites			General Fund
Parents have access to the AERIES Portal	School Sites			General Fund
Active parent advisory councils and committees	School & District Committees			General Fund
District and Site Based Monday Messages, Blackboard Connect Notifications, Webpages	School and District		$1200.	General Fund & E-Rate
Annual data collection in September for all stakeholders through a monkeysurvey tool	District		$300.	General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
MCOE & MUSD District will offer summer bridge programs for the incoming kinder programs	MCOE First Five MUSD	Staff salaries and instructional materials	$10,000 (all reimbursed to MUSD from First Five)	First Five/School Readiness

	Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Targeted supplemental instructional support for students transitioning from 8th to 9th grade with a focus on the level 1 and 2 language learners	MUSD Team	Staff salaries and instructional materials	$2500.	General Fund
	Summer school program for 10th and 11th grade students who are at risk of not graduating from high school	MUSD Team	Staff salaries and instructional materials	$2500.	General Fund
8.	Monitoring program effectiveness:				
	The district will participate in the various components of the State and federal government's standards-based assessment and accountability system including the District Benchmarks, CSTs, CAHSEE and CELDT	MUSD Team			General Fund
	Multiple indicators will be used to monitor programs and drive instructional decision making	MUSD Team			General Fund
	Principals and their teams will review the data from the state assessments and provide analysis for the staff as aligned with their single plan for student achievement	MUSD Team			General Fund
	Renaissance Place Star Reading and Math Assessments will be given each quarter and will be used to monitor program effectiveness	MUSD Team			General Fund
9.	Targeting services and programs to lowest-performing student groups:				
	MES has implemented academic learning blocks that allows for the leveling of students based on academic needs	School Sites	Instructional Assistants	$80,000.	General Fund
	Mammoth Middle School will continue to offer 6th period remediation classes for identified students	School Sites	Secondary school master schedules course options		General Fund
	Mammoth High School has created course sections for AVID and ELD Level 1 & 2 Reading	School Sites	Secondary school master schedules course options		General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Supplementary Instructional Programs will be offered after school at all schools for targeted students with a focus on our language learners and students at risk of failure in the areas of CAHSEE and HS Graduation Criteria	Superintendent and Principals	Teacher Hourly	$35,000. (same as #3)	Title 1 Funding and Funding from Facilities Rentals
Core replacement with research based reading intervention program will be provided to students in grades 4-8.				
Reading Intervention either after school or during the school day will be provided to students using the following programs: Dystar or Voyager (English and Spanish) at MES	Elementary Principal and teachers	Teacher Hourly		
10. Any additional services tied to student academic needs:				

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

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: All new teachers will participate in BTSA	MCOE	BTSA funding Percentage of principals' salaries Cost of substitute teachers	$10,000.	Professional Development Title II
Instructional strategies/materials will be aligned to the standards	MUSD Team			General Fund
Local assessments will stress mastery of standards-based instruction	MUSD Team OARS Project Manager		$47,000.	NOW Education Foundation and General Fund
Staff development for teachers in instruction and learning strategies will be aligned with the standards as we begin to make the transition to the new CCSS Teachers work to align to CCSS	MCOE & SBCSS MUSD Team	Professional Development	$30,000.	Profesional Development Title II
2. Use of standards-aligned instructional materials and strategies: District will ensure implementation of state adopted texts purchased by district	Superintendent and the Principals	All materials are state adopted and standards aligned		No new adoption for the 2012-13 school year
Teacher lesson plans will reflect the standards to be taught and define the re-teaching of specific curriculum	Principals			General Fund
Adoption of Go Math for grades K-5 and Big Ideas for grades 6-8 - CCSS aligned mathematics materials	Principals and Teachers	All materials are state adopted and CCSS aligned	$70,000	Measure S; Lottery Instructional Materials; General Fund
3. Extended learning time:				

	students that did not master the standards with a focus on all grade levels at MES, Tutorial and Homework Assistance at both of the secondary schools.				Rentals
	Husky Club tutorial support and homework assistance	Director		$82,000.	State Pre-School Funding
4.	Increased access to technology:				
	District wil continue to expand the student data warehouse (OARS)	MUSD Team	Professional Development	$40,000, (OARS Project Manager - embeded in #1)	NOW Education Foundation
	CTAP Lead teachers are providing technology support to teachers in their classrooms as realted to increased student outcomes.	MCOE MUSD Team	Professional Development	MCOE pays the stipends for the CTAP leaders	No cost to MUSD
	There is a district team focused on upgrading the district technology plan.	MCOE CBT Vendor MUSD Team	Teacher hourly and substitutes	$1000.	General Fund
	The district has selected a new data warehouse for 2014-2015 - EADMS	MUSD Team	Teacher training	$8,500	General Fund
	1:1 technology access for students	MUSD Team and Teachers	iPad Implementation	$	General Fund
5.	Staff development and professional collaboration aligned with standards-based instructional materials:				
	MCOE and SBCSS to provide leadership in the development of the CCSS	MCOE & SBCSS MUSD Team	Professional Development	$30,000. (embeded in #1)	Professional Development Title II
	West Ed Professional Development	Consultant and Teachers		$39,000	Common Core Funding
6.	Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
	District will inform parents of spring STAR results each August along with the periodic reporting periods as aligned with the assessment calendar as well as November Parent Conferences at MES	School Sites			General Fund
	Parents have access to the AERIES Portal				General Fund
	Active parent advisory commitees and councils	School and District Committees			General Fund

	Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	District and Site Based Monday Messages, Blackboard Connect Notifications and Webpages	School and District		$1200.	General Fund and E-Rate Funds
	Annual data collection in September for all stakeholders through a monkeysurvey tool	District		$300.	General Fund
7.	Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
	MCOE and MUSD will offer summer bridge programs for incoming kinder students	MCOE First Five MUSD Team	Staff salaries and instructional materials	$10,000 (all reimbursed to MUSD)	Mono County First Five/School Readiness
	Targeted supplemental instructional support for students transitioning from 8th to 9th grade with a focus on the level 1 and 2 language learners	MUSD Team	Staff salaries and isntructional materials	$2500.	General Fund
	Summer School program for 10th and 11th grade students who are at risk of graduating from high school	MUSD Team	Staff salaries and instructional materials	$2500.	General Fund
8.	Monitoring program effectiveness:				
	The district will participate in the various components of the State and federal government's standards-based assessment and accountability system including the CSTs, CAHSEE and CELDT	MUSD Team			General Fund
	Multiple indicators will be used to monitor programs and drive instructional decision making	MUSD Team			General Fund
	Principals and their teams will review the data from the state assessments and provide analysis for the staff as aligned with the establishment of goals in their single plan for student achievement	MUSD Team			General Fund
	Renaissance Place Star Math will be used to monitor student progress and program effectiveness quarterly beginning in 2014-2015	MUSD Team and Teachers		$25,000	General Fund/Microsoft Funding
9.	Targeting services and programs to lowest-performing student groups:				
	MES has implemented academic learning blocks that allows for the leveling of students based on academic needs	School Sites	Instructional Assistants	$80,000.	General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
MMS will continue to offer 6th period remediation classes for identified students	School Sites	Secondary School Master Schedule course options		General Fund
MHS has crafted one section of AVID support classes for targeted low performing and at risk of failure students	School Sites	Secondary School Master Schedule course options		General Fund
Supplementary Instructional Programs will be offered after school at all schools for targeted students with a focus on our language learners, students at risk of failure, students who have failed CAHSEE and those not meeting promotion or graduation criteria.	School Sites	Teacher Hourly	$35,000. (same as #1)	Title 1 Funding and Funding from Facilities Rentals
After School tutoring at high school	High School staff	teacher Hourly	$5,000	Measure S
MMS One section of math intervention	teacher	.20 FTE	$18,000	General Fund
10. Any additional services tied to student academic needs: MES & MMS Math Competitions both site based and through County supported programs	MCOE MUSD Team	Recruit Volunteers		General Fund
The development of STEM Programs	MUSD Team	Recruit Volunteers		General Fund

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:	
a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	a.1. Mammoth Elementary School will continue to implement an alternative Dual Immersion program in grades K – 5. a.2. Students at MES not participating in the DI program will receive structured English instruction a.3. English Language Development will be offered for all English Language Learners (K – 12), at the appropriate level until EL students have been re-designated as R-FEP a.4 At MMS Kate Kinsella vocabulary program will be used as an ELD program and MHS is researching an appropriate program for 2015-2016
b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;	b.1 . Title III funding will be used to purchase supplemental ELD/intervention adopted materials along with offering expanded school day opportunities for EL students. (ELD3 and Read180)
c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);	c.1. All English Learner students will be annually CELDT tested and will also participate in state mandated assessments. c.2. Reaniassance Place Star Reading and Star Math will to used as benchmarks, CAASPP & CELDT results will be utilized to determine progress toward attaining English proficiency and meeting reclassification criteria.
d. Describe how the LEA will promote parental and community participation in LEP programs.	d.1. ELAC and DELAC meetings will be held on a quarterly basis. d.2. Parents will be notified in writing (in English and Spanish) of program offerings for EL students in each school –both the Initial and the Annual Title III Letter. d.3. All district notifications will be sent home in English and Spanish d.4. The district will support the growth and development of Adult English course offerings through the County Office of Education. e.5 Latino Family Literacy will be continued at MMS and implemented at MES for the 2015-2016 school year f.6 A recognition evening will be held to celebrate the reclassification of student with parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
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: • English proficiency; and • Academic achievement in the core academic subjects	2.a. Standards-based, English language development materials will be used in all ELD classrooms to enhance as a part of the core curriculum for EL students as well as supplementary materials. AYP and API subgroup data, in addition to CELDT scores will be analyzed to determine progress of EL students. 2.b. The Dual Immersion program will continue as an alternative program at MES with EL students being provided preference fo admission. 2.c Research based programs will be purchased and used (Language Live, Read 180, Voyager in Spanish and English, and ELD3)
3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children;	All individuals responsible for administering CELDT will be trained annually.
b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	All staff working with language learners are required to meet the mandates of teacher credentialing.
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;	District staff will continue to work with teachers and staff in the development of appropriate instructional strategies, assessment and program placement.
d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	West Ed professional development focused on student engagement and student discourse will be ongoing from 2013-2014 through 2015-2016. Focused Schools will be used to build coherency and consistency across the schools with teacher leadership on focus and analysis of data.
4. Upgrade program objectives and effective instruction strategies.	**Check if Yes: X** **If yes, describe:** The district will create formative assessment to be implemented on a quarterly basis along with ELD assessments three times annually to evaluate student performance and make the appropriate modifications to the instructional program for targeted students.

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	
Allowable Activities	

5. Provide:
  a. tutorials and academic or vocational education for LEP students; and
  b. intensified instruction.
	Check if Yes:
	X
	
	If yes, describe:
	District will continue to offer extended learning opportunities for EL students to attain English, such as summer school and after school sessions at all school sites as well as interventions during the school day.

6. Develop and implement programs that are coordinated with other relevant programs and services.	**Check if Yes:** **If yes, describe:** Research based reading intervention programs have been implemented to help LEP students become proficient readwers
7. Improve the English proficiency and academic achievement of LEP children.	**Check if Yes:** X **If yes, describe:** Through professional development, parent involvement, evaluation of data, adoption of appropriate instructional materials and extended learning opportunities MUSD will seek to improve the English proficiency and academic achievement of English Learner students.

8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -
  • To improve English language skills of LEP children; and
  • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
	Check if Yes:
	X
	
	If yes, describe:
	MUSD has employed bilingual liaisons to support the school sites. Additional trainings for parents are offered through First Five and the School Readiness program

9. Improve the instruction of LEP children by providing for -
  • The acquisition or development of educational technology or instructional materials
  • Access to, and participation in, electronic networks for materials, training, and communication; and
  • Incorporation of the above resources into curricula and programs.
	Check if Yes:
	X
	
	If yes, describe:
	All MES teachers are being provided with iPads for the purpose of increased active student engagement in the lessons – students are visual learners
	
	MUSD continues to purchase and provide professional development in th area technology for all classroom classroom teachers.
	
	All students will have 1:1 access with technology such as iPads and/or laptops

10. Other activities consistent with Title III.	**Check if Yes:** X **If yes, describe:** District representative will attend quarterly Title III Consortium facilitated by the Mono County Office of Education for professional development and coordination of Title III activities

Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified:
The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	Through the district's enrollment packet, intake meeting with parents, along with the initial and the annual letter they are informed of the language level and placement options for their child.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	All language learners will be assessed by staff with the CELDT assessment tool upon initial placement in school and annually thereafter.
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;	The parents will have the option to have their child placed in the English Immersion or Dual Immersion Programs along with the required ELD component.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	The inital placement data along with multiple indicators throughout the year will provide a base to support student program placement and/or modifications based on those assessments.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	This process will be explained to the parents based on the initial intake conference and thereafter as one element of discussing student progress through the November Parent Teacher Conferences at the elementray school and the associated periodic grading reports throughout the students school years.
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;	It is expected that all students will meet the grade level standards in order to be best prepared for post secondary options with supplemental programs available to students based on their ability to meet those gade level expectations.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	Information pertaining to parental rights that includes written guidance detailing-the right that parents have to have their child immediately removed from such program upon their request; and 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; and that the LEA assists parents in selecting among various programs and methods of instruction as they deem appropriate.
h. information pertaining to parental rights that includes written guidance detailing -	
i. the right that parents have to have their child immediately removed from such program upon their request; and	MUSD will provide for parents wishing their child to be removed from such programs, Ed.Code 311(a), to provide for a written request and to have a meeting with the teacher and/or the principal
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;	MUSD will provide parents the option to decline to enroll their child in such a program or to choose another program or method of instruction, if available

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
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.	The LEA assists parents in selecting various programs/methods of instruction, if available or offered by the LEA. A meeting with the principal is required in selecting the program most appropriate to the student

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

Notifications will be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within thirty days of the child being placed in such a program.

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

If the MUSD schools fail to make progress on the annual measurable objectives MUSD 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.

Performance Goal 2 (continued):
Plans to Provide Services for Immigrants

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Check if Yes:** X **If yes, describe:** The district will develop active ELAC and DELAC advisory councils to engage parents to become active participants in their child's education. The District will implement Latino Family Literacy Project at the elementary and middle school during the 2014-2015 school year.
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Check if Yes:** X **If yes, describe:** The district will provide support for personnel through training in various educational programs with a focus on academic proficiency and language acquisition with a goal that all students will graduate from high school.
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Check if Yes:** X **If yes, describe:** MUSD schools will continue to provide counseling opportunities to all of its students (for both social and academic situations, as needed)
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Check if Yes:** X **If yes, describe:** Standards-based curricular materials, including educational software, will be identified for use in the implementation of Title III Program.
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:	**Check if Yes:** **If yes, describe:** The district does not receive immigrant funds.
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Check if Yes:** X **If yes, describe:** Appropriate materials will be identified and purchased for the necessary classes. Teachers and instructional aides will receive training on specific course/program implementation and strategies for meeting the needs of immigrant students through available Title III funding.

Description of How the LEA is Meeting or Plans to Meet this Requirement
Allowable Activities

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:	**Check if Yes:** X **If yes, describe:** Title III funds will help to develop parental involvement through: Individual family meetings to discuss identified students' progress First Five/School Readiness Programs Dual Immersion Parent Meetings ELAC/DELAC meetings and activities MCOE Adult Education Courses English Courses at Cerro Coso Community College Latino Family Literacy

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

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

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

Strengths	Needs
MCOE has been providing support to beginning teachers. CTAP provides leadership in instructional technology throughout the county. Mono County Office of Education provides curriculum support and professional development in a variety of areas, including standards and assessment, coaching, and use of data. The County will continue to deliver research-based trainings as requested by the district. MUSD administrators will be afforded the opportunity to attend AB430 trainings. An administrative network is organized and offered by MCOE and provides network meetings and a summer retreat annually for Inyo and Mono County administrators.	Professional development needs in the areas of best strategies for teaching English Language Learners are the highest priority for the district. Additional professional development in the area of creating behavior plans and management of Section 504 plans is also a priority. There is a need to continue to provide support to the special educaion teachers and the principals in the area of special education compliance. The district does operate a Dual Immersion program in grades K – 5, therefore development of additional BCLAD credentialed teachers is a need. There is a need for continue teacher support in our OARS data warehouse and the development of benchmark indicators. There is a need for professional development in the area of the Common Core State Standards. There is a need to cotninue to create instructional maps, pacing plans and common assessments in all curricular areas with a focus on the development of a seamless and cohesive PreK – 12 instructional program. There is a need to develop a clearly cohesive PreK - 12 writing program.

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)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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:				
Professional development goals will be created to assist district staff to move toward proficiency on the state standards for all students.	Principals			General Fund
Professional development will be designed and selected based on staff strengths and need in relation to student achievement results.	Principals			General Fund
The district priority for professional development is in the area of English language learners and improving student achievement.	Title III Project Manager			Title III
West Ed was hired to provide professional development aligned to CCSS which is designed to ensure that all MUSD students reach academic success. The focus is on improving student engagement and ensuring that all students participate in academic discourse. (2013-2014 and 2014-2015)	Principals, Joint Common Core Steering Committee		$118,000	Common Core Implementation Funding
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:				
Professional development will focus on the phased in implementation of the Common Core State Standards.	MCOE & SBCSS MUSD Team	Technical support	$30,000.	General Fund
Professional development that provides instructional strategies that support our language learners through the "Supporting Effective Instruction for English Learners" through Los Angeles County Office of Education along with "Improving Education for English Learners" Research Based Approaches through the California Department of Education.	MCOE MUSD Team	Technical support		General Fund
Professional development will focus on the use of data as aligned with implementation of targeted interventions.	MUSD Team	Technical support		General Fund

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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:				
Pre- and post- professional development opportunity data will be collected to measure the impact of professional development on student achievement	MUSD Team			General Fund
Teachers will be surveyed to measure what extent the professional development opportunity met their needs	MUSD Team			General Fund
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:				
The district will consider topics and strategies which align most closely to the needs of their students, particularly their English Language Learners, the Writing Process and the CCSS and students who require the most intervention in determining their professional development choice	MCOE MUSD Team			General Fund
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:				
•Professional development will be made available to the learning community through various modes to include Early Release Tuesday, Afterschool Opportunities, Saturday Seminars, and other conferences throughout the year.	MCOE MUSD Team	Technical support, coaching and program monitoring		General Fund
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				
The district will work with CTAP to include professional development opportunities in the area of technology. The district's technology plan (which includes provisions for professional development) will be used to guide the professional development/technology activities and is being updated this school year: 2012-13	MCOE MUSD Team	The primary focus is to upgrade the Tech Plan.		General Fund
The District technology teacher leaders and principals will plan staff development for all teachers on the use of technology for student learning. Technology Boot Camp professional development will be provided until all teachers have been trained. (Beginning in 2013-2014 and continuing)	Technology Teachers leaders and Principals	The focus is on ensuring professional development for all teachers.	$75,000	General Fund

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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.):				
The district is upgrading its technology plan as aligned with the state template which will include instructional outcomes.	MCOE MUSD Team	The creation of a technology team to upgrade our last plan.		Title II
The district will upgrade teacher computers and purchased iPads or laptops for students to use in the classroom and/or take home	MUSD Team		$250,000	Modernization Fund
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:				
Through the development of the district Strategic Aspirations process that engaged the greater community will serve as the basis for the long term work of trhe district which is backward mapped through annual district priorities.	Board of Education MUSD Team			General Fund
Teachers, technology leaders, principals, technology coordinator and our technology support have coordinated to plan long-range professional development for teachers.	MUSD Team			General Fund
9. How the LEA will provide training to enable teachers to: • 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; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning.				
Teacher collaboration time will be focused on professional learning communities and discussion of student data for instructional decision making.	MUSD Team			General Fund
Professional development will provide intensive, focused professional development with specific strategies on how to engage and acelerate these students.	MUSD Team			General Fund

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Principals will consistently monitor the instructional program to ensure that the state adopted research based materials are the primary source for instruction.	MUSD Team			General Fund
The OARS/EADMS Project Manager will work with the principal and the site teams as we continue to implement formative assessments that will serve	MUSD Team			General Fund
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				
The district will work with the RIMS-BTSA program to offer courses to meet the requirements for teacher credentials.	MCOE & SBCSS MUSD Team			General Fund
With support from MCOE, the district will offer opportunities for teachers to receive test preparation to take and pass the CTEL exams.	MCOE MUSD Team			General Fund

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

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

Strengths	Needs
MUSD participates in a multi-agency countywide group to support students. MUSD schools have a strongly enforced progressive discipline system. There is a clear set of emergency procedures and opportunities for emergency drills. Student support services are in place (e.g. oral health outreach, after school programs, school counselors) Parent and community education opportunities are available Parents receive annual notification, including mandated and other pertinent information Truancies are identified and interventions applied through the SARB process Communication technology is updated and in good working order The three school have teams participating in PBIS training and each school has begun implementation of the PBIS program.	Parent participation is minimal at some sites with a need to increased enegagement with our Spanish speaking parents. There are insufficient resources to provide adequate counseling services. There is a need to identify sustainable funding sources that wll allow for expanded school day activities for our students. MCOE is offering the Olweus Bully Prevention Program that will be an element of the school based safe schools plans that are due annually in March.

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Activities

Activities
School-wide events such as "Back to School Night" and "Open House" are held annually. Visiting guest speakers with inspirational messages aimed at reducing at-risk behaviors are common. Teachers initiate regular personal contacts with parents, including home visits. Partnership with Mono County Mental Health provides counseling services to students in need On-site tobacco cessation counseling is available at Mammoth High School. Dental Health Fairs are conducted by the Dental Outreach Coordinator and Sierra Park Dental Clinic at Mammoth Elementary School and Mammoth Middle School. Mono County First Five Commission works with kindergarten teachers to provide support for incoming students. Mono County Office of Education provides behavior management and behavior plan training for teachers

Needs and Strengths Assessment (4115(a)(1)(A))

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

Strengths	Needs
There is ongoing data collection in ATOD use and resiliency through CHKS. Strategies for data dissemination and use are developed through school/community collaborative Life Skills, a research validated curriculum for tobacco, marijuana and alcohol is taught at alternative schools and in the middle school. Strong partnerships exist with county agencies and CBOs. Schools have emregency plans in place Business partners (i.e. Vons, Mammoth Mountain) provide resources to support school programs. Teacher behavior demonstrates our understanding of the connection between academic success and the prevention of risky behaviors. Parents are regularly contacted and invited to participate in their child's education process An SST process is in place at all sites.	Anti Bullying needs to be addressed more consistently. The prevalence of alcohol and other drug use needs to be decreased along with teen pregnancies. Diversity issues, though addressed in a generic way, are not covered within the classroom curriculum. Student leadership training and opportunities need attention.

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

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

Prevention Program Performance Indicators (4115(a)(1)(B))
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2010-11 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th: 3% 7th: 4%	5th: 2% 7th: 3%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th: 0% 9th: 3% 11th: 6%	7th: 0% 9th: 2% 11th: 5%
The percentage of students that have used marijuana will **decrease** biennially by:	5th: 2% 7th: 0%	5th: 0% 7th: 0%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th: 2% 9th: 16% 11th: 44%	7th: 1% 9th: 15% 11th: 36%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th: 1% 9th: 5% 11th: 29%	7th: 6% 9th: 4% 11th: 16%
The percentage of students that feel very safe at school will **increase** biennially by:	5th: 55% 7th: 50% 9th: 28% 11th: 25%	5th: 70% 7th: 55% 9th: 38% 11th: 41%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th: 24% 9th: 5% 11th: 11%	7th: 18% 9th: 6% 11th: 9%

Truancy Performance Indicator	Most recent date: Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students who have been truant will decrease annually by 25 from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and	7.39%	5%

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2010-11 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th: 62% 7th: 60% 9th: 34% 11th: 40%	5th: 64% 7th: 73% 9th: 50% 11th: 50%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th: 62% 7th: 76% 9th: 48% 11th: 50%	5th: 76% 7th: 90% 9th: 50% 11th: 55%
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th: 24% 7th: 33% 9th: 14% 11th: 17%	5th: 30% 7th: 35% 9th: 18% 11th: 20%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th: 50% 7th: 91% 9th: 68% 11th: 56%	5th: 62% 7th: 93% 9th: 70% 11th: 60%

Other Performance Measures

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

LEA Specified Performance Measures MUSD does not have any other performance measures built into this LEA Plan at this time. (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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

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

Program 1	
Science Based Program Name:	Botvin's Life Skills Training
Program ATODV Focus:	ATODV
Target Grade Levels:	7 - 9
Target Population Size:	226
Purchase Date:	2000
Staff Training Date:	2000; 2008
Start Date:	2000

Program 2	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

Program 3	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

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

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

	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATDV, YD	K - 8
X	Conflict Mediation/Resolution	V, YD	K - 5
X	Early Intervention and Counseling	ATVD, YD	K – 5, 9 - 12
	Environmental Strategies		
X	Family and Community Collaboration	ATDV, YD	K - 12
	Media Literacy and Advocacy		
X	Mentoring	ATDV, YD	K - 12
	Peer - Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	ATVD	K - 12
	Service - Learning/Community Service		
	Student Assistance Programs		
X	Tobacco - Use Cessation	T	T
X	Youth Development Caring Schools Caring Classrooms	ATVD, YD	K - 12
	Other Activities		

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

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

Program 1
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:
Program 2
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:
Program 3
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

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

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

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

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

A wide array of research-based curriculum was considered, keeping CKHS data in mind. Life Skills curriculum (elementary, middle and high school components) was selected. The activities selected from Appendix D are based upon CHKS resiliency and other data, in addition to the countywide effort to build youth developmental assets.

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

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

MUSD conducted the CHKS in 2005, 2007 and most recently in 2009. MUSD will continue to conduct this survey on an every-other year basis. County partners such as the Sheriff, public and mental health departments will also provide information identifying other ATODV related needs of students. The CHKS data will be analyzed by the Prevention Task Force looking at MUSD student trends by site. Results will be publicized and the community, parent groups, staff and students will be invited to provide feedback to the Prevention Task Force which will work to determine indicated program improvements. The most recent CHKS data was presented at the October 25, 2012 MUSD school board meeting.

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

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

- Baseline CHKS data was most recently collected in 2009 and will continued to be collected in 2011, 2013 and 2015.
- Surveys covering questions on the 12 Performance Indicators will be conducted on alternate years.
- Post tests are administered after the presentation of the Life Skills curriculum.
- The Prevention Task Force will analyze the data by February of each school year.
- Summary information will be made available through Board, school and community presentations and through the local media.

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

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])
Middle School students are considered in the category of greatest need. The following services are available:
- Limited counseling by Mental Health professionals
- Referrals for agency and CBO services through Families in Partnership/Systems of Care
- Career exploration
- Oral Health Outreach services
- Mentor Program
- After School Program with a focus on targeted instruction and enrichment activities.

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

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

MUSD is presented through the following task force structures: Asset Development, Prevention and Evaluation. These groups work to integrate countywide programs with MUSD state, federal and regional programs. The Mammoth Unified School District/Mono County Office of Education TUPE grant is part of the overall MUSD prevention activities.

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

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

Parents are invited to participate on each Task Force which supports prevention and youth development program planning and evaluation. Parents participate in school site councils, a district-wide shared leadership team; MUSD teachers regularly communicate with parents through school-wide events, meetings, phone calls and home visits. Letters will be mailed to every parent yearly to notify them of NCLB mandated information, as appropriate.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

Pregnant minors and minor parents will be included in the Community School program provided by the Mono County Office of Education, where they will be served through TUPE grant funded activities and through partnerships with the Mono County Health and Human Services agency.

TUPE Funded Positions (Health & Safety Code 104420(b)(3))
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full Time Equivalent
None	

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.

5.1 (High School Graduates)	
Activities/Actions	All students complete a four year academic plan upon enrollment All 10th graders will participate in a review of their HS Plan that was developed in 9th grade with a counselor Parents are notified of graduation requirements and course catalog Notices are sent to parents concerning students' progress Conferences with parents/students are provided, as needed, regarding student's progress
Students Served	All Students
Timeline/ Person(s) Involved	Counselors at the initial time of enrollment with the scheduling of a school study team meeting based on the transcript review and the individual needs of the student.
Benchmarks/ Evaluation	There is a need to ensure that there is accurate data in the system. The graduation rates for all students in 2009-2010 was 80.9% with a Hispanic rate of 70%. The graduation rate for all students in 2010-2011 was 70.9% and a Hispanic rate of 59.5%. The number of student graduates that met the UC course requirements in the 2009-2010 school year was 47% and dropped in the 2010-11 school year to 32%.
Funding Source	General Fund
5.2 (Dropouts)	
Activities/Actions	The purpose of the school study teams at the school sites and the associated county/district monthly case study meetings is to identify and develop interventions for students that are at risk of failure and not meet the graduation criteria as established by the State of California and the local governing board. The district does provide both expanded school day and year opportunites for students that are credit deficient as an intervention program. The district does have a continuation high school that requires requirements to meet graduation requirements along with the ability to work with the county program to prepare students for the GED exams.
Students Served	Any student that exhibits credit deficits based on quarterly review of student progress as measured by grading periods.
Timeline/ Person(s) Involved	Counselors, site based administration along with the district and county offices.
Benchmarks/ Evaluation	The cohort drop out rate for the 2009-2010 school year was 14.9% with the drop out rate for the Hispanic student population being reported at 21.4% The cohort drop out rate for the 2010-2011 school year was 13% with the drop out rate for the Hispanic student population being reported at 27.5%.
Funding Source	General Fund
5.3 (Advanced Placement)	
Activities/Actions	There is a need to increase the AP course offerings at the high school by ramping up the instruction at the middle school and by maximizing the opportunity for students to take an AP course through the HS Independent Learning Center and on line web based programming. The greatest challenge is the small size of the high school with 286 students and a traditional six period day. A second AP Spanish program is being implemented in 2014-2015.
Students Served	There is a need to identify students with "AP Potential" that are the under-represented students that are not traditionally enrolled in the AP courses.

Timeline/ Person(s) Involved	Secondary principals, the counselors and the instructional team
Benchmarks/ Evaluation	There is a need to monitor the ethnicity and gender of the students enrolled in the AP courses. The reported data indicates that in the 2009-2010 school year there were 176 11th and 12th grade students enrolled in school with 53 students taking exams with 56 of them scoring greater than 3. The 2010-11 data indicates an enrollment of 162 11th and 12th grade students with 43 students taking exams and 50 scoring greater than 3.
Funding Source	General Fund

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	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	MUSD uses free and reduced meal applications to determine eligibility.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	MUSD allocates all of the Title 1 funding to the elementary school.

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.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." 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.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
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: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	The following steps are being taken beginning in 2014-2015: * At MES, Language Live (research based reading intervention/core replacement) is being instituted for approximately 25 4th and 25 5th grade students in 2014-2015. *Additional 50 minutes per day 4 times per week of Voyager is being implemented for grades 3-5 at MES in 2014-2015 *Dystar will be used as kindergarten reading intervention *Voyager in Spanish and English will be used as reading intervention in grades 1-3 *Star Reading assessment will be done quarterly for all students and more frequently for those who are below proficient.

Targeted Assistance Programs (TAS) - Student Identification	
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: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	1. Multiple indicators are used to identify students at risk with state adopted research based primary and secondary sources used to support the California Standards Based instructional program. 2. These indicators are used to identify and place students. Learning gaps are identified and credentialed staff scaffolds instruction to accelerate student learning. 3. Flexible student groupings are an element of the elementary school master schedule. 4. HQT are the primary instructors. 5. Data is used to identify targeted students with further PD needed to support teaching and learning. 6. There is a need to continue to engage parents in the education of their students through parent conferences, home to school communications, advisory groups and the SST process.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Targeted Assistance Programs (TAS) - Student Identification	
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Principals and teachers use formative assessments to identify students in need of targeted support.
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.	Mammoth is a rural remote school district that has had very few if any homeless children. State law and board policy does outline the procedure for enrolling students based on being homeless.
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.	Mammoth is a rural remote school district that has had very few if any foster children. State law and board policy does outline the procedure for enrolling students based on being placed in a foster home.

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."

Program Improvement (PI) - Parent Notification	
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.	The district will review current programs in place at the PI school to evaluate their impact upon student achievement. The school principal has actively engaged the MES learning community in the development of the Single Plan for Student Achievement. Letters are sent to parents in English and in Spanish to inform parents of the school's PI status. The parents are notified, by letter, of their child/children's rights to receive supplementary educational services as Choice is not a valid option in this rural, remote setting.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Our formative assessments provide the means to identify students with staff having access to the OARS/EADMS data warehouse to support the supplemental services offered as an element of an expanded school day program.

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."

Highly Qualified Teachers

Highly Qualified Teachers	
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.	The district will continue to offer the BTSA program to ensure all new teachers attain their clear credentials. All teachers are currently highly qualified. The district will continue to work with MCOE to offer PTAP classes to ensure the hiring and training highly-qualified para-professionals.
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.	MUSD has employed bilingual liaisons to support communication with non-English speaking parents and to actively engage them in the DELAC / ELAC advisory councils to support them in their child's education. All of the school principals are bilingual Spanish and most communications are in dual languages - English and Spanish.

Coordination of Educational Services

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

Increased Program Effectiveness	
Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	The district will work with Mono County First Five/School Readiness program to coordinate the Summer Bridge program for incoming Kindergarten students. The district will continue to work with Mono County Office of Education who provides coordination of the BTSA, CTAP, TUPE, and IDEA programs. MCOE will also continue to provide technical assistance to the district in the areas of Title I, Title II and Title III.

Part III

Assurances and Attachments

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.

<u>General Assurances</u>
1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

    9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2
31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A
34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

  (A) have the lowest proportion of highly qualified teachers;
  (B) have the largest average class size; or
  (C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
    a. Strategies for using technology to improve academic achievement and teacher effectiveness.
    b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
    c. 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.
    d. 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.
    e. 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.
    f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
    g. 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.
    h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
    i. 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.
    j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
    k. Collaboration with adult literacy service providers.
    l. 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.
    m. 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:
    o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o 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.
    o Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
    - Security procedures at school and while students are on the way to and from school.
    - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
    - A crisis management plan for responding to violent or traumatic incidents on school grounds.
    - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
        - Allows a teacher to communicate effectively with all students in the class.
        - Allows all students in the class to learn.
        - Has consequences that are fair, and developmentally appropriate.
        - Considers the student and the circumstances of the situation.
        - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
    - will be used to make decisions about appropriate changes in programs for the subsequent year;
    - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
    - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

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

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

Other

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

Signature Page

Lois Klein	June 30, 2014	
Printed or typed name of Superintendent	Date	Signature of Superintendent

Apppendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

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

2.1 Performance indicator: The percentage of limited - English - proficient
Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

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

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

Appendix B

Links to Data Websites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

Appendix C
(School-Based Programs)

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: California Healthy Kids Resource Center: Research - Validated Programs: http://www.californiahealthykids.org

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

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

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

E: Getting Results: http://www.gettingresults.org/

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	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	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	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,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

Appendix C
(School-Based Programs)

School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	**Grade**	**Alcohol**	**Tobacco**	**Drugs**	**Violence**	**Youth Dev.**	**Website**
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,
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	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

Appendix C
(Community and Family-Based Programs)

Community and Family-Based Programs							
	Intended program outcomes and target grade levels. **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	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	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,
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:

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

Appendix E
(Promising or Favorable Programs)

Promising or Favorable Programs

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.

A: California Healthy Kids Resource Center: http://www.californiahealthykids.org

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

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

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

E: Getting Results: http://www.gettingresults.org/

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)	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	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
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

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
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	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

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
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	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	Communiti	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
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

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	111	110	99.1	110	**2405.0**	15	23	31	31
Grade 4	94	94	100.0	94	**2451.6**	19	22	20	38
Grade 5	89	86	96.6	86	**2494.4**	19	26	29	27
Grade 6	85	84	98.8	84	**2510.2**	13	26	30	31
Grade 7	95	95	100.0	95	**2538.9**	17	28	26	28
Grade 8	115	115	100.0	115	**2549.7**	9	33	34	24
Grade 11	82	77	93.9	77	**2604.7**	27	25	38	10
All Grades	671	661	98.5	661		16	26	30	28

Grade Level	READING Demonstrating understanding of literary & non-fictional texts			WRITING Producing clear and purposeful writing			LISTENING Demonstrating effective communication skills			RESEARCH/INQUIRY Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	19	43	37	13	51	35	16	62	22	11	65	24
Grade 4	23	44	33	14	55	31	17	56	27	14	43	24
Grade 5	22	47	30	22	49	28	10	70	19	28	51	21
Grade 6	14	44	40	24	48	27	17	65	17	17	65	18
Grade 7	19	40	41	28	46	25	16	58	26	24	44	32
Grade 8	21	47	31	22	55	23	15	58	26	13	60	26
Grade 11	36	49	14	29	61	10	25	58	17	30	57	13
All Grades	22	45	33	21	52	26	16	61	22	19	55	23

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 3	111	111	100.0	111	**2427.4**	16	25	33	25
Grade 4	94	93	98.9	93	**2465.5**	15	29	26	30
Grade 5	89	89	100.0	89	**2493.8**	20	11	31	37
Grade 6	85	83	97.6	83	**2516.9**	22	16	20	42
Grade 7	95	95	100.0	95	**2531.1**	19	19	32	31
Grade 8	115	115	100.0	115	**2544.2**	15	29	22	35
Grade 11	82	77	93.9	77	**2570.1**	14	17	27	42
All Grades	671	663	98.8	663		17	21	27	34

Grade Level	**CONCEPTS & PROCEDURES** Applying mathematical concepts and procedures			**PROBLEM SOLVING & MODELING/DATA ANALYSIS** Using appropriate tools and strategies to solve real world and mathematical problems			**COMMUNICATING REASONING** Demonstrating ability to support mathematical conclusions		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 3	28	45	27	25	40	35	22	57	22
Grade 4	30	26	43	19	34	45	27	40	32
Grade 5	26	24	51	21	38	40	13	52	35
Grade 6	23	28	49	27	34	40	18	47	35
Grade 7	22	38	40	24	38	38	20	63	17
Grade 8	29	30	41	21	48	31	10	59	30
Grade 11	22	35	43	18	49	32	16	53	31
All Grades	26	33	41	22	40	37	18	53	29

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	47.0	22.8	49.0		
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										Number Tested
	Advanced		**Early Advanced**		**Intermediate**		**Early Intermediate**		**Beginning**		
	#	%	#	%	#	%	#	%	#	%	#
K			1	7	8	57	3	21	2	14	14
1	5	10	8	16	17	33	15	29	6	12	51
2			1	3	18	49	14	38	4	11	37
3			4	10	18	45	17	43	1	3	40
4			13	33	18	46	4	10	4	10	39
5	2	9	9	41	9	41	1	5	1	5	22
6			5	38	7	54	1	8			13
7	3	18	8	47	4	24	2	12			17
8	4	29	9	64	1	7					14
9			1	20	4	80					5
10	********	***					********	***			********
11	********	***	********	***							********
12							********	***			********
Total	16	6	60	23	104	40	59	23	18	7	257

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#