California Department of Education
Specialized Programs Division

No Child Left Behind Act of 2001
Revised March 19, 2003
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

**Postmarked no later
than June 1, 2003**

LEA Plan Information:

Name of Local Education Agency (LEA): **Manhattan Beach Unified School District**

County/District Code: **19-75333**

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval: *5/21/03*

District Superintendent: Gerald F. Davis

Address: 1230 Rosecrans Avenue

City: Manhattan Beach, CA   Zip code: 90266

Phone: 310: 318-7345 x 5902   Fax: 310: 303-3822

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.

Gerald F. Davis	*5/21/03*	
Printed or typed name of Superintendent	Date	Signature of Superintendent
Mary Rogers	*5/21/03*	
Printed or typed name of Board President	Date	Signature of Board President

TABLE OF CONTENTS

TOPIC   **PAGE**

Part I – Background and Overview

Part II – The Plan

TABLE OF CONTENTS
(continued)

Part III – **Assurances and Attachments**

Part I
Background and Overview

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:
- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

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

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

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

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

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

5. **All students will graduate from high school.**

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

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide 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, and
- 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 Coordinated Compliance Review process, **local education agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process

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 Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review.   While inextricably linked, these four components of state and federal funding and accountability remain separate systems.   Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law**.

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan 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 LEA's will take to ensure that they meet certain ***programmatic*** requirements, including 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.

Coordinated Compliance Review (CCR)

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. The Coordinated Compliance Reviews are 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 will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

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.

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

1. Obtain input. Seek the input of 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, and 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.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.

3. Analyze student performance and other relevant data. 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.

4. 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.

5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group 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.

6. <u>Review available resources</u>. 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, 10th Grade Counseling, and Miller-Unruh Reading programs.

7. <u>Identify specific plans for improvement</u>. 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.*

8. <u>Obtain local governing board approval</u>. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.

9. <u>Monitor progress</u>. 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.

10. <u>Evaluate the effectiveness of planned activities</u>. 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?

11. <u>Modify the plan</u>. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

✓	**LEA Plan – Comprehensive Planning Process Steps**
✓	1. Obtain input from councils, committees, and community members.
✓	2. Include the LEA's vision/mission statement, description/profile.
✓	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
✓	4. Analyze current educational practices, professional development, staffing, and parental involvement.
✓	5. Review all available resources from federal, state, and local levels.
TBA	6. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
5/21/03	7. Obtain local governing board approval of the LEA Plan.
TBA	8. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
TBA	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
TBA	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
TBA	11. Modify and update the LEA Plan annually.

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites ($)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	$1,787	$92,144	$79,287	86%
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	$39,655	$93,461	0	0
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		$2,788		100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	0	$21,657	$20,516	95%
Title V, Part A, Innovative Programs – Parental Choice	$9,485	$19,338	$27,305	95%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
TOTAL	**$50,927**	**$229,388**	**$127,108**	

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites ($)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0			
EIA – Limited English Proficient	0	$25,841	$25,066	97%
State Migrant Education				
School Improvement	$12,436	$303,221	$268,308	85%
Child Development Programs				
Educational Equity				
Gifted and Talented Education		$62,042	$58,596	94%
Tobacco Use Prevention Education – (Prop. 99)	0	$9,633	$9,126	95%
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	0	Not yet available		
Tenth Grade Counseling	0	$15,117	$14,321	95%
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	**$12,436**	**$417,854**	**$375,417**	

Part II
The Plan

Needs Assessments
 Academic Achievement
 Professional Development and Hiring
 School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEA's 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**, **professional development and hiring**, 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:
   o   Statewide standards, assessment, and accountability
   o   Local assessments and accountability
   o   Coordination and integration of federal and state educational programs
   o   The LEA academic assessment plan

Professional Development and Hiring
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:
   o   teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
   o   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).

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 in order to provide background and a rationale for the descriptions included in the LEA Plan.

The Vision of the Manhattan Beach Unified School District is to prepare our students to become good citizens, parents, workers and leaders in the complex, rapidly changing world they will inherit. They will develop strong self-discipline, interpersonal skills, personal values, social and civic responsibilities, and respect for nature and for others. They will be able to move beyond us, each prepared to earn a living, cultivate a dream and make a difference.

The Mission of the Manhattan Beach Unified School District is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We will continually strive for excellence in all aspects of the educational process. We will teach our students to understand and appreciate human and cultural diversity. We will harness the resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders, and others. We will empower students to be lifelong learners, to demonstrate high achievement and to develop the skills and characteristics needed to enjoy happy and successful lives.

 The Manhattan Beach Unified School District is located along the coast in Southern California, approximately 5 miles south of Los Angeles International Airport. The District serves the entire community of Manhattan Beach, an area of approximately two square miles. In addition, our high school serves students from neighboring Hermosa and North Redondo Beach.   In 2002-2003, the District's five elementary schools served approximately 2,700 students in grades K-5. Manhattan Beach Middle School served approximately 1,340 students, and Mira Costa High School, approximately 2,400 students during this school year.

The District is relatively affluent, with a poverty rate of 5% based on Free and Reduced Lunch eligibility. Student achievement is high. Elementary API scores range from 906 to 946. Manhattan Beach Middle School's 2002 API score was 885, and Mira Costa High School's score was 789. Last year, 94% of Mira Costa sophomores passed the California High School Exit exam. The graduation rate at Mira Costa is 98%.

K-3 class size reduction has been implemented since its inception in all elementary schools. All elementary schools currently employ at least part-time reading and math specialists using site funds. These specialists provide professional development in differentiation and remediation, as well as direct pupil services in both remediation and enrichment. Reading skills are formally assessed three times a year. Students whose skills are determined to be below grade level benchmarks receive "pushed in" remediation by trained instructional assistants.

Curriculum is articulated between elementary schools and across grade levels through monthly meetings between District curriculum leadership and grade level chairs and monthly grade level meetings. All principals meet twice a month with District curriculum leadership. Professional development in academic standards, instructional strategies and textbook adoptions provides further opportunities to set and maintain high expectations at all elementary sites.

Over the past five years, Manhattan Beach Unified School District has worked to adopt and implement state academic standards in English/Language Arts, Math, Science, History/Social Studies and Visual and Performing Arts. Teachers and administrators have aligned assessments and curricula to the standards, a long and arduous process. The primary benefits of this effort have been improved academic achievement, enhanced articulation, and increased accountability to parents and state and federal regulatory bodies.

Manhattan Beach Unified School District also enjoys a close and supportive relationship with community stakeholders. Parent involvement in schools, particularly at the elementary level, is very high. The seven PTAs in Manhattan Beach raise well over $1 million a year to support instructional assistance, libraries, technology, professional development, articulation and classroom materials and supplies. The Manhattan Beach Education Foundation raises over $500,000 annually to support arts education, technology, school counseling and other learning opportunities districtwide. The District's Business Partnerships office manages relationships with our corporate neighbors such as Chevron and Northrop-Grumman as well as many generous local businesses.

The strong support of the community is reflected in the passage of two modernization bonds over the past five years. The first, Measure A, supported the modernization of our five elementary schools and the construction of a new middle school. The second, Measure M, funded the modernization of Mira Costa High School. Combined, these bonds raised a total of $73 to renovate our aging schools. Community support can also been seen in the recent response to the state and local crisis in educational funding. A coalition of administrators, PTAs and the Education Foundation came together to raise over $1 million in six weeks to restore vital programs cut due to budget deficits.

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

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

A description of high-quality student academic assessments, <u>if any</u>, 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.

The adoption and implementation of rigorous curriculum standards has necessitated the development of assessments that can accurately measure student progress and achievement.

<u>**Elementary**</u>
The District administers a battery of reading assessments to assist in diagnosis, teaching and learning in the elementary classroom. These assessments are administered three times a year: as a pre-test to determine student levels, a formative assessment to gauge learning, and a summative assessment to determine mastery. Teachers assess reading fluency and phonemic awareness using DIEBELS (Dynamic Indicators of Basic Early Literacy Skills) and BPST (Basic Phonics Skills Test).

All elementary students take a weekly math exam tied to the adopted text, Saxon math. These assessments are used to determine students needs for addition skill building or instruction. Students also take language arts tests at the conclusion of each unit from the state-adopted Open Court curriculum.

All teachers participate in staff development to analyze student scores to determine groupings, differentiation and individualized student instruction. In addition, teachers attend grade level meetings where they share information, instructional strategies and pedagogy regarding reading instruction. Students are also assessed using standards-based report cards, and with multiple classroom measures

aligned to content standards. Data from student assessments and portfolios are frequently evaluated in student study teams to determine the need for further support.

All students are assessed for GATE (Gifted and Talented Education) at the conclusion of third grade using the Otis-Lennon School Ability Test (OLSAT). GATE participation is determined using a combination of measures including the OLSAT scores, CAT6 scores and teacher recommendation. Students whose OLSAT scores do not qualify for GATE participation have the option of being retested the following year if they achieved at the 95th percentile or higher in either combined reading or math on the CAT6. Students may only be tested twice over a three year period.

For students whose reading levels demonstrate a need for extra support, reading specialists at elementary sites provide individual and group instruction that includes diagnostic assessments. Students are identified for reading specialist through CAT6, District assessments and teacher recommendation.

Fifth grade students across the District take a common assessment to determine their placement in middle school math. Teacher recommendation is also taken into consideration in determining and meeting individual students' math learning needs.

Middle School
Middle School students are recommended for reading remediation based on the evaluation of a variety of measures. Beginning in the 2003-04 school year, all middle school students will participate in the Standardized Test for Assessment for Reading (STAR) online assessment. Those students whose scores indicate below-grade level reading will be referred for reading remediation. Teachers and grade level advisors are also asked for input on students recommended for reading remediation. As in the elementary schools, data from student assessments and portfolios are frequently evaluated in student study teams (SSTs) to determine their need for further support. Those students whose assessments, SSTs or referrals demonstrate the need for further support attend a remediation linguistics class using the SRA Corrective Reading program.

All students take common year-end math assessments to determine, with teacher recommendation, their math placement for the following year. Each middle school grade level offers a variety of math classes to support all learners. Very high achieving students also have the option of taking math classes beyond their grade level, including those at the high school. Exit assessments in 8th grade are also used to determine placement in high school math.

High School
Beginning next year, high school students in grades 9-11 will also take the online Standardized Test for the Assessment of Reading (STAR) test. To collect more refined information, the reading specialist formally assesses every student at or below the 50th percentile on and below STAR or CAT6 in fluency and comprehension. In addition, all 9th and 10th grade teachers are surveyed to recommend students for reading remediation. Math placement is determined by exit exams.

In addition to the many standardized high school exams, including the California High School Exit Exam and CAT6, Mira Costa students take quarterly and final exams in most courses. Many subjects, including biology, some levels of math, and English, have developed common exams to provided more standardized assessment data.

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:				
DISTRICTWIDE District Reading/Language Arts standards were first adopted in 1998. Since that time, the District has implemented a coordinated process of aligning instruction to the standards. Components of this process include: • Curriculum mapping: Beginning with 12th grade and moving backward, all reading/language arts curricula and instructional materials were vertically aligned to meet state standards. • Resource Specialist Program (RSP) • All supplementary materials and textbooks are aligned with the standards. **ACTION ITEMS 2003-2008 :** • Articulate and strengthen writing, K-12, using the Six Traits of Writing and rubric assessments and scoring.	**DISTRICTWIDE** • Board • Assistant Superintendent, Ed Services • Director of Curriculum • Teacher representatives • Grade level leads • Principals • Educational Support Specialists	**DISTRICTWIDE** • Salaries • Extra duty pay • Supplementary materials • Substitutes	**DISTRICTWIDE** • Alignment completed • Funds for writing articulation estimated at $15,000	**DISTRICTWIDE** • PTA • SIP • General Fund • Instructional Materials • Eisenhower • Federal Class Size Reduction (FCSR)
ELEMENTARY • *Language Arts Adoption*: Teachers and administrators met over a period of six months to review approved textbook options. Teachers critiqued texts based on instructional strategies, alignment to state standards, research-validated outcomes, and local resources. SRA's *Open Court* was selected on the basis of its strength in these areas. • *Assessments*: Teachers and administrators worked with a reading consultant over a period of two years to select reading assessments that would establish baseline, mid-year and year end levels in phonics, phonemic awareness, spelling inventories, high frequency words, and fluency. These include DIEBELS and BPST. Results from these assessments are used for lesson planning, remediation, differentiation, and setting Special Education IEP goals. • *Remediation*: Reading assessments are used to identify those students most in need of assistance in reaching grade level benchmarks. These students are referred to site-based reading specialists and remediation programs using a variety of tools including *Read Naturally* (fluency), *Breaking the Code*, *SRA*, *Words Their Way*, *Great Leaps*, and *Rewards*.	**ELEMENTARY** • General Ed teachers • Special Ed teachers • Reading Specialist • Elementary Support Specialist • Director of Curriculum and Instruction • Principals	**ELEMENTARY** • Staff salaries • Textbooks • Supplies • Library automation • Extra duty pay • Substitutes	**ELEMENTARY** • Adoption completed, 2001-2002	**ELEMENTARY** • PTA • SIP • General Fund • Instructional Materials • Eisenhower • Federal Class Size Reduction (FCSR)

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
MIDDLE SCHOOL • District adopted textbook and supplementary material aligned to state standards • All lessons and assessments are based on and aligned to standards. • Students read for 15 minutes daily in a schoolwide sustained silent reading period directly after lunch. Reading across the curriculum (15 min. SSR time; social science novels) • Teachers from English and social studies have jointly planned across the curriculum to align to reading standards. For instance, students read historical novels in social studies. • Middle School teachers align and coordinate curriculum between grades at monthly departmental meetings, 6-8.	**MIDDLE SCHOOL** • Summer District committee • Social science teachers • All MBMS teachers	**MIDDLE SCHOOL** • Textbooks • Salaries • Supplementary materials • Extra duty pay	**MIDDLE SCHOOL** • Completed	**MIDDLE SCHOOL** • PTA • SIP • General Fund • Instructional Materials • Eisenhower • Federal Class Size Reduction (FCSR)

HIGH SCHOOL
• Resource notebooks for each grade level - core lit.
• Mira Costa ESLRs
• BTSA participation
• Science:
  -Textbooks aligned to standards
  -Reading current events
  -Reading reports
  -Library research
ACTION ITEM 2003-2008:
• Assessments: Develop hierarchy of assessment system to determine baseline level of remediation appropriate for each student. Assessment battery will include Word Recognition, Vocabulary, Word Attack, and Comprehension. In addition, other assessments will be put in place to measure progress mid-year and year-end.
	HIGH SCHOOL
	• English Dept.
	• All departments
	• Pat Maricich/BTSA Coordinator
	• Science (Biology & Physical Science): All teachers
	• Reading Specialists
	• Department Chairs
	• Educational Advisors
		HIGH SCHOOL
		• Substitute costs
		• Materials
		• Textbooks
		• Salaries
		• Supplementary materials
			HIGH SCHOOL
			• Completed
				HIGH SCHOOL
				• General Fund
				• Instructional Materials
				• Eisenhower
				• Federal Class Size Reduction (FCSR)

Description of Specific Actions to Improve Education Practice in **Reading**		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies:					
DISTRICTWIDE All instructional materials and assessments are aligned to California standards. **ACTION ITEMS 2003-2008:** • **Grades K-5:** Integrate Visual Arts standards into reading curriculum • **Grades 6-12:** Implement STAR reading assessment for all students to promote early identification of at risk students		**DISTRICTWIDE** • Assistant Superintendent, Ed Services • Director of Curriculum • Principals • Teachers	**DISTRICTWIDE** • Textbooks • Software • Supplementary materials	**DISTRICTWIDE**	**DISTRICTWIDE** • General Fund • Instructional Materials Fund • Northrop/Grumman Literacy Grant • CDE ArtsWork Grant
ELEMENTARY • *Open Court* • *Read Naturally/Rewards* • *Great Leaps* • Depth and Complexity Model • Language – Linda Mood Bell • Core Literature • Leveled readers • *Kpals*	• *Pals* • *Road to the Code* • *Literature Circles* • Supplemental reading • Reciprocal reading • *Making Words* (spelling program) • Literature Circles • SRA leveled library	**ELEMENTARY** • General ed teachers • RSP teachers • Consultants • District curriculum • Remediation	**ELEMENTARY** • Programs • Training • Textbooks • Supplementary materials	**ELEMENTARY** • Completed	**ELEMENTARY** • General Fund • Instructional Materials Fund
MIDDLE SCHOOL • District textbook adoption committees have adopted state-approved, standards-based textbooks. • All supplementary materials are aligned to standards. • Three-period Humanities block for 6th grade includes instruction on scaffolding meaning from both fiction and expository texts, spelling, grammar and note taking. • SRA in 6th grade • SRA in Linguistics class • Core literature novels, 6-8 **ACTION ITEMS 2003-2008:** • **Grades 6-8:** Replace worn and damaged textbooks and supplementary materials • **Grades 6-8:** Review core literature		**MIDDLE SCHOOL** • K-12 staff • All teachers, 6-8	**MIDDLE SCHOOL** • Salaries • Replacement texts • Textbooks • Supplementary materials • SRA materials • Training	**MIDDLE SCHOOL** • $25,000 (replacement texts)	**MIDDLE SCHOOL** • Instructional Materials • General Fund • Eisenhower

Description of Specific Actions to Improve Education Practice in **Reading**		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

HIGH SCHOOL
The high school implements instructional strategies aligned to the standards across the curriculum:
• Core literature and extended titles
• Resource notebooks
  -English: Compilation of all
   literature units
  -Special Needs: Compilation of
   lecture notes to resource notes
• Textbook adoption (Holt) -
  integrated standards
• SRA training
• Library orientation and instruction
  (information literacy)
• Primary source documents in
  English and social studies
	• Science:
	  -Textbooks
	  -Reading current events
	  -Reading reports
	  -Library research
	  -Read historical scientific data
	  -Distinguish how to read
	   technical material vs. fiction
	  -Worksheets/test
	  -Use of computers
	ACTION ITEM 2003-2008:
	• **Grades 9-12:** Language Arts
	   adoption 03-04
		HIGH SCHOOL
		• English Dept.
		• English Dept. Chair
		• Reading Specialist
		• Librarian
		• English, Social Studies,
		  Science Depts.
		• Science:
		  - Teachers
		  - Librarian
			HIGH SCHOOL
			• Textbooks
			• Supplementary materials
			• SRA materials
				HIGH SCHOOL
				• Completed
				• New adoption -
				  $150,000
					HIGH SCHOOL
					• General Fund
					• Instructional
					  Materials Fund
					• K-12 School
					  Library Funds
					• Eisenhower

19-d

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time:				
ELEMENTARY • Reading remediation programs are offered before and after school. • Divided opening in grades 1-3 provides small-group reading instruction. • Summer school enrichment courses offer many opportunities to build reading skills. • Homework designed to reinforce content standards • Nightly reading homework for grades 1-5 • Field trips reinforce content standards • Push-in reading remediation during the school day • RSP • PTA-sponsored after-school enrichment courses address reading skills. • Weekly school library visits present core literature and build information literacy skills. • Weekly technology center visits build information literacy skills. **ACTION ITEMS 2003-2008:** • Open Court "Young Scholars" enrichment program grades 1-5 • Implement keyboarding instruction/practice	**ELEMENTARY** • General Ed teachers • Special Ed teachers • Reading Specialist • Elementary Support Specialist	**ELEMENTARY** • Salaries • Program	**ELEMENTARY** • Young Scholars: $20,000	**ELEMENTARY** • PTA • SIP • K-4 Reading Remediation and Summer School funds
MIDDLE SCHOOL • Outside reading requirement in all English classes • Students are required to read three core literature books each summer; English classes include assignments on these books in September. • Reading remediation targeted instruction for 6-8 • 15 min of Sustained Silent Reading daily, after lunch (whole school, including teachers). • RSP • Nightly reading homework (Specific number of pages per month, reading log) • Summer School remediation and enrichment	**MIDDLE SCHOOL** • English/Humanities teachers, 6-8 • Reading Remediation teachers • All MBMS teachers	**MIDDLE SCHOOL** • Library books	**MIDDLE SCHOOL** • Completed	**MIDDLE SCHOOL** • Parent donations • PTA • SIP • State Library Funding

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

HIGH SCHOOL
• 504 students using Learning Center for tests
• Peer Tutoring (tutoring for Champions)
• Assigned summer reading
• Outside/Extended Reading (2-3 books)
• Writing Lab (Science and Math)
• Other content area after-school tutoring by certificated personnel
• AVID includes a central component of tutoring to build skills that high ability underachieving students need to succeed.
• Science:
  -Resource Center
  -Reading outside of class
• Periodicals
• Online current events
• Fashion Design: Periodicals
• Art: Literature, Art History
	HIGH SCHOOL
	• Resource teachers
	• Certificated personnel
	• English Dept.
	• Science:
	  -Resource personnel
	  -Parents
	• Tutors
		HIGH SCHOOL
		• Salaries
		• Supplementary materials
		• Library books
		• Online subscriptions
		• Periodical subscriptions
		• Tutors
		• Technology
			HIGH SCHOOL
			• Labs completed
			• $30,000
				HIGH SCHOOL
				• API
				• Ed Foundation
				• Summer School funds
				• Chevron
				• Remediation
				• Digital High School funds

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:				
DISTRICTWIDE **ACTION ITEMS 2003-2008:** • **Grades 2-12:** Identify and implement online common online writing assessment from existing product, i.e., Vantages or ETS, through Los Angeles County Office of Education. • **Grades 6-12:** Implement STAR online writing assessment	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE** • Writing assessment $20,000 • STAR: $12,000	**DISTRICTWIDE** • Northrop Grumman Literacy Grant • MBEF • Grants
ELEMENTARY • Modernization created Internet access in all classrooms. • District has adopted Technology Benchmarks K-12. • Each site has at least one computer labs and classroom computers. • *Open Court* features a technology component • *EAROBICS* for Special Ed support • Teachers use other standards-aligned curriculum available online. • All sites have LCD projectors to present online curriculum. • Computerized Report Cards	**ELEMENTARY** • Tech support - District/ Site • Trainers • Technology/curriculum support	**ELEMENTARY** • Trainers • Substitutes • Equipment • Software • Maintenance • Technology Specialist	**ELEMENTARY** • $200,000 - *Open Court* adoption	**ELEMENTARY** • PTA • SIP • District • Foundation • Grants • Instructional Materials Fund
MIDDLE SCHOOL • All MBMS teachers are now able to access EASY database to pull up STAR testing information on students. • Students work on computers in the Library Media Center during English and social studies classes to learn research and information literacy skills, and to access content area information. • Audio tapes of passages from novels • The all-weather station used by science classes includes an Internet component that requires students read and collect data. • Computer lab and classroom computers • Teachers use other standards-aligned curriculum available online. • MBMS has LCD projectors to present online curriculum.	**MIDDLE SCHOOL** • All MBMS teachers • Librarian	**MIDDLE SCHOOL** • Trainers • Substitutes • Equipment • Software • Maintenance	**MIDDLE SCHOOL** • On-time costs completed • Ongoing costs: $15,000	**MIDDLE SCHOOL** • PTA • MBEF • Toshiba Grant • General fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

HIGH SCHOOL
• Library tutorials using computer programs
• Two computer labs for class use
• Each department has LCD projectors to present online curriculum
• PLATO online standards-based curriculum and assessment in learning lab
• VCRs/DVD players in classrooms
• Internet access in all classrooms
• Science:
  -Computer labs
  -Library computers
  -Scientific electronic equipment for measuring and recording real-life data
• Arts:
  -Computer Assisted Design in Drafting and Fashion
  -Video Production and Broadcast Studio
  -Scientific electronic equipment for measuring and recording real-life data
• Website development for teachers
• Reading assignments posted
ACTION ITEM 2003-2008:
• Mira Costa website redesigned and operational
	HIGH SCHOOL
	• Librarian
	• Technology Coordinator
	• Broadcast Studio instructor
	• Teachers
	• Lab Assistants
		HIGH SCHOOL
		• Trainers
		• Substitutes
		• Equipment
		• Software
		• Maintenance
		• Technology Specialist
			HIGH SCHOOL
			• 250,000
				HIGH SCHOOL
				• Digital High School
				• Chevron
				• MBEF
				• General Fund
				• State Library Funds

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
DISTRICTWIDE **ACTION ITEMS 2003-2008:** • Implement new staff development room in District Learning Center • Provide training on K-12 articulated writing program and 2-12 online writing assessment	**DISTRICTWIDE** • Director of Curriculum • Principals • Grade level leads	**DISTRICTWIDE** • Trainers • Extra duty pay • Technology for Learning Center • Online subscriptions	**DISTRICTWIDE** • $50,000	**DISTRICTWIDE**
ELEMENTARY • District Grade Level meetings, monthly • Site Grade Level meetings • Site staff meetings • *Open Court* training • Conferences, seminars, workshops • Vertical and horizontal articulation at all sites • BTSA • Reading consultant brought in to provide training, design assessments and remediation • Instructional Strategies Specialist • PAR • Program Specialist • Articulation days • Aspergers Conference • 504 Legality Workshop • *Open Court* Art Integration • Peer coaches • Special Ed - SELPA training **ACTION ITEM 2003-2008:** • Further arts integration training	**ELEMENTARY** • General Ed teachers • Special Ed teachers • BTSA support providers • Consultant • District • Principals • Specialists	**ELEMENTARY** • Salaries • Conferences • Clerical/materials • Program materials • Substitutes • Trainers	**ELEMENTARY** • $50,000	**ELEMENTARY** • SIP • PTA • District • General Fund • Eisenhower • Title V
MIDDLE SCHOOL • *Taking Center Stage* full day training focusing on state standards • CAHSEE reading requirement tied to the middle school reading standard • SRA training for reading remediation teachers • LACOE reading training 2001 • Department meetings, monthly • BTSA and MBMS new teacher meetings • Teacher evaluation process - Stull or 360° • Department chair meetings	**MIDDLE SCHOOL** • All MBMS teachers • Reading remediation teachers	**MIDDLE SCHOOL** • Salaries • Conferences • Clerical/materials • Program materials • Substitutes • Trainers	**MIDDLE SCHOOL** • $20,000	**MIDDLE SCHOOL** • SIP • PTA • District • General Fund • Eisenhower • Title V

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

HIGH SCHOOL
• Textbook adoptions
• Monthly faculty meetings
• Staff Development Days (2 per year)
• Department meetings
• Resource notebooks
• Library newsletter
• Reading Specialist working with all departments to build reading strategies into the ongoing curriculum
• WASC
• Subject-related conferences
ACTION ITEMS 2003-2008:
• Title I:
  - Develop and implement "Read Across Curriculum." Reading Specialist will meet with department chairs to teach a reading skill a month, to be implemented in all classes.
  - Reading Specialist will meet once a month with teachers of "Basic" classes (Social Studies, English, Math, and AVID) to reinforce teaching of content reading skills.
  - English department will be retrained to incorporate fluency training in 9th and 10th grade classes, monitored by progress checks in February and June.
  - Eight times per year, Reading Specialist will hold mandatory period by period inservice training for building reading skills and troubleshooting at-risk students.
  - Meeting time will be devoted to reporting test scores and recommendations for instruction.
	HIGH SCHOOL
	• English Dept.
	• Librarian
	• Reading Specialist
	• Science:
	  -Certificated personnel
	  -Department chair
	  -Administration
		HIGH SCHOOL
		• Salaries
		• Instructional materials
		• Conferences
		• Trainers
		• Extra duty pay
		• Substitutes
			HIGH SCHOOL
			• $25,000
				HIGH SCHOOL
				• General Fund
				• Eisenhower
				• Title V

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
DISTRICTWIDE • School Accountability Report Cards (SARC) • District website • School Board meetings broadcast on local access cable television station • Teacher websites • Teacher e-mail and voice mail • Open House and Back-to-School Nights • Student Study Teams (SSTs) are convened for students identified as at-risk or having an immediate need. • Parent conferences	**DISTRICTWIDE** • Assistant Superintendent, Ed Services • Director of Curriculum • Principals • Educational Support Specialist • Teachers • Parents • School psychologists • Assistant Superintendent, Pupil Personnel Services	**DISTRICTWIDE** • Salaries • Printing	**DISTRICTWIDE** • Ongoing	**DISTRICTWIDE** • General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
ELEMENTARY • Parents are notified when student assessments indicate a need for remediation. • Parent newsletters from principal, teachers • Parent volunteers work in classrooms and library. • PTA/School Site Council meetings provide updates on curriculum • Standards-based Report Cards: K-5 report card rubric revised to align to academic standards. The report card now provides parents with a comprehensive picture of student achievement according to state academic standards. • Attainment of grade-level Technology Benchmarks are reported to parents. • Instructional assistants • Voluntary Rotary Club Readers • Annual Parent Conferences • Teacher websites • Progress Reports • Strong membership-based PTA • Home visits **ACTION ITEMS 2003-2008:** • Implement parent information "Reading Nights" in all five schools • Develop and distribute information to reinforce at-home reading strategies in parent newsletters	**ELEMENTARY** • Administration • General Ed teachers • Special Ed staff • Community members • Parent • Students	**ELEMENTARY** • Supplies • Subs • Salaries • Duplication	**ELEMENTARY** • Ongoing	**ELEMENTARY** • PTA • SIP • District

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
MIDDLE SCHOOL • Notify parents of students who qualify for reading remediation. • Parent conferences, SSTs • Parent orientation meetings • Student schedule conferences (before 6th grade) • Teacher web pages • Principal's weekly newsletters • Open House • Back-to-School Night • Reader Writer Workshop for parents • School Accountability Report Card • Very active PTA • "D" and "F" letters with resources available sent to parents 3 times per year	**MIDDLE SCHOOL** • Student Advisors • Teachers • Administration • Technology Coordinator	**MIDDLE SCHOOL** • Salaries • Duplication • Extra duty pay • Substitutes	**MIDDLE SCHOOL** • Ongoing • Night and weekend events, $5,000	**MIDDLE SCHOOL** • Parent donations • PTA • SIP • General Fund
HIGH SCHOOL • Grade Level meetings • Back-to-School Night, list of core literature and texts used • Career Day workshops with community professionals • Booster Clubs • Summer Reading letters sent home • School Accountability Report Card • Guest speaker • Field trips • District webpage • Weekly & 5-week Progress Reports • 10-week Report Cards • Adult Instructional Aides for Special Needs • Grade Level Meetings	**HIGH SCHOOL** • Educational Advisors • Teachers • Administration, Educational Advisors • Career & College Coordinator • Technology Coordinator • Student Teacher Assistants	**HIGH SCHOOL** • Salaries • Duplication • Extra duty pay • Substitutes	**HIGH SCHOOL** • Ongoing	**HIGH SCHOOL** • Parent donations • General Fund • Booster Clubs

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
ELEMENTARY • PEP/K new student orientation • Open House • Back-to-School Night • Summer remediation • Reading remediation before and after school • GATE • Staffed school library with large collections of fiction, nonfiction and reference materials aligned to curriculum and standards • Staffed technology center • PTA-sponsored after-school programs • 5th grade transition meetings • Instrumental and Choral middle school music visits to all elementary sites • School-based counseling **ACTION ITEM 2003-2008:** • Implement Open Court "Young Scholars" enrichment program	**ELEMENTARY** • General Ed teachers • Special Ed teachers • Instructional Assistants • Principals • Director of Curriculum • South Bay Youth Project counselors • Library Media Specialists • Technology Specialist	**ELEMENTARY** • Salaries • Program costs • Clerical • Materials	**ELEMENTARY** • $400,000	**ELEMENTARY** • Beach Cities Health District • General Fund • PTA • MBEF • State School Library Funds • SIP • South Bay Classic
MIDDLE SCHOOL • 5th and 8th grade transition meetings, orientation, registration with students and parents • Remediation within school day and before/after school • California Young Reader Medal program through library • Grade level advisors • GATE • Staffed school library with large collections of fiction, nonfiction and reference materials aligned to curriculum and standards • High school tutors/mentors • Linguistics class • School-based counseling	**MIDDLE SCHOOL** • Administration, Student Advisors, teachers • MBMS teachers • Library Media Specialists • Parent volunteers	**MIDDLE SCHOOL** • Salaries • Program costs • Clerical • Materials	**MIDDLE SCHOOL** • $225,000	**MIDDLE SCHOOL** • Beach Cities Health District • General Fund • PTA • MBEF • Parent donations • GATE funding • State School Library Funds • South Bay Classic • SIP

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

HIGH SCHOOL
• Link Crew
• Writing Lab
• College/Career Counseling Program
• Parent Nights for each grade level
• Science (Biology):
  -Educational Advisors
  -College/Career Center
  -AVID program includes extensive tutoring.
• Reading Specialist
• College Fair/Career Day
• On-site college reps
• Scholarship notebooks
• College trips
• Armed Forces reps
• Individualized interest surveys
• Classroom visits
ACTION ITEM 2003-2008:
• Design and implement new Library Media program in new facility.
	HIGH SCHOOL
	• Certificated sponsor
	• Lab teacher
	• Certificated personnel
	• Certificated personnel
	• Educational Advisors
	• Librarian
	• Reading Specialist
	• Chamber of Commerce
	• Business Partnerships Coordinator
	• College/Career Counselors
		HIGH SCHOOL
		• Salaries
		• Supplementary materials
		• Duplication
			HIGH SCHOOL
			• $250,000
				HIGH SCHOOL
				• MBEF
				• PTA
				• General Fund
				• Chevron
				• Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness:				
DISTRICTWIDE **ACTION ITEMS 2003-2008:** • Implement QSP K-12 • Assess results of STAR online reading assessment using pre- and post testing grades 6-11	**DISTRICTWIDE** • Technology Coordinator • Assistant Superintendent, Ed Services • Director of Curriculum	**DISTRICTWIDE**	**DISTRICTWIDE** • No cost to District	**DISTRICTWIDE** • CRESST • Northrop Grumman
ELEMENTARY • District assessments • CAT6/CST • Standards-based Report Cards • *Open Court* assessments • District Grade Level collaboration • School Site Council presentations • School Site Council parent surveys • Grade level long-range planning • Analysis of test data (CAT/6, District assessments) • Student portfolios	**ELEMENTARY** • Administration • General Ed teachers • Special Ed teachers • Assistant Superintendent, Ed Services • Director of Curriculum • Instructional Assistants	**ELEMENTARY** • Salaries • State testing materials	**ELEMENTARY**	**ELEMENTARY** • District • SIP • PTA • Apportionment
MIDDLE SCHOOL • Analysis of grade distribution (% of As, Bs, Cs, etc.) • School Accountability Report Card • Stull goals and evaluations. Focus on standards. • School Site Council parent/student survey • 360° evaluation • STAR testing, API - disaggregate data and implement targeted interventions • Benchmarks **ACTION ITEM 2003-2008:** • Design and implement common reading assessments	**MIDDLE SCHOOL** • All MBMS departments • Administration	**MIDDLE SCHOOL** • Salaries • Testing materials	**MIDDLE SCHOOL**	**MIDDLE SCHOOL** • District • SIP • PTA • Apportionment

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
HIGH SCHOOL • SAT9/CAT6 scores • WASC • Grade distribution • School Accountability Report Card • Common final exams • Common labs (Science - Biology) • California standards exams • Unit exams per subject area • Teacher/Peer evaluation • Department Chair/Administrator visit • Advanced Placement Exams	**HIGH SCHOOL** • Ed Council • Site administration • Department chairs • Certificated personnel • District administration	**HIGH SCHOOL** • Testing materials • Salaries • Extra duty pay	**HIGH SCHOOL**	**HIGH SCHOOL** • Apportionment • General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:				
ELEMENTARY • Remediation - before/after school • Reading Support Program (General Ed) • SST/504 Plan (Special Ed) • Summer remediation • Differentiation of instruction • IEPs • Full Inclusion • Instructional Assistants • Support Providers • RSP • Divided school opening creates small group instruction in the beginning and end of the day.	**ELEMENTARY** • Reading Specialist • Full Inclusion Specialist • General Ed teachers • Special Ed Instructional Assistants • General Ed Instructional Assistants • Special Ed support personnel	**ELEMENTARY** • Programs • Salaries at multiple levels • Clerical • Materials	**ELEMENTARY** • $250,000	**ELEMENTARY** • District • State Remediation Funds • PTA • SIP
MIDDLE SCHOOL • Reading classes (General Ed and Special Ed) - students qualify through 5th grade summative District assessment and STAR testing. • Summer School Reading Remediation • Differentiation in humanities and English classes • ELL Instructional Assistant at MBMS 1x/week • SST, 504 Plan, IEP • Linguistics class • *Riverdeep* • CLAD credentialed teachers (District training offered) **ACTION ITEMS 2003-2008:** • Provide grade level advisors with training in identification of students with reading remediation needs • Early identification of students with reading remediation needs using STAR online assessment.	**MIDDLE SCHOOL** • Assistant Superintendent, Ed Services • Director of Curriculum • Reading teachers, 6-12 • MBUSD teachers • All MBMS teachers • Ed Services	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL** • District • State Remediation Funds • PTA • SIP • Northrop Grumman

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

HIGH SCHOOL
• Literacy/Fluency class
• Learning Center
• Basic English and Social Studies classes, grades 11-12
• Summer school programs
• SCROC
• 504
• Home schooling
• Independent Studies
• Remediation:
 - Reading assessments will be used to identify those students most in need of assistance in reaching grade level benchmarks. These students will be assigned to various programs depending on need. All programs are monitored for progress by mid-year and year-end. These programs include:
  ° Classes taught by the Reading Specialist, <u>Linguistics</u> and <u>Analysis of Literature</u> (Decoding and Comprehension), using programs including *Read Naturally*, *Wilson Reading System*, *Lindamood's Visualization and Verbalization*, *Seeing Stars*
  ° Direct reading instruction in Learning Center using *SRA* and *Wilson Reading System*
  ° Fluency training in 9th-12th English and ELL classes
  ° Reading Lab
  ° Using a lexile system to assign appropriate level book to student for Silent Sustained Reading
 - Projected: Assess students reading below 50th percentile rank and create a plan with benchmarks.
ACTION ITEM 2003-2008:
• Early identification of students with reading remediation needs using STAR online assessment.
	HIGH SCHOOL
	• Reading Specialist
	• Resource teacher
	• Teachers
	• Certificated teachers
	• Certificated personnel
	• Resource staff
	• Instructional Assistants
	• Technology Coordinator
		HIGH SCHOOL
		• Salaries
		• Instructional materials
			HIGH SCHOOL	**HIGH SCHOOL**
				• Title I
				• General Fund
				• Instructional Materials Fund
				• Northrop Grumman
				• Chevron

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs:				
DISTRICTWIDE MBUSD Medical Advisory Board: 25-member Board reviews District policies and programs in health-related issues, provides technical assistance on ongoing health-related problems and emerging issue, and advocates within the District and community on behalf of child health.	**DISTRICTWIDE** • District nurses • Health Care Practitioner volunteers	**DISTRICTWIDE** • Food duplication	**DISTRICTWIDE** • $500	**DISTRICTWIDE** • Torrance Memorial Hospital
ELEMENTARY • Reduction in student ratio - Divided opening • Beach Cities Health District school-based counselor • Visualizing and Verbalizing - Seeing Stars (Lindamood Bell) • Non public agencies • Special Ed services • Supplemental materials • Summer remediation • CSR • Early preschool intervention • Health Assistants	**ELEMENTARY** • Private providers • General Ed teachers • Special Ed teachers • School counselor • Students • Health Assistants	**ELEMENTARY** • Salaries • Training • Clerical • Materials	**ELEMENTARY** • $400,000	**ELEMENTARY** • Manhattan Beach Education Foundation • State • CSR funding • Beach Cities Health District • District
MIDDLE SCHOOL • Homework assistance club • Peer Mentor Program; Specially trained high school students work with middle school students identified by grade level advisors, parents or teachers • Grade level advisor support • Individual teacher assistance (before/after school; nutrition; during class) • Differentiation in content area classes • "Life Skills" advisory lessons taught by grade level advisors • Beach Cities Health District school-based counselor • Health Assistants • Resource Officers	**MIDDLE SCHOOL** • 2 MBMS teachers • Counselor • Grade level Student Advisors (3) • Teachers • Special Ed teachers • Parent volunteers • Health Assistants	**MIDDLE SCHOOL** • Salaries • Training • Clerical • Materials	**MIDDLE SCHOOL** • $300,000	**MIDDLE SCHOOL** • Office of Criminal Justice Planning (OCJP) Grant • General Fund • Manhattan Beach Education Foundation • Beach Cities Health District • PTA • SIP
HIGH SCHOOL • Read Across America • 1 on 1 Instructional Assistants • 504 Plans and IEPs • After school tutoring • Health Assistants • Resource Officer	**HIGH SCHOOL** • Reading Specialist • Special Ed teachers • General Ed teachers • Student Study Group • DATE Coordinator	**HIGH SCHOOL** • Salaries • Training • Clerical • Materials	**HIGH SCHOOL**	**HIGH SCHOOL** • Chevron • OCJP Grant • City of Manhattan Beach • General Fund

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

Planned Improvement in Student Performance in Mathematics
(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:				
DISTRICTWIDE (K-8) **ACTION ITEM 2003-2008:** • **Grades K-8:** Increase the number of students taking algebra in the 8th grade.	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**
ELEMENTARY • Curriculum mapping • *Saxon Math* • Resource instruction • Remediation • Supplemental activities • Assessments	**ELEMENTARY** • General Ed teachers • Special Ed teachers • Administration • Consultants	**ELEMENTARY** • Programs • Salaries	**ELEMENTARY** • $106,000	**ELEMENTARY** • District • SIP • PTA
MIDDLE SCHOOL • New adopted textbooks and materials • Standard exit exams at all levels • Districtwide finals (Algebra AB/CD, Algebra 1-2) • District course pacing (Algebra AB/CD, Geometry, Algebra 1-2) • Backwards map of pacing • Readiness tests at the beginning and end of the school year • School site finals for all classes • Science: Statistics, Probability, Metric Measurement	**MIDDLE SCHOOL** • All MBMS teachers • All MBMS Math Dept. • All MBMS Science Dept. • District staff • Summer District committee	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**
HIGH SCHOOL • Course outlines • Sequence pacing guides aligned to content standards • Science (Biology): -Interpreting quantitative data from experimentation -Constructing graphs and charts using mathematical data	**HIGH SCHOOL** • Math Dept. • Certificated personnel • Dept. Chair • Science (Biology): -Certificated personnel	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL**

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies:				
DISTRICTWIDE (6-12) **ACTION ITEM 2003-2008**: • **Grades 6-12**: Continue to develop common course assessments and exit tests	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**
ELEMENTARY • *Saxon Math* • Technology software • *Riverdeep* - Technology-based, individualized • Differentiation of instruction • Math Support Specialist • Homogenous grouping • Assignment to math classes at other grade levels • Hands on Algebra • Problem Solver • Pre Algebra of Week	**ELEMENTARY** • Staff • Consultants • Training	**ELEMENTARY** • Software • Salaries • Programs	**ELEMENTARY** • $103,000	**ELEMENTARY** • District • PTA • SIP • State
MIDDLE SCHOOL • CDE approved texts (same books and materials for all, including Special Ed) • Ability grouping • *Riverdeep* • Science: All Weather Satellite Station (graphs, interpretations, gathering data); Telescope hook-up	**MIDDLE SCHOOL** • Textbook Adoption Committee • All MBMS Math Dept. • Library/training • All MBMS 6th & 8th grades	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**

HIGH SCHOOL
 • Choosing new standards-aligned textbooks for all math classes at MCHS
 • Common finals
 • Science (Biology):
   -Calculating probabilities: Genetic, Environmental
   -Use of electronic devices to carry mathematical operations
   -Constructing graphs and charts using mathematical data
	HIGH SCHOOL
	 • Certificated personnel
		HIGH SCHOOL	**HIGH SCHOOL**	**HIGH SCHOOL**

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time:				
ELEMENTARY • Remediation before/after school • Summer school enrichment • Homework reinforcement of curriculum standards • RSP	**ELEMENTARY** • General Ed teachers • Special Ed teachers • Reading Specialist • Elementary Support Specialist	**ELEMENTARY** • Salaries • Program	**ELEMENTARY** • $125,000	**ELEMENTARY** • District • State • PTA
MIDDLE SCHOOL • Remediation math clubs • Enrichment math clubs • Competitions: GSE, AMC 6-8, Math Counts, math field day • Summer school remediation • *Riverdeep* • Science fairs	**MIDDLE SCHOOL** • All MBMS Math Dept.	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**
HIGH SCHOOL • Math lab after school • Tutoring over lunch and break • Class projects • 504 students - Learning Center • Algebra AB/CD sequence • Pre-Algebra Course II • Summer School • Science (Biology): -Calculating population growth/decline in a given ecosystem	**HIGH SCHOOL** • Teachers • Technology Coordinator • Resource personnel	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL**

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:				
DISTRICTWIDE (K-8) **ACTION ITEM 2003-2008:** • **Grades K-8:** Investigate and implement online curriculum for diagnosis, remediation, enrichment, acceleration, reinforcement of skills and concepts and instruction	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**
ELEMENTARY • Math software, *Riverdeep* • Technology Benchmarks • Modernization - Internet access all classrooms • Computer Lab • Teachers use standards-aligned curriculum available online. • *Saxon Math* features a technology component.	**ELEMENTARY** • Tech support - District/ Site • Trainers	**ELEMENTARY** • Software • Equipment • Materials	**ELEMENTARY** • $50,000	**ELEMENTARY** • District • State • PTA
MIDDLE SCHOOL • Computers in all rooms • Class set of graphing calculators • Computer lab with Internet research math and science projects, e.g., fractals • Inservice on CD-ROM test generator software aligned to CST • Inservice on CD-ROM lesson planner/worksheet builder aligned to CST • LCD projectors • CD-ROM tutorial checkouts for students • Teacher use of overhead graphing calculators and computer graphing from LCD projectors • Laptops carts available for classroom use	**MIDDLE SCHOOL** • All MBMS staff • All MBMS Math Dept. teachers • All Geometry and Algebra classes • 12 teachers (9 math, 3 Special Ed) - inservice • Library Media Specialist • MBMS teachers	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL** • MBEF • Inservice free from publishers - McDougal Little, Prentice Hall
HIGH SCHOOL • Student use of TI-83 Graphing Calculators • 4 computer labs • Computer in every classroom • Shared use of LCD projector • Teacher use of graphing calculators on overhead projector	**HIGH SCHOOL** • Teachers	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL** • Title 1

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
ELEMENTARY • District grade level meetings, monthly • Site grade level meetings, monthly • Site staff meetings • Conferences, seminars, workshops • Site articulation - vertical/horizontal • BTSA • Instructional Strategies Specialist • PAR • Program Specialist • Curriculum Specialist • Faculty meetings	**ELEMENTARY** • General Ed teachers • Special Ed teachers • BTSA providers • Consultant • District • Administration	**ELEMENTARY** • Conferences • Salaries • Sub	**ELEMENTARY** • $50,000	**ELEMENTARY** • SIP • PTA • State • District
MIDDLE SCHOOL • Taking Center Stage • CMC Conference • Visiting teachers within the department and sharing information • Math essential standards workshop • BTSA • Department meetings • Faculty meetings • *Winning Equations* LACOE training • Assessment training - "What is good enough?"	**MIDDLE SCHOOL** • 5 math teachers-conf. • Each dept. sent 1 rep. who reported back-workshop • All MBMS teachers • BTSA mentors • All MBMS Math Dept. • Math Dept. 4th-11th (5days)	**MIDDLE SCHOOL**	**MIDDLE SCHOOL** • 5 x $105 (subs) • 5 x $100 (fees)	**MIDDLE SCHOOL** • Eisenhower • PTA
HIGH SCHOOL • Plato inservice • Common finals • Teacher-selected math development (Palm Springs) • Late start • Department staff development • Digital High School summer training	**HIGH SCHOOL** • Math Dept. • Dept. Chair • Certificated personnel	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL**

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
ELEMENTARY • SST process • Remediation notification • Parent newsletters - site, grade level • Parent volunteers • PTA/School site meeting • Instructional assistants • Parent Conferences • Teacher and District websites • Teacher email and voice mail • School Board meetings • School Accountability Report Cards • Open House and Back-to-School Nights • Standardized Report Cards **ACTION ITEM 2003-2008:** • Implement parent or family math nights at all schools.	**ELEMENTARY** • Administration • General Ed teachers • Special Ed staff • Community members • Parent • Students	**ELEMENTARY** • Salaries • Program	**ELEMENTARY** • $50,000	**ELEMENTARY** • State • District • PTA • SIP
MIDDLE SCHOOL • Articulation within the District, including elementary, Hermosa Valley, MCHS, MBMS, about courses like ALG AB/CD • Parent Ed meetings • Principal newsletters • Email and phone conversations • Board meetings • Honor Roll celebrations • Open House and Back-to-School Night • PTA support • Department meeting and staff meetings • Progress Reports • Student handbook/planner • Parent conferences	**MIDDLE SCHOOL** • District staff • Administration • Principal/staff • All MBMS staff • Counselors/principals • PTA President • Students/parents	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**

Description of Specific Actions to Improve Education Practice in **Mathematics**		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
HIGH SCHOOL • Back-to-School Night • Report Cards - 5 week, quarterly, semester • PSAT - interpretation of results • Calling parents • Newsletter mailings	• PTA • Teacher email list • District/School websites • EA - parent contact • Board of Ed presentation	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL**

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
ELEMENTARY • PEP/K Orientation • Parent and student orientations for transitions - El to MS to HS to El Camino program • Math Support Specialist • Summer remediation • High School Career Counseling • Remediation - Before/After	**ELEMENTARY** • General Ed staff • Special Ed staff • Instructional Assistants	**ELEMENTARY** • Salaries • Programs	**ELEMENTARY** • $50,000	**ELEMENTARY** • PTA • District • State • SIP
MIDDLE SCHOOL • Transitions meetings from 5th-6th, 8th-9th with staff • Parent/student information nights • Student advisors	**MIDDLE SCHOOL** • All MBMS staff • All MBMS departments	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**
HIGH SCHOOL • 8th grade parent night • Freshman Orientation • AVID	**HIGH SCHOOL** • Educational Advisors	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL**

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness:				
DISTRICTWIDE **ACTION ITEM 2003-2008**: • Use QSP to track math achievement based on various components of math instruction, including remediation and ability grouping.	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**
ELEMENTARY • *Saxon Math* • District assessments • CAT6/CST • Standards-based Report Cards • District Grade Level collaboration • School Site Council presentations • School Site Council parent surveys • Long-term planning • Data analysis	**ELEMENTARY**	**ELEMENTARY**	**ELEMENTARY**	**ELEMENTARY**
MIDDLE SCHOOL • Grade distribution evaluation and analysis per trimester • State testing (STAR) CAT6/CST • School Accountability Report Card • 360°/Stull teacher evaluations based on California Standards for the Teaching Profession • Skills-based assessment mastery at Pre-Algebra level **ACTION ITEM 2003-2008**: • Use course level data to track increase in students taking Algebra in 8th grade.	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**
HIGH SCHOOL • Pre and post tests (Algebra 1-2, Geometry, Algebra 3-4, PreCalc) • Results on common finals • STAR • California Standards Tests	**HIGH SCHOOL** • Certificated personnel • Administrators	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9.　Targeting services and programs to lowest-performing student groups:				
ELEMENTARY • Math Support Program (General Ed) • SST/504 Plan (Special Ed) • Summer remediation • Differentiation of instruction • IEPs • Full Inclusion • Instructional Assistants • RSP	**ELEMENTARY**	**ELEMENTARY**	**ELEMENTARY**	**ELEMENTARY**
MIDDLE SCHOOL • Grouping by ability • Low ratios for the lower classes • Math help club after school • Adapted plans for special needs students - Special Ed/504 Plans • *Riverdeep* program • Special Ed services • Essential Standards **ACTION ITEM 2003-2008:** • Identify and implement tool to promote early diagnosis and remediation of students at risk for low achievement in math.	**MIDDLE SCHOOL** • Staff	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**
HIGH SCHOOL • Summer school • Math lab • Algebra AB/CD sequence • Pre Algebra Course II • Use of Plato software • CSF tutoring • Learning Center	**HIGH SCHOOL** • Teachers • CSF students • Resource personnel	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL**

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs:				
ELEMENTARY • Math Support Specialist • IEP • 504 • Applications of math in other content areas	**ELEMENTARY** • Support Specialist • Administration • Staff	**ELEMENTARY** • Clerical • Materials	**ELEMENTARY** • $25,000	**ELEMENTARY** •
MIDDLE SCHOOL • Math clubs • Math competitions - See the Amazing Results -AMC 8: 19 students made USA Honor Roll; 1 merit award winner - 7th & 8th graders -AMC 6: 32 students High (still waiting for official results) - 5th & 6th graders -Math Counts: 9th in the state competition; 2 students tied for 30th place 6th-8th graders -GSE: 35 - 7th graders, 100 - 8th graders - Algebra students • Environmental Science Fair (SBBEC) - 6th graders • LA County Science Fair - 8th graders • Awareness/articulation in language arts to help with reading word problems	**MIDDLE SCHOOL** • Staff	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**
HIGH SCHOOL • Use of Fathom Geometer's Sketchpad • Student of the month • Scholar Breakfast • Math club • Chess club • Peer mentoring • IEP • 504 Plan • Algebra AB/CD sequence • Pre Algebra Course II • Applications of math in other content areas • Astronomy class • Science (Biology): -Math applications across the curriculum -Fashion design -Illustrations/3D design -Wood Shop -SCROC	**HIGH SCHOOL** • Teachers • Librarian • Adult assistant • Special Needs personnel • Science (Biology): -Certificated personnel -Educational support personnel	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL**

	Description of how the LEA is meeting or plans to meet this requirement.

<table>
<tr><td rowspan="2" style="writing-mode: vertical-lr;">Required Activities</td><td>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;</td><td>

1. a. Mira Costa High School provides the following instructional programs:

• **Structured English Immersion**
ELL students are assessed on their progress towards meeting the ELD Standards. Students learn how to listen, speak, and write in English in a class entitled ELL Composition. Academic subjects in all core curricular areas are taught according to grade level standards. These students are concurrently placed in Specially Designed Academic Instruction in English (SDAIE) for more intensive instruction in English.

A bilingual aide may provide support in the students' home language to ensure understanding. Services, such as tutorial programs, are also available to the students. Students may opt to take ELL Support for assistance in mainstream subjects.

• **Mainstream Plus**
ELL students who are at ELD levels Early Advanced and Advanced focus on acquiring English through working toward standards in the MCHS core English curriculum in the SDAIE class. Students in this class may earn college prep credits if they demonstrate competency in meeting the district's benchmarks/standards in English. The remainder of the day includes mainstream classes such as math, science, social studies, fine arts, and physical education. All instruction is in English. Progress in ELD is assessed according to the ELD Standards. Other additional services such as tutorial programs are also available to the students. Students may elect to participate in the ELD Support class as well as Spanish for Spanish Speakers.

• **Alternative Program Options**
MCHS offers an alternative program option called the Dual Immersion Program. In this program, students continue to learn content in Spanish while beginning to acquire English. Parents may apply to this program by completing a Parental Exception Waiver form on an annual basis. The three programs mentioned above are described in the district's brochure, *Instructional Programs for English Language Learners* and the parent notification letter.

The LEA will use Title III funds to provide the following supplemental services to targeted EL students:
• EL Tutorials (before and after school hours) and payment of personnel
• Offer Summer School targeted to EL student needs and hire staff
• Set up Language Assessment Center and payment for Language Assessor
• Purchase supplementary materials in High Point
</td></tr>
</table>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	b. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	1. b. The District's Master Plan for English Learners sets forth the direction of the district to improve academic achievement for EL students. Included in the Master Plan is the Accountability System for English Learners outlining in chart form the expectations for students in attaining English proficiency. The LEA plans to use Title III funds to help EL students meet the state's Annual Measurable Achievement Objectives by: • Paying stipends to teachers and paraprofessionals to further develop standards-based interim assessments in all core subjects. • Develop interventions for EL student who are not making adequate progress • Provide stipend for the reading specialist to track student reading fluency • Pay personnel to provide intervention programs • Purchase supplementary materials • Provide on-going professional development and coaching to teachers in providing high-quality, standards based instruction in all core subjects to EL students • Establish a district database system that collects and provides disaggregated data to schools and individual teachers on student academic growth and progress towards benchmarks.
	c. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	1. c. Funds from Title III will support student achievement through: • Bilingual paraprofessional to translate at ELAC/DLAC meetings • Language Assessor to test all EL students • Literacy Coach to track fluency • Supplemental materials (High Point) to meet ELD standards • SST meetings to monitor students • Increase CLAD credentialed teachers by paying tuition for training. Schools will be held accountable for English learners meeting the objectives through the school plan process. Schools review data annually, monitor progress, and modify the local school plan to meet the needs of all students. English learners are assessed annually with the *California English Language Development Test* to ascertain English proficiency and with a *State norm-referenced test and Content Standards test* to test for academic achievement. Students in the alternative programs and those in a United States School less that twelve months may also take the *SABE/2STAR*. The LEA is committed to monitoring the academic achievement of its EL students in the core subject areas. To ensure that EL students are making satisfactory progress, the LEA employs the following process: • All EL student records (testing, copies of letters to parents, grades, and monitoring records) are kept in an EL folder. This folder is updated yearly and accompanies the student as he/she changes schools. • Growth in ELD based on CELDT and multiple measures is part of the school site assessment and accountability plans. • All EL students take the State-mandated SAT 9/CAT6, CST, local benchmark exams, and CAHSEE.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	d. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	1. d. Each school site has an active English Learners Advisory Committee (ELAC) and the District has the District English Learners Advisory Committee (DELAC). These advisory committees are involved in discussions regarding district programs and policies for English Learners. Additionally, parents of English Learners are informed in all areas of student achievement and program placement through district policies and procedures implemented to meet both federal and state requirements. The LEA will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community. • All schools have written parent notification letters, CELDT results, monitoring letters, meeting notices, and report cards. • Parents are involved in the school site council. • Parents annually review District and site programs. • All schools have a properly constituted English Learner Advisory Committee (ELAC). • Each school has a parent and staff representative on the District English Learner Advisory Committee (DELAC). • The DELAC is legally constituted and advises the District on all aspects of programs for EL students. • Leadership and parental involvement training will be offered for DELAC members. • Adult literacy, ELD, and citizenship classes will be provided for parents and community members through CBET and South Bay Adult School.

		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. The Manhattan Beach Unified School District has adopted materials from the state-approved list of adoptions for core curriculum. State adopted texts meet the requirements for scientifically based research. These materials assist the district in aligning curriculum and instruction to the State Standards. All students in the district have access to the core curriculum and a high-quality instructional program. The high school uses the *High Point* and *Elements of Literature* curriculum as the supplementary text for English learners. Title III funds will enhance the current instructional programs for EL students. • New students will be assessed at the District Assessment Center for proficiency in English and in their primary language in reading, writing, listening, and speaking as well as content area of competency using the CELDT, LAS Test, and Informal Initial Primary Language Assessment. • All EL students receive daily instruction in English Language Development (ELD) and full access to grade level core curriculum using SDAIE strategies. • All students have full access to classes leading to graduation. • CLAD training is offered and provided for all teachers. • All EL students take the state-mandated SAT9/CAT6, local benchmark exams (High Point), and CAHSEE. • All EL students have opportunities for extended-day interventions and enrichment activities. • Planning time over the summer for teachers and coaches to develop ELD materials that connect to state-adopted ELA series that will offer vocabulary, concepts, and language functions for EL students so that they will be more successful in English reading.

		Description of how the LEA is meeting or plans to meet this requirement.

Required Activities	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;
	  b. Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
	  c. Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
	  d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.
		1. All staff are afforded professional development to further their specific job expertise as well as to enhance other capabilities such as leadership and organizational improvement.
		
		Specific professional development programs presently offered to help meet the needs of English Learners as outlined in this goal requirement are:
		
		• CLAD training
		• BTSA
		• AVID Workshops
		• The Write Path
		• Read Across The Curriculum
		
		The content of these programs include the development of:
		
		• Knowledge of metacognitive and metalinguistic skills through which EL students are taught.
		• The ability to design and implement differentiated, standards-based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community
		• Strategies to identify potential interference between the primary language and English
		• A vast repertoire of strategies for literacy instruction
		• "Scientifically-based, research-based best practices" for reading comprehension
		• The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking
		• An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices
		• The ability to design and implement formal and informal assessment
		• The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction.
		
		The Professional Development plan will provide extensive, on-going, mandatory training for all teachers at all levels on the Reading/Language Arts framework, ELA standards, ELD standards, California content standards, district standards-based curricula and adopted materials, and standards-based instruction and materials.
		
		Title III funds will be used to hire staff developers, pay stipends to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as:
		
		• SDAIE
		• ELD institutes
		• Cultural diversity
		• Use of adopted ELA/ELD materials
		• Effective instructional practices for culturally diverse students
		• Curriculum planning
		• ELD/ELA connections
		• Differentiated instruction
		• Group models

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	3. continued	• Standards-based lesson planning, backward mapping design • Subject matter projects • Training for teacher certification for BCLAD/CLAD In addition to providing a series of training in which teachers of EL students will learn new knowledge, strategies and skills that will improve their instruction and positively affect the achievement of EL students in their classrooms, teachers will have the opportunity to attend statewide conferences where the most current research, strategies and materials will be presented and discussed. • CABE (California Association for Bilingual Education) • California Reading Association
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**Yes or No** **Yes** **If yes, describe:** 4. A k-12 ELD Curriculum Study Committee will meet biannually to: • Evaluate academic course content • Adopt materials- High Point • Review supplemental programs for efficacy of after-school labs • Develop intervention curricula • Evaluate student progress toward achieving MCHS Standards • Review disaggregated data • Provide an opportunity for District-wide articulation and ensure consistency and coordination

		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.	**Yes or No** **Yes**	**If yes, describe:** 5. Tutorials and academic opportunities are afforded students who are struggling. Progress reports/grades and other assessments provide valuable information for assigning tutorials for students who are minimally struggling to intensified instruction for those who are in greater need. The district programs to address the levels of intervention needed are: • Students Support Team (SST) • Before/After School or programs • ELILP Summer School • ELILP Grant • SCROC The Title III intensive intervention and tutorial program will focus on the specific needs of identified. EL students in order to achieve: • English language proficiency • Grade level academic proficiency • Redesignation criteria • Graduation criteria Tutorials are offered Monday through Thursday after-school in math, English, and EL. Southern California Regional Occupation Center (SCROC) provides classes and opportunities for career training. The academic program will use consistent, systematic instruction to: • Do expository, narrative, and persuasive reading and writing • Develop phonemic awareness, phonics, systematic word recognition, and high frequency word recognition • Use the six explicitly taught reading strategies: Connect, Infer, Visualize, Summarize, Question, and Evaluate • Read and respond to various genre of core material • Develop specific skills and strategies for responding to literature in written and oral forms • Explore the author's use of language, vocabulary, and story analysis • Develop effective strategies for processing texts at increasingly challenging levels of difficulty • Develop reading comprehension and vocabulary • Do oral presentations • Write narrative, expository, persuasive, and descriptive essays • Read independently for pleasure and academic advancement Instruction will be designed and modified using information from on-going formal and informal assessment of each student's strengths and needs.

	Description of how the LEA is meeting or plans to meet this requirement.

Allowable Activities	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No** **Yes**	**If yes, describe:** 6. Coordinated and relevant programs and services include: • Intensive staff development for all teachers on the Standards, curricula, strategies, adopted standards-aligned materials, and assessment will be held to support full implementation of effective programs for EL students. • BTSA • Data on student achievement of standards will be collected and utilized to inform and alter instruction to meet individual needs. • Grade reports and progress reports will be used to identify and prioritize at-risk students • CELDT data will be used in an identification process which is a common, coordinated, school-wide process at all sites at all levels. • A variety of programs are in place to extend the regular instructional program and focus on the individual needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs: • Current, existing after-school labs • English Language and Intensive Literacy Program (ELILP) • ELILP Summer School Program • AVID classes • Assessment Center • CBET tutoring programs • Referral of parent to CBET ESL/ELD classes
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** **Yes**	**If yes, describe:** 7. The curriculum and assessments are designed specifically to support success of EL students in the regular instructional program The program will be supported by collaboration and coordination with the following District programs and related services: • Reading Specialist • Staff development • English Language and Intensive Literacy Program (ELILP) • Community-Based English Tutoring (CBET) • Adopted Master plan for English Learners which includes monitoring of all EL students to show progress on the Annual Measurable Objectives Chart. • SDAIE instruction • State adopted ELD standards for core subjects • PESA Training

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No** **Yes**	**If yes, describe:** 8. Title III funds will be used by the LEA to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conductive to academic success. The District plans to offer the following classes and programs to parents of EL children: • The program will provide outreach and will connect the families with needed educational and social services to support students' academic success. • A District Assessment Center is staffed by a bilingual professional who conducts personal interviews with all EL families • District Assessment Center provides parents with information on educational programs and partnerships with the District and community-based organizations, services and facilities. • Parent education classes – PESA – Working with your child at home and parenting • ELAC/DELAC meetings • CBET instruction All information and materials will be translated into the primary language of the parents. Childcare will be provided at all meetings. A bilingual paraprofessional will serve as a personal advocate for EL families, provide oral and written translation at all District and school site functions such as: • Parent-teacher conferences • English Learner Advisory Committee • Individual Educational Plan meetings • School Site Council • District English Language Advisory Committee • Students Study Team meetings • Language Assessment Team meetings • School Attendance Review Boards • Health services information meetings • Parent education classes • Suspension and expulsion hearings • Medical appointments • Communication with District tutoring and intervention programs

			Description of how the LEA is meeting or plans to meet this requirement.
	8. continued		Parents will receive a translated booklet entitled South Bay Adult School ESL Resource Book along with other materials containing practical information on adjusting to a new country, educational system, language, and culture. Specifically, it contains information on: • Employment readiness opportunities • Parent education classes • ESL/ELD classes • Literacy classes, effective parenting • How to assist/tutor your child at home

Allowable Activities	9. Improve the instruction of LEP children by providing for –
	  o The acquisition or development of educational technology or instructional materials
	  o Access to, and participation in, electronic networks for materials, training, and communication; and
	  o Incorporation of the above resources into curricula and programs.
		Yes or No
		
		Yes
			If yes, describe:
			9. **Improve Instruction**
			The District Technology Master Plan has as a major component on curriculum related instructional technology. Technology tools support and strengthen the teaching learning process. A teacher mentor with technology expertise provides input into the staff development plan and coordinates technology training for the district. English Learners have the same access to technology as non-English learners. Software purchases are made with a broad view of the needs of all students. The following are areas of importance included in the Technology Master Plan:
			
			• Computer applications for teacher productivity
			• Customizing computer applications for meaningful classroom projects
			• Technology-use planning to assist classroom integration of technology
			• Learning Resources Management
			• Multimedia applications
			• Internet and its appropriate use
			• Effective presentations and coaching
			
			The Manhattan Beach District website will include:
			
			• Program descriptions of services offered at each site (in Spanish and English)
			• PESA Training
			• Parents' Rights
			• Parent orientation classes
			• How to access services and resources
			• Lessons and homework assignments
			• Educational technology and instructional materials which support effective programs for EL and immigrant students

	Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	10. Other activities consistent with Title III.	**Yes or No** **Yes**

If yes, describe:

10. The Title III-EL and Immigrant Program supports professional development for teachers so that they can implement instruction specifically tailored to meet the needs of their EL and immigrant students. This includes:

- How to differentiate instruction for EL and immigrant students in the implementation of standards-based core and intervention curricula
- Implementation of academic intervention programs
- Implementation of an anti-bias/anti-violence curriculum
- An awareness of, and sensitivity to the specific needs of EL and immigrant students and families
- Increasing the number of teachers who hold authorizations to provide instruction for EL and immigrant students
- Extensive professional growth opportunities and incentives for the District teaching staff to obtain these authorizations by sponsoring CLAD/BCLAD and SB 395 training
- Development sessions which include paraprofessionals
- Academic field trips
- Enrollment/testing at El Camino Community College

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 Activity
 	
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;**
  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
  f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
  g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
	1. Upon enrollment, all students who have a language other than English on the HLS are sent to the District Assessment Center where their English language proficiency, primary language proficiency, and core content knowledge is assessed.
	
	In a Parent Notification letter, parents are given the following information:
	  a. The reasons for the identification of their child as EL and in need of services
	  b. The level of the child's English proficiency on the CELDT test and how it was assessed
	  c. Complete and detailed explanation of their child's suggested program placement, of all program options available, and their rights to choose or refuse placement
	
	Following initial placement, parents are informed of :
	  d. Progress reports every six weeks with information of all after-school tutoring options
	  e. Any changes in program and/or classification which would be beneficial for their student's success
	  f. Specific exit and graduation requirements and their student's success or failure in meeting expectations
	  g. IEP objectives and how they are to be met and supported

	Description of how the LEA is meeting or plans to meet this requirement.

Required Activity
 	
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
  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;
  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.
	h. Parental rights to withdraw from the program but not the services and to choose an alternative bilingual program
	
	Quarterly site ELAC and annual DELAC meetings focus on informing parents about instructional programs and how they can support their child's academic achievement.
	
	Back to School Night, held within the first 30 days of the beginning of the school year are designed to provide translated information to parents: A bilingual paraprofessional is available for individual conferences with parents with concerns or questions.

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.	All notification occurs within the legally mandated timeline and is translated into Spanish. Oral explanations in the primary language are given when parents are not literate or when written translations are not feasible.
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 District or site fails to make its AYP, all parents will be notified of such failure in writing no later than 30 days after such failure occurs.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No** **Yes**	**If yes, describe:** • A series of PESA classes will provide an extensive program of parental outreach and training • Adult ELD, literacy, and citizenship classes will be offered through CBET • Programs will be monitored through parents' participation and evaluation forms as well as sign in sheets
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No** **Yes**	**If yes, describe:** • Professional growth opportunities will be made available for all teachers, administrators, and support staff who work with EL students. Training will include: • English Language Development and content standards • Literacy in the academic content areas • Reading Across the Curriculum • Specially Designed Academic Instruction in English (SDAIE) • PACE – conflict resolution
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No** **Yes**	**If yes, describe:** 3. EL tutorials and mentoring include: • After-school EL, English, math ,and science labs provide academic support • An ELL summer school provides opportunities for students to complete credits toward graduation • Career counseling is offered in special sessions for EL students through the College and Career Center • El Camino Community College offers early registration/ testing services to all MCHS students

<table>
<tr>
<td rowspan="3">Allowable Activities</td>
<td>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</td>
<td>**Yes or No**

Yes</td>
<td>**If yes, describe:**
4. Technology has been acquired and software installed for EL use.

• Computers have been placed in the EL classroom for students use.
• PLATO is available for all EL students through the Learning Center.
• The Oxford Picture Dictionary software has been installed in the computer lab for all Beginning EL students.
• The Inspiration Writing software is being reviewed for the ELD Composition class.
• All EL students have equal access to the computer labs and use of technology presentation stations.</td>
</tr>
<tr>
<td>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:</td>
<td>**Yes or No**

Yes</td>
<td>**If yes, describe:**
5. The district has established a District Assessment Center to meet the educational and social needs of immigrant students. Additional classroom supplies are purchased as needs arise to serve the needs of District EL students. Computer and software will be purchased to support students' academic achievement.</td>
</tr>
<tr>
<td>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:</td>
<td>**Yes or No**

Yes</td>
<td>**If yes, describe:**
6. Instructional services designed to assist immigrant children include:

• The ELD Coordinator and social studies department chair will meet to develop strategies for EL students to meet the history standards-aligned curriculum.
• Appropriate materials will be identified and purchased to support EL students in history, government, and economics.</td>
</tr>
</table>

		Yes or No	If yes, describe:
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:	Yes	7. Coordination with community-based organization include: • A District Assessment Center has been established to provide access to counseling, parental advisement, and information on school and community issues. • The District works closely with the South Bay Adult School to provide Community-Based English Tutoring (CBET) and offers classes in citizenship training. • Through periodic monitoring of students' academic progress as well as the level of parent involvement, the staff will ensure that immigrant families in need of services are assisted and that their children are making progress towards meeting grade-level standards. • El Camino Community College works with closely with our District to provide testing/counseling to our EL students and offer early registration for them.

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
1. Period-by-period inservice on administering fluency survey to check reading fluency in all students. Instruction in implementing a fluency program in the classroom to improve reading of all students.	Professional development needed in the following areas:
	1. Reading fluency
2. Inservice to Learning Center teachers on both fluency and direct instruction of reading skills. Read Naturally, SRA and Wilson Reading Systems are being used.	2. Content Area Reading Skills
	3. Vocabulary instruction
3. Mentoring Resource Specialist in use of the Wilson Reading System to implement with reading skills class in Learning Center.	4. Reading approaches that are variable depending on difficulty of the reading.
4. Reading Specialist conducts fluency practice for English Language Learners (ELL) in their Support class.	5. Test taking skills.
5. Annual Read-Across-America event in library to acquaint students with books that are enjoyable to read to promote extra-curricular reading or books for Silent Sustained Reading in classrooms.	6. Direct reading instruction for those in a position to do so (Learning Center, AVID, ELL, etc.).

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

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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:				
DISTRICTWIDE **ACTION ITEM 2003-2008:** • Identify funding and mechanism to provide teachers with more time to meet together to examine assessment and achievement data and articulate within and across grade levels	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**
ELEMENTARY • District training for state-adopted programs - *Open Court/Saxon* • Monthly site staff meetings • Articulation meetings - vertical/horizontal • Grade level meetings - District/site • Professional Growth conferences • BTSA	**ELEMENTARY** • Appropriate staff	**ELEMENTARY** • Programs • Materials • Salaries	**ELEMENTARY** • Assistant Superintendent, Ed Services	**ELEMENTARY** •
MIDDLE SCHOOL • Middle school full day *Taking Center Stage* training; focus on assessments and instruction aligned to standards • Districtwide textbook adoption meetings • District and site STAR training sessions • Curriculum mapping in summer (02); alignment of instruction to standards • Assessment workshop • *Winning Equations*	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
HIGH SCHOOL • Focus on meeting the needs of all students • Aligned standards with assessments • Utilized technology to implement standards • Used district Peer Assistance Review (PAR) and Beginning Teacher Support and Assessment (BTSA) • Departments became more adept at analyzing data from Stanford 9, California Exit Exam and Golden State Exam. • Developed English Portfolios in line with standards • Common finals for departments aligned with state standards • Staff Development day on Aiming High • WASC • Department meetings	**HIGH SCHOOL** • Certificated staff • Teaching Assistants	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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:				
ELEMENTARY • Consultants • Teacher survey • Management Team Council • LA County consultants • State-approved programs • BTSA • CLAD credentialing **ACTION ITEM 2003-2008:** • Provide professional development in reading and math that is targeted to less experienced teachers	**ELEMENTARY** • Appropriate staff	**ELEMENTARY** • Programs • Materials • Salaries	**ELEMENTARY** • Assistant Superintendent, Ed Services	**ELEMENTARY** •
MIDDLE SCHOOL • MTC meeting (dissemination of research-based ideas and strategies) • BTSA/Induction program • CLAD credentialing program • *Taking Center Stage* is the CDE document for middle school education. It was authored by experts in middle level education and is based on research.	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •
HIGH SCHOOL • Conferences • Staff development meetings • Summer Ed programs for staff (based on self-assessments) • Department meetings • Sharing strategies • Reading programs are research based and tested longitudinally to produce results: *SRA, Wilson Reading System, Read Naturally*, Lindamood programs. • Assessments will be made in reading programs three times a year to assure that progress is being made. • *Reading Across the Curriculum* will be implemented to insure cross department reinforcement of skill development and discussion of further needs. • Use of <u>No Child Left Behind</u> • Use of *Aiming High*. • CLAD credentialing program. • BTSA	**HIGH SCHOOL** • Certificated staff • Teaching Assistants	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •

Please provide a description of:	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:				
ELEMENTARY • District assessments • CAT/6, CST • District CLAD training • Administrator training • La County Ed consultants • Remediation • Academic Assistance Plans	**ELEMENTARY** • Appropriate staff	**ELEMENTARY** • Programs • Materials • Salaries	**ELEMENTARY** • Assistant Superintendent, Ed Services	**ELEMENTARY** •
MIDDLE SCHOOL • STAR program (CAT/6 and CST) • Formative and summative standards-based assessments in the classroom and as integral part of remediation programs • Assessments based on standards • Data analysis, targeted instruction	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •
HIGH SCHOOL • SAT9, California High School Exit Exam Results • Formative and summative standards-based assessments in the classroom and as an integral part of remediation programs • Reading Across Curriculum meetings with department chairs to insure progress and assess future needs. • Data analysis, targeted instruction • EL • CLAD • Title I	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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:				
DISTRICTWIDE • All District and site administrators participate in bi-monthly Management Team Council (MTC) meetings. **ACTION ITEM 2003-2008:** • Implement quarterly districtwide late start days to provide additional staff development and coordination time	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**
ELEMENTARY • District curriculum specialists • Grade level articulation - site/District	**ELEMENTARY** • Appropriate staff	**ELEMENTARY** • Programs • Materials • Salaries	**ELEMENTARY** • Assistant Superintendent, Ed Services	**ELEMENTARY** •
MIDDLE SCHOOL • MTC meetings, coordinate with site principals • Provide substitutes for staff development opportunities • Shared professional development (grade level meetings, departmental meetings, 6-12 middle school and high school meetings)	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •
HIGH SCHOOL • WASC/FOL • School-wide committees • Ed Council • Department meetings	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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:				
DISTRICTWIDE In 2003, all teachers were asked to complete an online self-assessment of their professional strengths and needs based on the California Standards for the Teaching Profession. All principals completed a self-assessment of administrators based on the same standards. The majority of the 187 teachers participating indicated mastery in all areas measured; however, there were areas where a substantial minority of teachers indicated a need for additional professional development. These data were used to generate the action items for professional development, below. **ACTION ITEMS 2003-2008**: Provide staff development to teachers in the areas of: • Use of technology as an instructional tool and for classroom management • Differentiated instruction • Identifying and addressing the abilities and needs of all students • Establishing and articulating challenging learning goals for all students • Understanding students' developmental learning needs • Involving students in assessing their own work • Involving families and community members in student learning	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**
ELEMENTARY • BTSA • Professional evaluations • PAR • Mentoring • Curriculum specialists • Management training • Conferences and workshops • MTC • Educational Support Specialist (site)	**ELEMENTARY** • Appropriate staff	**ELEMENTARY** • Programs • Materials • Salaries	**ELEMENTARY** • Assistant Superintendent, Ed Services	**ELEMENTARY** •
MIDDLE SCHOOL • BTSA • MBMS new teacher monthly meetings • Staff presenting workshops for one another • Guest speakers at departmental meetings • Conferences and workshops • MTC	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •

36-c

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

HIGH SCHOOL
• Collaboration among staff/administrators via faculty meetings and department meetings
• BTSA
• Professional evaluations
• PAR
• Mentoring
• MTC meetings coordinated with site principals
• Shared professional development (departmental meetings, 6-121 middle school and high school meetings)
• Staff development provided by LACOE
• Conferences, summer workshops and period by period inservice trainings during teacher's planning period on:
   1. Reading fluency
   2. Content area reading Skills
   3. Research based vocabulary instruction
   4. Reading approaches that are variable depending on difficulty of the reading
   5. Test taking skills
   6. Direct reading instruction for those in a position to do so (Learning Center, AVID, ELL, etc.)
• Periodic new teacher meetings
• Technology workshops
	HIGH SCHOOL
	• Administration
	• Reading Specialist
	• Education Council
	• Teachers
	• Parents
	• Educational Advisors
	• WASC Review Team
		HIGH SCHOOL
		•
			HIGH SCHOOL
			•
				HIGH SCHOOL
				•

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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:				
ELEMENTARY • Training for Media Specialists • District staff development • Teacher peer training	**ELEMENTARY** • Appropriate staff	**ELEMENTARY** • Programs • Materials • Salaries	**ELEMENTARY** • Assistant Superintendent, Ed Services	**ELEMENTARY** • Federal • state • District • API
MIDDLE SCHOOL • MTIS presentations at staff meetings • Teacher to teacher technology mentoring • Staff development session on PowerPoint and Internet search engines • LMC specialist trained department chairs	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •

HIGH SCHOOL
• Technology training
• BTSA
• Professional evaluations
• PAR
• Mentoring
• MTC
• Conferences, summer workshops and period by period inservice trainings during teacher's planning period on:
  1. Attendance procedures
  2. Grading procedures
  3. Internet search engines
  4. Ethical internet research practices
  5. Power Point presentations
  6. Digital cameras training with scanning and photo manipulation
  7. AERIES training for secretaries
  8. WORD training for secretaries
  9. Advanced Word for Classroom
  10. Arts Digital High School Training
  11. Foreign Language Digital High School Training
  12. On-site new equipment training
• Library tutorials on Internet resources for research and reading
	HIGH SCHOOL
	• Administration
	• Reading Specialist
	• Education Council
	• Teachers
	• Parents
	• Educational Advisors
	• WASC Review Team
		HIGH SCHOOL
		•
			HIGH SCHOOL
			•
				HIGH SCHOOL
				• Digital High School Grant

Please provide a description of:	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.):				
ELEMENTARY • Modernization - Internet access in all classrooms • Classroom computers • Site computer lab • Teachers can check out laptop • Management training • Site Technology Specialist	**ELEMENTARY** • Appropriate staff	**ELEMENTARY** • Programs • Materials • Salaries	**ELEMENTARY** • Assistant Superintendent, Ed Services	**ELEMENTARY** •
MIDDLE SCHOOL • Wireless laptop labs can be checked out • Research in LMC • LCD projectors available • Online professional development courses available to staff • Digital curriculum training. Students are able to view clips or videos online and take a quiz that is sent to the teachers through email. • Teacher web pages	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •
HIGH SCHOOL • Digital High School • LCD projectors • TI 83 • Library tutorials • Computer labs	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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:				
DISTRICTWIDE • Teachers, principals, site administrators and parents work jointly on the District Technology Committee.	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**	**DISTRICTWIDE**
ELEMENTARY • School Site Council • PTA • Teacher surveys • Grade level meetings • Parent surveys • Staff meetings • Management Team	**ELEMENTARY** • Appropriate staff	**ELEMENTARY** • Programs • Materials • Salaries	**ELEMENTARY** • Assistant Superintendent, Ed Services	**ELEMENTARY** •
MIDDLE SCHOOL • Analysis of STAR scores • MBMS PTA-provided staff development funding ($1000 per department) • Reading training provided by Ed Services through Innovative Strategies • Department chair meetings • SSC meetings	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •

HIGH SCHOOL
• Ed Council
• Department meetings
• WASC:
  - Six year review included:
    o Administration
    o Teachers
    o Classified staff
    o Students
    o Parents
  -Planned our staff development goals for the next six years. The goals include:
    o Establish a staff development panel to determine priority areas for staff development.
    o Establish a remediation plan for students not reading at grade level.
    o Develop a consistent method for accurate and effective interpretation, dissemination, and utilization of data related to student performance.
• PTSA wish lists
• Subject-related committees
	HIGH SCHOOL
	• Administration
	• Technology coordinator
	• Education Council
	• Teachers
	• Parents
	• Educational Advisors
	• WASC Review Team
		HIGH SCHOOL
		•
			HIGH SCHOOL
			•
				HIGH SCHOOL
				• Digital High School Grant

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

9. How the LEA will provide training to enable teachers to:
   □ **A)** 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;
   □ **B)** Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
   □ **C)** Involve parents in their child's education; and
   □ **D)** Understand and use data and assessments to improve classroom practice and student learning.				

ELEMENTARY **A)** • District consultant (Rick Clemens) • Staff Development (Spring 2002) • GATE - Differentiation curriculum (Depth and Complexity) • CLAD classes • Instructional Assistants • Remediation • Follow IEPs, 504s • Homogeneous grouping • SELPA **B)** • SST process • Parent conferences • School-based counselor • School discipline expectations • School behavior plans • Classroom discipline plans • Individual behavior plans **C)** • Parent volunteers • PTS/SSC • Newsletters • District website/PTA website • Progress Reports **D)** • District grade level training • Staff meetings • IEPs, SSTs • BTSA	**ELEMENTARY** •	**ELEMENTARY** •	**ELEMENTARY** •	**ELEMENTARY** •
MIDDLE SCHOOL • Disabilities Awareness workshop at MBMS • Continue differentiation training and provide time for teachers to plan and collaborate • Staff and departmental meetings • Disseminate passports of Special Ed learners and action logs of 504 students to teachers • Communicate with parents through newsletters, website, email, meetings • Examine disaggregated data, i.e., STAR	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

HIGH SCHOOL
A)
• BTSA
• Workshops
• Middle school articulation
• SST meetings
• Follow and monitor IEP goals
• Follow and monitor 504 plans
• Increase services for students with special needs such as:
  1) Application of essential standards on designated IEPs
  2) Direct instruction in basic skills
  3) Class placement
• WASC goals for increase motivation and expand opportunities for all students to learn about career options and educational paths including:
  1) News broadcasts
  2) Increased CCC visits by all teachers and subject areas
  3) Increased teacher participation in Career Exposition
• WASC goals call for a system which coordinates academic support services
• Gifted and Talented plan calls for Advanced Placement classes, study sessions, and leadership opportunities
• Creation of course outline
	HIGH SCHOOL
	A)
	• Special Needs Counselor
	• All Special Education Teachers
	• Special Education Aides
	• Full Inclusion Specialist
	• Administration
		HIGH SCHOOL
		A)
		•
			HIGH SCHOOL
			A)
			•
				HIGH SCHOOL
				A)
				•

B) • Classroom expectations signed by students and parents • Code of Conduct sent to students and parents in registration packet each semester • Discipline matrix distributed to students and in place in classrooms • Students given detention and/or tickets for littering, dress code violations, etc. • Cheating Policy strictly enforced. • WASC goals call for identification of specific areas for improvement of ethical behavior in regard to honesty, property, cheating, and use of technology and establishment of an ethics committee. • PTSA Student of the Year, Month • Scholar Breakfast and Awards • Police Officers on campus, inform staff about identifying possible crimes, e.g., drugs and thefts	**B)** • School Resource Officer • Administration • Technology Coordinator • Teachers • Parents • Students • WASC Leadership Team • Associated Student Body • PSTA • Link Crew	**B)** •	**B)** •	**B)** •

38-b38-b

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
HIGH SCHOOL **C)** • Classroom expectations signed by parents • Orientation meetings before each grade level entry • Four Year plan with Educational Advisors prior to 9th grade • Meetings with CCC to plan college choice and applications • PTSA • Evening programs for parents including reading improvement strategies, discipline, support • SST meetings • IEP meetings • 504 Plan meetings • AVID Booster club • AP/AVID Study sessions • Sports team assistants and booster clubs • Back-to-School Night collaboration	**HIGH SCHOOL** **C)** • Educational Advisors • Administration • Teachers • Students • College and Career Center (CCC)	**HIGH SCHOOL** **C)** •	**HIGH SCHOOL** **C)** •	**HIGH SCHOOL** **C)** •

D)
• WASC six year review included:
  1. Administration
  2. Teachers
  3. Classified staff
  4. Students
  5. Parents
  and planned our staff development goals for the next six years. The goals include:
  1. Establish a staff development panel to determine priority areas for staff development
  2. Establish a remediation plan for students not reading at grade level
  3. Develop a consistent method for accurate and effective interpretation, dissemination, and utilization of data related to student performance
• Middle school articulation
• BTSA
• Departmental meetings to analyze student data
• Pre-school meeting in August disseminating SAT9 data
	D)
	• Administration
	• Technology coordinator
	• Education Council
	• Teachers
	• Parents
	• Educational Advisors
	• WASC Review Team
		D)
		•
			D)
			•
				D)
				•

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				
ELEMENTARY •	**ELEMENTARY** •	**ELEMENTARY** •	**ELEMENTARY** •	**ELEMENTARY** • State • Local • Grants • Categorical funds
MIDDLE SCHOOL •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** • State • Local • Grants • Categorical funds
HIGH SCHOOL •	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** •

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
1) Strategic Plan The district has a strategic plan outlining its vision for a positive school learning environment. This plan is based on resiliency factors and is aligned with effective approaches to create positive learning environments. **2) District Title IV/TUPE Advisory Committee** A district-wide Title IV/TUPE Advisory Committee, with broad-based membership, continues to guide the district in planning and implementing strategies to support an environment conducive to learning. **3) Policy** The district has the following enforced policies: • Code of Conduct Policy • Tobacco Free Policy • Drug Free Policy • Gun Free Policy **4) Procedures** There is a clear set of emergency procedures and opportunities for practice drills. **5) Administrative Support** Administrators and staff support the view that emotional, psychological, physical, and social needs of students are intrinsically related to academic achievement and promote this approach. **6) Parent Notification** Parents are provided with regular information through the "District Rights and Responsibilities" document, a district newsletter, survey reports and websites. **7) Intervention Process** The Student Study Team process is in place to identify truancy, provide early intervention through community based organizations and counselors, and provide ongoing services to students and their families.	**1) Comprehensive ATODV Program** Science-based program is needed for grades K-5. **2) Data Analysis** Not including the CHKS, the District needs a better method for gathering and sharing other assessment data such as CSSA, truancy, police reports, behavior referrals and expulsion/ suspension data with the IV/TUPE Coordinator. **3) Staff Development** Staff development is needed for teachers in grades K-5 to implement a new science-based program at the elementary level.

STRENGTHS	NEEDS
8) Physical Environment The physical environment is well maintained and classrooms have been modernized to facilitate learning; there is a district plan to support this as an ongoing process. **9) Positive School Climate** Activities that foster a positive school climate, such as Challenge Red Ribbon Week, Great American Smoke Out, Peer Mentoring, Peer Counseling, Peer Education, Tolerance groups, and Youth Summits have been held with success throughout the district. **10) Cessation Program** A Cessation Program is in place to meet the needs of students who are caught with tobacco and those who desire to quit tobacco use. **11) Safe Schools Plans** Each school has a working Safe School Plan that is consistently updated by the SSC. **12) Comprehensive ATODV Program** There is a comprehensive ATODV prevention program for all students. **13) Parent/Community Involvement** Parents and Community members participate as members of the Title IV/TUPE Advisory Committee, and as volunteers working in various program activities such as the District's Drug Prevention Task Force, Parent Education Nights, and helping teachers to deliver drug prevention curriculum (parents are trained before helping to deliver units). **14) Data Analysis** The California Healthy Kids Survey (CHKS) is conducted every other year. The data, along with CSSA data, suspension and expulsion data, and discipline data, are examined regularly in order to refine and improve the program. **15) Staff Development** Each year, new teachers are trained to implement the prevention curricula. New teachers and those designated by their administrators attend workshops for positive classroom management. **16) Science-Based Curricula** • Too Good for Drugs is being considered for selection from Appendix C to be implemented in grades K-5. • Botvin's LifeSkills Training Program from Appendix C is implemented in grades 6,7,8. • Reconnecting Youth Program from Appendix C is implemented in grades 9-12. **17) Positive Youth Development** Youth Advisory Committee Drug Free dances are offered to the middle school students and Sober Grad Night for high school students. District also has Character Counts, Peer Education, Peer Mentoring, Peer Counseling, Youth Summits and Tolerance groups.	

STRENGTHS	NEEDS
18) Evaluation The Advisory Committee reviews data every year in order to refine and improve the program.	

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

1) The district has developed and will implement a code of conduct policy with input from staff members, parents, and students from each site. (Code of Conduct Policy Attached)

2) The Title IV/TUPE Advisory Committee will formulate a written strategic direction for the LEA Strategic Plan and publicize it through school/community meetings and website.

3) The district will conduct staff development to address topics of school climate, implementing resiliency principles (caring, high expectations and meaningful participation) for staff and other partner agencies and parents.

4) Each site will continue to work with community-based organizations that provide support and outreach to families of students who are truant, and/or have behavior/discipline problems.

5) Peers will be trained yearly in conflict resolution and peer mediation.

6) A broad range of after-school programs will operate within the district that engage students with a variety of needs and interests; these include homework centers, tutoring, athletic activities, drama, music, journalism, Peer Mentoring, Peer Counseling, Peer Education and Drug-Free dances.

7) The district will sponsor the following activities: Asset Development, Character Education, Sober Grad Night, Mentoring, Counseling, and Saturday School (Impact).

8) The Student Study Team process will be refined and improved to included linkages with local community based organizations to provide services for student needs.

9) Research-validated programs and strategies will be taught at all grade levels; teachers will be trained and booster sessions will be conducted.

10) The technology committee will conduct an analysis by coordinating and collaborating with the technology department of needs at each site and develop a plan for technology upgrades at each site.

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
1) The opportunity to participate in drug, alcohol, and tobacco cessation programs and peer groups is offered to all students.	**1)** CHKS data and CSSA reports indicate that there is a need for more alcohol, marijuana, and inhalant prevention education for high school and middle school students.
2) The high school implemented an effective Tolerance education program (PACE).	**2)** CHKS data indicates that there is a need for bullying and exclusion programs and strategies at all elementary schools.
3) There is an intervention procedure in place at all high schools for students with persistent discipline problems.	
4) A Saturday drug, alcohol, and tobacco cessation class (Impact) if offered to all high school students and middle school students. Students caught with the above mentioned at school attend the class in lieu of suspension.	
5) The Comprehensive K-12 ATODV program and strategies is reviewed annually and updated based on CHKS, CSSA, UMIRS, suspension and expulsion data, and discipline referrals by the district advisory committee.	
6) The district collaborates with local law enforcement, South Bay Coalition, Beach Cities Health District, Parent Education Networks, and South Bay Youth Project to reduce the prevalence of incidents of substance abuse among youth in the community.	
7) The CHKS is administered successfully every two years. Data is used to refine and strengthen the program.	

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: 12/10/02 Baseline Data		Biennial Goal (Performance Indicator)	
The percentage of students that have ever used cigarettes will **decrease** biennially by: Statewide Average: 5th: <u>N/A</u> 7th: <u>19%</u> 9th: <u>41%</u> 11th: <u>56%</u>	5th 7th	2 % 8 %	5th 7th	0 % 2%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: Statewide Average: 5th: N/A 7th: 4% 9th: 11% 11th: 19%	7th 9th 11th	6 % 9 % 17 %	7th 9th 11th	1 % 1 % 1%
The percentage of students that have used marijuana will **decrease** biennially by: Statewide Average: 5th: N/A 7th: 8% 9th: 24% 11th: 44%	5th 7th	0 % 9 %	5th 7th	0 % 1 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: Statewide Average: 5th: N/A 7th: 10% 9th: 29% 11th:41%	7th 9th 11th	15 % 34 % 48 %	7th 9th 11th	3 % 3 % 3 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: Statewide Average: 5th: N/A 7th: 4% 9th: 13% 11th: 23%	7th 9th 11th	6 % 15 % 18 %	7th 9th 11th	1 % 1 % 1 %
The percentage of students that feel very safe at school will **increase** biennially by: Statewide Average: 5th: N/A 7th: 22% 9th: 14% 11th: 16%	5th 7th 9th 11th	97 % 91 % 87 % 89 %	5th 7th 9th 11th	0 % 0 % 1 % 1 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: Statewide Average: 5th: N/A 7th: 13% 9th: 10% 11th: 6%	7th 9th 11th	9 % 13 % 6 %	7th 9th 11th	0 % 1 % 0 %

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 0% from the current LEA rate shown here.	.7 %	___ %
Alcohol, Tobacco, Other Drug Use, and Violence Prevention **Performance Measures** **From the California Healthy Kids Survey**	**Most Recent Survey date:** 12/10/02 **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: Statewide Average: 5th: N/A 7th: 32% 9th: 25% 11th: 17%	5th 73 % 7th N/A 9th N/A 11th N/A	5th 1 % 7th % 9th % 11th %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: Statewide Average: 5th: N/A 7th: 46% 9th: 35% 11th: 35%	5th 73 % 7th N/A 9th N/A 11th N/A	5th 1 % 7th % 9th % 11th %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: Statewide Average: 5th: N/A 7th: 10% 9th: 4% 11th: 8%	5th 23 % 7th N/A 9th N/A 11th N/A	5th 3 % 7th % 9th % 11th %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: Statewide Average: 5th: N/A 7th: 26% 9th: 18% 11th: 23%	5th N/A 7th N/A 9th N/A 11th N/A	5th % 7th % 9th % 11th %

Other Performance Measures

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

LEA Specified Performance Measures _____ **(Process to Collect Data)**	**Performance Indicator Goal**	**Baseline Data**

Science Based Programs (4115 (a)(1)(C)):
The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
1) Reconnecting Youth	ATODV	9-12	2450	8/02	10/02	11/02
2) Botvin's Life Skills Training	ATODV	6-8	1400	8/02	9/02	10/02
3) Too Good for Drugs	ATODV	K-5	2700	1/04	9/04	10/04

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
√	After School Programs	ATODV	K-12
√	Conflict Mediation/Resolution	V	K-12
√	Early Intervention and Counseling	ATODV	K-12
√	Environmental Strategies	ATODV	Staff, Students, and Schools
√	Family and Community Collaboration	ATODV	Families/Communities
√	Media Literacy and Advocacy	ATODV	K-12
√	Mentoring	ATODV	9-12
√	Peer-Helping and Peer Leaders	ATODV	6-12
√	Positive Alternatives	ATODV	K-12
√	School Policies	ATODV	K-12
√	Service-Learning/Community Service	ATODV	9-12
√	Student Assistance Programs	ATODV	K-12
√	Tobacco-Use Cessation	T	6-12
√	Youth Development Caring Schools Caring Classrooms	ATODV	K-12
√	Other Activities	ATODV	K-12

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.

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.

The District has selected and/or implemented the following programs: <u>Too Good for Drugs</u>, K-5, <u>LifeSkills Training</u>, 6-8, and <u>Reconnecting Youth</u>, 9-12. These programs were selected after an extensive review by a district ATODV curriculum committee composed of staff, parents, community-based organizations, neighboring school districts, and students. We also consulted with the Title IV/TUPE County Coordinator at the Los Angeles County Office of Education. This committee not only reviewed a wide array of recommended science-based programs, but also analyzed local data from a variety of sources including CSS, CHKS, and CSSA to determine the best programs to meet our needs.

The AOTDV Programs were selected for all our schools after reviewing CHKS, CSSA, and school records showing incidents of alcohol, tobacco, other drugs, and behavioral referrals. Our alcohol, marijuana, and inhalant use among 7th grade students has risen about 3-4% over the past year. The persistent patterns that have occurred with our District include alcohol as being the most frequently abused substance followed by marijuana as being the most widely used illicit drug. School/community focus groups were also convened to discuss substance abuse and a concern clearly exists related to these issues as well as a concern regarding students' motivation toward learning and positive peer relationships. The ATODV science-based programs matched our needs in all of these areas since these programs focus on building positive youth development, raising academic achievement levels, and decreasing ATODV. Our District also feels that these AOTDV programs are more than just a substance abuse program in that all these programs teach our students the social skills necessary to resist peer pressure, make informed decisions, critically evaluate media messages, cope with anxiety, form healthy relationships and successfully deal with the challenges throughout life.

The activities selected from Appendix D are meant to supplement and extend the content and lessons in our ATODV curriculum. The selection of these activities has been based on data collected from the CHKS, CSSA, other local sources. Having these activities is meant to enhance the importance of youth development/asset acquisition to academic achievement and success in life, ATOD use, involvement in risky behaviors, and aggressiveness. So, as a result of our analysis of collected data, we have selected the following activities: "After School Programs", "Conflict Mediation/Resolution", "Early Intervention and Counseling", "Environmental Strategies", "Family and Community Collaboration", "Media Literacy and advocacy", "Mentoring", "Peer Helping and Peer Leaders", "Positive Alternatives", "School Policies", "Service Learning/Community Service", Student Assistance Programs", Youth Development/Caring Schools/Caring Classrooms", and "Other Activities."

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

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

The district Title IV/TUPE Advisory Committee consists of a teacher from every site, students, parents, community-based organization representatives, law enforcement, a Board member, and civic representatives. Each member provides specific input and feedback. The Advisory Committee, based upon data from the CHKS and annual report, uses the following model in its planning process.
- Identification of Student, School, and Community Risk Factors
- Identification of Problems in the Community
- Identification of Resources in the Community
- Prioritization of Problems
- Matching of Resources to Problems
- Analysis Performance Measures and how to address them
- Evaluation: To Refine and Strengthen the Program

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

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

The CHKS will be administered again in the Fall of 2004 and Fall of 2006. In addition to the Core Module, TUPE Module, and Physical Health/Nutrition Module, the required Resiliency Module will be added. In January of 2005 and 2007, or when the CHKS report is available, the Title IV/TUPE Advisory Committee will analyze the results to determine progress toward attaining performance measures and recommend changes to improve the comprehensive prevention program as needed. The results will be published and presented to the School Board by the Title IV/TUPE Coordinator at the next televised meeting. The results pertaining to the specific performance measures will then be included in the local newspapers, student newspapers, parent and Principal's newsletters, and shared with neighboring school districts, police department, community groups, County meetings, PTA meetings and parents during parent education nights and workshops. The CHKS information and results will invite any community member interested in examining the complete CHKS to make an appointment with the Title IV/TUPE Coordinator and view the report at the District Office.

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])

The District will rely on data based upon CHKS, suspension, expulsion, and office referrals to identify which students demonstrate greatest needs.

Students will be identified through referrals either by teacher, support staff, parents, and/or students for services. The Title IV funded program services include:

- Group sessions and individual counseling with licensed therapist
- Peer Counseling
- Peer Mentoring
- Tobacco Cessation counseling group
- Teens Against Tobacco Use Peer Education group
- Saturday School cessation and intervention program (Impact)
- Youth Summit
- Drug Awareness Group
- PRIDE Program

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.

The LEAP Committee, comprised of coordinators from Title I, Title II, Title IV/TUPE, bilingual and staff development, will meet to coordinate the effective implementation of the LEAP. In support of the Title IV/TUPE programs in establishing a comprehensive ATODV program, these programs include, and are not limited to the following: TUPE RFA grades 6-8 competitive grant, TUPE RFA grades 9-12 competitive grant, OCJP Criminal Justice grant, TUPE grades 4-8 Entitlement, South Bay Classics grant, local law enforcement, Beach Cities Health District, South Bay Youth Project, and South Bay Coalition.

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 were involved in developing the LEAP, Performance Goal 4, through the Title IV/TUPE Advisory Committee. Parents attended LEAP informational meetings with district staff and provided input regarding specific school and community needs at Advisory meetings. Parents surveyed other parents for ideas and suggestions. An executive summary of the LEAP will be presented at the televised Board Meeting prior to June 1st, 2003.

Parents were involved in planning and designing the Title IV/TUPE programs, evaluating data, and giving feedback and input at the Title IV/TUPE Advisory Committee meetings. Regular communication via the parent and Principal's newsletters will continue to inform parents about prevention programs and services. A network of parent volunteers assist in implementation of the annual Sober Grad Night, ongoing Parent Education Nights, annual Youth Summit, and implementation of LifeSkills Training. These parents have garnered support from other parents for prevention programs.

Parents are informed of the following district policies through the Fall Registration Packet:
- Code of Conduct Policy
- Tobacco Free Policy
- Drug Free Workplace
- Gun Free Policy

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.

TUPE Services for Pregnant Minors and Minor Parents
Pregnant minors and minor parents are referred to the Cal-SAFE program (La Vida South School) in Torrance, California. Cal-SAFE classes include:

- Health issues related to pregnancy and parenting
- Cessation referral
- Physical harm of tobacco products
- Motivational TUPE messages
- Incentives to maintain healthy tobacco-free lifestyle

Consisting of a comprehensive, bio-psychosocial case management approach, each pregnant or parenting student is assigned to a case manager who assesses her/his needs, establishes linkages to needed services, and monitors, evaluates and advocates for the delivery of these services.

Students are encouraged to enroll in the Cal-Learn program in order to receive social services and incentives for graduation.

Any middle school or elementary pregnant minor or minor parent will be referred by the district counselor to appropriate community agencies. These referrals are to:

- Counseling services on campus (tobacco cessation, Peer Counseling)
- Community agencies such as South Bay Youth Project or Beach Cities Health District
- Peer Education groups such as Teens Against Tobacco Use
- Maintenance and tobacco-use relapse and prevention services

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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
Sample:	
TUPE Funded Positions Title IV/TUPE Coordinator Following the Principles of Effectiveness, the Coordinator implements and evaluates a comprehensive TUPE program for all students in grades 4-12. TUPE 4-8 TUPE 6-8 TUPE 9-12	15% 25% 20%

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 **(High School Graduates)**	**ELEMENTARY** • Differentiation of instruction • District assessments • Use of state adopted texts • Standards-based curriculum • Focus on Essential Standards • Before, after and summer school remediation • Implementation of standards – based K-12 reading and math strategies to meet the needs of all students	**ELEMENTARY** • All elementary students	**ELEMENTARY**	**ELEMENTARY** • California State Standards	**ELEMENTARY** • General fund
	MIDDLE SCHOOL • MBMS and MCHS work together to provide transition activities for 8th grade students and their parents • Standards-based curriculum • Middle school curriculum is fully articulated to the high school curriculum • Linguistics class for students at risk for low achievement in reading • Math ability grouping	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	**HIGH SCHOOL** • Develop elective course for students who have not passed language arts or math CAHSEE • Develop independent learning activities, including online, for reading and writing remediation • Summer School • Basic courses • Additional elective courses (e.g., Photo, Woodshop) • Sports (must be academically eligible) • Tutoring • Library assistance • Career options (Career/ College Center) • Revised graduation requirements to promote college entrance • Strengthened attendance policy for graduation participation	**HIGH SCHOOL** • Incoming seniors • Seniors	**HIGH SCHOOL** • Math Dept. • Administration • English Dept. • Technology Coordinator	**HIGH SCHOOL** • Students pass • Pass rate	**HIGH SCHOOL** •

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.2 **(Dropouts)**	**ELEMENTARY** • Family life videos • Character Counts/Programs • School expectations (behavior) • Discipline codes/procedures • Student Study Team (SST) • Suspension • SARB • Keyboarding • Remediation • Academic Assistance Plans • School-based counselors • PRIDE • Hooked on Health • Here's Looking At You 2000 curriculum	**ELEMENTARY** • All elementary students	**ELEMENTARY** •	**ELEMENTARY** • California State Standards	**ELEMENTARY** • General fund
	MIDDLE SCHOOL • Recommended 8th grade students for AVID at high school • Student advisor program (academic support) • Academic support class (taken in lieu of foreign language) • Ability grouping in math • School-based counselors • SARB • SST • Linguistics class • On campus resource officers	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •
	HIGH SCHOOL • Referred to school psychologist • SST, SARB, community • PACE Peer Outreach referral • AVID • Student recognition programs • Link Crew transition • Drug/alcohol resistance support programs (IMPACT) • Family Living course • Drug Awareness through Health Science • On campus tutoring • SCROC • Educational Advisors • On-campus Resource Officer • Conflict Resolution	**HIGH SCHOOL** • Low-performing • Disenfranchised students • 9-12 • All 8th to 9th • Violators	**HIGH SCHOOL** • School support staff • Teachers • MB Police • South Bay	**HIGH SCHOOL** • Decreased discipline referrals	**HIGH SCHOOL** •

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.3 **(Advanced Placement)**	**ELEMENTARY** • GATE • Enrichment supplements • Differentiation • Homogeneous grouping	**ELEMENTARY** • All elementary students	**ELEMENTARY** •	**ELEMENTARY** • California State Standards	**ELEMENTARY** • General fund • Parent donations • GATE funding • Title V • Eisenhower
	MIDDLE SCHOOL • Rigor of core content classes • Differentiation of instruction • GATE program • Enrichment opportunities; Math Counts competition	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** •	**MIDDLE SCHOOL** • General fund • Parent donations • GATE funding • Title V • Eisenhower
	HIGH SCHOOL • Implement WASC/FOL report • AP Fee Waiver Test Fee • Career/College Center • Wide variety of AP courses	**HIGH SCHOOL** •	**HIGH SCHOOL** •	**HIGH SCHOOL** • More students in course and taking exams	**HIGH SCHOOL** • General fund • Parent donations • GATE funding • Title V • Eisenhower

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 describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ELEMENTARY
N/A

MIDDLE SCHOOL
N/A

HIGH SCHOOL
• Free and Reduced Lunch

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

ELEMENTARY
N/A

MIDDLE SCHOOL
N/A

HIGH SCHOOL
• Screen all students who are functioning below the 50th percentile on the SAT9 Reading, Language Arts and Math sections.
  1) Determine the cause of the low test performance
  2) Administer further reading tests to determine areas of reading weakness
  3) Administer math diagnostic tests to determine areas of math weakness
• Educational advisor recommendation
• Teacher recommendation
• Student recommendation

Additional Mandatory Title I Descriptions
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where 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.

N/A

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

HIGH SCHOOL

- A system is in place for targeting students who need assistance in reading. Fluency training is provided to 9th grade English and Learning Center teachers. Student's reading progress is monitored by the Reading Specialist and English teachers to evaluate performance. Consequently, students have shown improved performance in reading skills and comprehension.
- Students are encouraged to read both in classes and in special programs such as Silent Sustained Reading (SSR) program, summer reading lists, Read Across America event, and reading remedial classes and labs.
- Link Crew program assists middle school students to transition academically and socially into the 9th grade.
- Students may receive crisis or other counseling services from a marriage and family therapist and school psychologist on campus.
- A support system is available for the regular education student population and for students in special education.
- Parents have expressed positive feedback regarding their students' participation in the ELL program.
- There is active student and parent participation in AVID.
- Alternative education opportunities are provided for students to allow transition in and out of high school. Special needs student participate in community service programs that transition them into the community and workforce.
- Tutoring is available to all students: peer-tutoring, math, writing, reading, science, EL, special needs, and foreign language.
- Technology available to assist students needing reinforcement of math skills.
- In cooperation with the Guidance Center, Learning Center, AVID, and the Reading Specialist, the English department works with parents and students to develop and monitor a student's personal learning plan.
- Student's performance in all academic areas is monitored by the Educational Advisors, students and parents by means of the Friday reports so that intervention and assistance can be offered.
- Weekly monitor sheets (Friday sheets) are available to all students to monitor their progress and keep parents informed.
- Participation in District level No Child Left Behind program.

Additional Mandatory Title I Descriptions
(continued)

> Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

N/A

> 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 sections 1118 and 1119.

ELEMENTARY
N/A

MIDDLE SCHOOL
- Articulation with MCHS
- MCHS/MBMS departmental meetings
- MTC meetings
- Parental communications
  - District website
  - Newsletters
  - Notification of parents of qualified students

HIGH SCHOOL
- MTC meetings
- Articulation with middle schools
- District level professional development
- WASC review calls for professional development needed in the following areas:
    1. Reading fluency
    2. Content Area Reading Skills
    3. Vocabulary instruction
    4. Reading approaches that are variable depending on difficulty of the reading.
    5. Test taking skills.
    6. Direct reading instruction for those in a position to do so (Learning Center, AVID, ELL, etc.)
    This will be developed according to the WASC timeline by the Fall of 2003 and implemented in 2004.
- Parental communication:
    1. High school web-site
    2. Newsletters
    3. Flyers
- Notification of qualified students

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

ELEMENTARY
- District unified curriculum (PEP-5)
  - Assessments
  - CAT/6 and CST test schedules
  - Grade level meetings at District level
- PEP
- SPLASH
- Transition IEPs
- CLAD
- SST
- Special ED

MIDDLE SCHOOL
- PEP program
- AVID program
- CLAD credentialing program
- Special Ed continuum (K-12) of services
- Transition programs
  - Grade 5 to 6 (elementary to middle school)
  - Grade 8 to 9 (middle school to high school)
- Advisory program
- Remediation program
  - After school clubs
  - Summer school
- SSTs
- Math levels
- Technology support
  - *Riverdeep* Math
- Individual teacher tutorials for students

HIGH SCHOOL
- AVID program
- CLAD credential program
- Special Education continuum of services (K-12)
- Math classes differentiated by ability levels
- ELL/SDAIE classes

HIGH SCHOOL continued
- Transition programs
  - --Grades 8 to 9 (middle school to high school)
  - --Grades 12 (high school to college, job or training school)
- Remedial programs
  1. Learning Center
  2. Reading Specialist
  3. ELL programs
  4. Summer school
- Tutoring programs
  1. Peer tutoring
  2. Subject area tutoring by teachers after school
     a) Math
     b) Science
     c) Foreign Language
     d) Writing
     e) Reading
     f) Special Needs
     g) ELL
- SST meetings
- Technology support
  1. Plato math and reading programs
  2. Computer labs
  3. Librarian assisted internet searches
- Education Council
- Reading Across Curriculum Advisory Committee
- WASC action plan for assessment, utilization of data, and professional development
- No Child Left Behind
- Aiming High

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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

      Appendix B: Links to Data Web sites

      Appendix C: Science-Based Programs

      Appendix D: Research-based Activities

      Appendix E: Promising or Favorable Programs

      Appendix F: NCLB Legislation, Sections 1111 through 1120

MBUSD Attachments

      Attachment 1: 2002-2003 Single Plan for Student Achievement with School Accountability Report Cards (11/02)
      Attachment 2: School Accountability Report Cards (3/03)
      Attachment 3: 2002-2003 Consolidated Application Part II
      Attachment 4: Board Policy 5131: Students
      Attachment 5: Academic Performance Index Summary, 1999-2002
      Attachment 6: Golden State Exam Summary, 1998-2003
      Attachment 7: Advanced Placement Exam Summary, 2000-2002
      Attachment 8: Mira Costa High School College Statistics, Class of 2001, Class of 2002
      Attachment 9: Results of Administrative Assessments (Evaluation Descriptors Forms)
      Attachment 10: Results of Teacher Assessments

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

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

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

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

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

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

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

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

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

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

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

14. Provide technical assistance and support to schoolwide programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART D – SUBPART 2

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

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  (A) have the lowest proportion of highly qualified teachers;
  (B) have the largest average class size; or
  (C) are identified for school improvement under section 1116(b).

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

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

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA <u>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))</u> hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
    - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
    - Any LEA that <u>does</u> 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.

<u>New</u> 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

Gwen Gross, Ph.D.
Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

2002 California Standards Test
English/Language Arts Standards (Reading and Writing)
Percent Proficient and Advanced

Grade	All Students[1]	English Learners[1]	English Only and Fluent English Proficient Students[1]	Female Students[1]	Male Students[1]	Economically Dis-advantaged Students[1]	Non-Economically Dis-advantaged Students[1]	Students Receiving Special Education Services[1]	Students Not Receiving Special Education Services[1]	African-American[2]	Asian-American[2]	Filipino-American[2]	Hispanic or Latino[2]	Pacific Islander[2]	White (not Hispanic)[2]
2	79% (N=408)	*	79% (N=399)	83% (N=207)	74% (N=201)	*	80% (N=391)	43% (N=35)	82% (N=366)	47% (N=15)	85% (N=48)	*	65% (N=23)	*	84% (N=267)
3	81% (N=438)	*	81% (N=428)	82% (N=210)	79% (N=228)	44% (N=11)	81% (N=419)	64% (N=49)	83% (N=381)	*	74% (N=34)	*	61% (N=23)	*	82% (N=337)
4	85% (N=409)	*	86% (N=406)	87% (N=197)	83% (N=212)	58% (N=12)	86% (N=395)	53% (N=45)	89% (N=298)	*	91% (N=33)	*	60% (N=20)	*	81% (N=310)
5	76% (N=402)	*	76% (N=398)	79% (N=192)	74% (N=210)	61% (N=13)	76% (N=386)	37% (N=46)	78% (N=291)	*	84% (N=32)	*	73% (N=22)	*	78% (N=232)
6	76% (N=481)	*	76% (N=471)	77% (N=263)	74% (N=218)	*	76% (N=462)	37% (N=38)	75% (N=336)	*	79% (N=52)	*	72% (N=18)	*	75% (N=386)
7	77% (N=445)	*	78% (N=434)	81% (N=222)	72% (N=223)	45% (N=11)	78% (N=425)	43% (N=40)	75% (N=294)	*	80% (N=50)	*	62% (N=29)	*	78% (N=344)
8	78% (N=429)	*	77% (N=424)	86% (N=202)	70% (N=227)	*	77% (N=420)	16% (N=37)	80% (N=284)	*	82% (N=39)	*	52% (N=27)	*	80% (N=343)
9	60% (N=613)	*	61% (N=610)	69% (N=299)	52% (N=314)	27% (N=37)	63% (N=576)	11% (N=37)	61% (N=527)	*	75% (N=40)	*	37% (N=75)	*	64% (N=75)
10	62% (N=557)	0% (N=14)	63% (N=543)	68% (N=273)	61% (N=283)	23% (N=36)	65% (N=519)	23% (N=27)	60% (N=460)	*	66% (N=32)	*	40% (N=67)	*	66% (N=73)
11	60% (N=477)	*	60% (N=472)	68% (N=225)	54% (N=252)	51% (N=39)	62% (N=438)	10% (N=20)	58% (N=408)	*	75% (N=32)	*	40% (N=45)	*	61% (N=70)

* 10 or fewer students
 N = Number of students tested

[1]**Source**: California Department of Education California Standards Test Summary Reports: *http://star.cde.ca.gov/star2002/Reports.html*
[2]**Source**: Elementary - Queried District "Aeries" Database
     Middle School and High School - California Department of Education Additional Demographic Reports: *http://www.eddataonline.com/CST2002/*

1.2 **Performance indicator:** The percentage of students, in the aggregate and for 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).)

2002 California Standards Test
Mathematics Standards
Percent Proficient and Advanced

Grade	All Students[1]	English Learners[1]	English Only and Fluent English Proficient Students[1]	Female Students[1]	Male Students[1]	Economically Dis-advantaged Students[1]	Non-Economically Dis-advantaged Students[1]	Students Receiving Special Education Services[1]	Students Not Receiving Special Education Services[1]	African-American[2]	Asian-American[2]	Filipino-American[2]	Hispanic or Latino[2]	Pacific Islander[2]	White (not Hispanic)[2]
2	87% (N=415)	*	87% (N=405)	84% (N=209)	90% (N=206)	*	88% (N=397)	66% (N=38)	89% (N=369)	67% (N=15)	94% (N=48)	*	91% (N=23)	*	87% (N=268)
3	81% (N=440)	*	81% (N=430)	78% (N=211)	83% (N=229)	36% (N=11)	82% (N=421)	70% (N=49)	83% (N=383)	*	85% (N=34)	*	57% (N=23)	*	79% (N=345)
4	85% (N=414)	*	86% (N=411)	85% (N=199)	86% (N=215)	50% (N=12)	87% (N=399)	62% (N=45)	87% (N=302)	*	85% (N=34)	*	57% (N=21)	*	82% (N=311)
5	85% (N=405)	*	85% (N=401)	85% (N=195)	86% (N=210)	76% (N=13)	86% (N=389)	58% (N=47)	86% (N=293)	*	100% (N=31)	*	82% (N=22)	*	84% (N=231)
6	73% (N=479)	*	74% (N=469)	74% (N=261)	72% (N=218)	*	73% (N=460)	32% (N=37)	72% (N=335)	*	87% (N=52)	*	56% (N=18)	*	73% (N=384)
7	66% (N=451)	*	67% (N=440)	64% (N=224)	68% (N=227)	27% (N=11)	67% (N=431)	34% (N=41)	62% (N=299)	*	82% (N=51)	*	45% (N=29)	*	66% (N=348)
8 General Math	25% (N=122)	*	24% (N=119)	29% (N=56)	21% (N=66)	*	24% (N=117)	3% (N=29)	30% (N=83)	*	*	*	13% (N=15)	*	27% (N=93)
8 Algebra I	65% (N=294)	-	65% (N=292)	67% (N=145)	63% (N=149)	*	65% (N=290)	*	56% (N=202)	*	71% (N=31)	*	58% (N=12)	*	65% (N=242)
8 Geometry	100% (N=11)	-	100% (N=11)	*	*	-	100% (N=11)	-	-	-	*	-	-	-	*
9 General Math	15% (N=131)	*	14% (N=128)	11% (N=56)	17% (N=75)	16% (N=19)	14% (N=112)	4% (N=24)	17% (N=107)	*	*	*	13% (N=32)	*	16% (N=89)
9 Algebra I	35% (N=323)	*	35% (N=322)	33% (N=158)	37% (N=165)	23% (N=13)	36% (N=310)	23% (N=13)	34% (N=287)	*	29% (N=17)	*	25% (N=32)	*	37% (N=266)
9 Geometry	75% (N=145)	-	75% (N=145)	73% (N=83)	76% (N=62)	*	75% (N=143)	*	72% (N=118)	-	79% (N=19)	*	*	-	76% (N=113)
10 Algebra I	4% (N=94)	*	4% (N=91)	5% (N=44)	4% (N=50)	0% (N=11)	5% (N=82)	*	5% (N=85)	*	*	*	7% (N=14)	-	4% (N=69)
10 Geometry	40% (N=234)	-	40% (N=234)	38% (N=108)	42% (N=125)	9% (N=11)	42% (N=223)	*	38% (N=220)	*	*	*	30% (N=30)	*	42% (N=191)
10 Algebra II	62% (N=179)	*	63% (N=177)	62% (N=94)	64% (N=85)	*	63% (N=172)	*	50% (N=118)	*	71% (N=21)	-	54% (N=13)	-	62% (N=142)
11 Geometry	3% (N=71)	-	3% (N=71)	3% (N=39)	3% (N=32)	0% (N=13)	3% (N=58)	*	1% (N=68)	*	*	-	*	*	2% (N=59)
11 Algebra II	12% (N=181)	*	13% (N=179)	11% (N=83)	13% (N=98)	0% (N=12)	13% (N=169)	*	13% (N=172)	*	*	*	5% (N=21)	-	13% (N=145)
11 High School Math	65% (N=173)	*	64% (N=172)	59% (N=80)	69% (N=93)	*	65% (N=170)	*	56% (N=126)	-	74% (N=23)	-	*	-	64% (N=26)

* 10 or fewer students
N = Number of students tested

[1]**Source**: California Department of Education California Standards Test Summary Reports: http://star.cde.ca.gov/star2002/Reports.html
[2]**Source**: Elementary - Queried District "Aeries" Database
   Middle School and High School - California Department of Education Additional Demographic Reports: http://www.eddataonline.com/CST2002/

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

1/1 = 100%

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.

**Percent of 2001-2002 Limited English Proficient Students
Attaining English Proficiency by the End of the School Year[3]**

Grade	%
PEP / K	*
1	*
2	*
3	*
4	*
5	*
6	*
7	*
8	61% (N=18)
9	86% (N=14)
10	68% (N=19)
11	77% (N=13)

* 10 or fewer students
 N = Number of students tested

[3]**Source**: District CELDT Test results, students achieving Early Advanced or above

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.

2002 California Standards Test
English/Language Arts Standards (Reading and Writing)
Percent Proficient and Advanced

Grade	English Learners[1]
2	*
3	*
4	*
5	*
6	*
7	*
8	*
9	*
10	0% (N=14)
11	*

* 10 or fewer students
 N = Number of students tested

[1]Source: California Department of Education California Standards Test Summary Reports:
http://star.cde.ca.gov/star2002/Reports.html

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.

2002 California Standards Test
Mathematics Standards
Percent Proficient and Advanced

Grade	English Learners[1]
2	*
3	*
4	*
5	*
6	*
7	*
8 General Math	*
8 Algebra I	-
8 Geometry	-
9 General Math	*
9 Algebra I	*
9 Geometry	-
10 Algebra I	*
10 Geometry	-
10 Algebra II	*
11 Geometry	-
11 Algebra II	*
11 High School Math	*

* 10 or fewer students

[1]Source: California Department of Education California Standards Test Summary Reports:
http://star.cde.ca.gov/star2002/Reports.html

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).

```
95%   of   MBUSD   teachers   are   "highly   qualified."
Teachers  considered  not  "highly  qualified"  are  still
under  emergency  credentials  or  do  not  have  a major or
a  teaching  credential  in  the  subject  currently  being
taught.   Most  will  become  "highly  qualified"  by  the
beginning  of  the  2003-2004  school  year.   Teachers with
enough   course   work   to   authorize   their   teaching
assignment  per  board  approval  are  being  considered
"highly qualified."
```

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

```
Staff Development Days:
August 28, 2002: 255 teachers attended/335 = 76%
August 29, 2002: 249 teachers attended/335 = 74%
March 14, 2003:  298 teachers attended/335 = 89%
```

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).)

```
N/A.   We  do  not  hire  Instructional  Assistants  with
Title I funds.
```

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.

```
0%
```

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.

<table>
<tr><td colspan="13" align="center">2001-2002 Numbers of 12th Grade Graduates
Mira Costa High School[1]</td></tr>
<tr><td colspan="7" align="center">GRADUATES BY ETHNICITY</td><td colspan="2" align="center">GRADUATES BY GENDER</td><td></td><td></td><td colspan="2" align="center">TOTALS</td></tr>
<tr><td>Am Ind/Alaska Native</td><td>Asian</td><td>Pacific Islander</td><td>Filipino</td><td>Hispanic or Latino</td><td>African American</td><td>White</td><td>Male</td><td>Female</td><td>Special Ed</td><td>English Learners</td><td># of Graduates</td><td>12th Grade Enrollment</td></tr>
<tr><td>0</td><td>29 (100%)</td><td>2 (100%)</td><td>2 (100%)</td><td>63/64 (98.4%)</td><td>16/18 (88.9%)</td><td>390/395 (98.7%)</td><td>253/256 (98.8%)</td><td>249/254 (98.0%)</td><td>23/26 (88.5%)</td><td>14 (100%)</td><td>502 (98.4%)</td><td>510</td></tr>
</table>

[1]**Source**: Dataquest: *http://data1.cde.ca.gov/dataquest/*
Queried District "Aeries" Database

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.

2001-2002 Dropout Rates for Grades 9-12 **Mira Costa High School[1]**												
DROPOUTS BY ETHNICITY							DROPOUTS BY GENDER		TOTALS			
Am Ind/Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Male	Female	# of Dropouts	Enrollment	4 Year Derived Rate	1 Year Rate
0 (0.0%)	1 (0.8%)	0 (0.0%)	0 (0.0%)	4 (1.5%)	3 (8.8%)	18 (1.0%)	10 (0.8%)	16 (1.4%)	26	2,344	4.5	1.1%

[1]**Source**: Dataquest: *http://data1.cde.ca.gov/dataquest/*
1 Year Rate Formula: (Gr. 9-12 Dropouts/Gr. 9-12 Enrollment)*100
4 Year Derived Rate Formula: (1-((1-(drop gr 9/enroll gr 9))*(1-(drop gr 10/enroll gr 10))*(1-(drop gr 11/enroll gr 11))*(1-(drop gr 12/enroll gr 12))))*100

APPENDIX B

Links to Data Web sites

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

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

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

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

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

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

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

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

71

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

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

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
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

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: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

Program	Grade	1	2	3	4	5	Category
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B