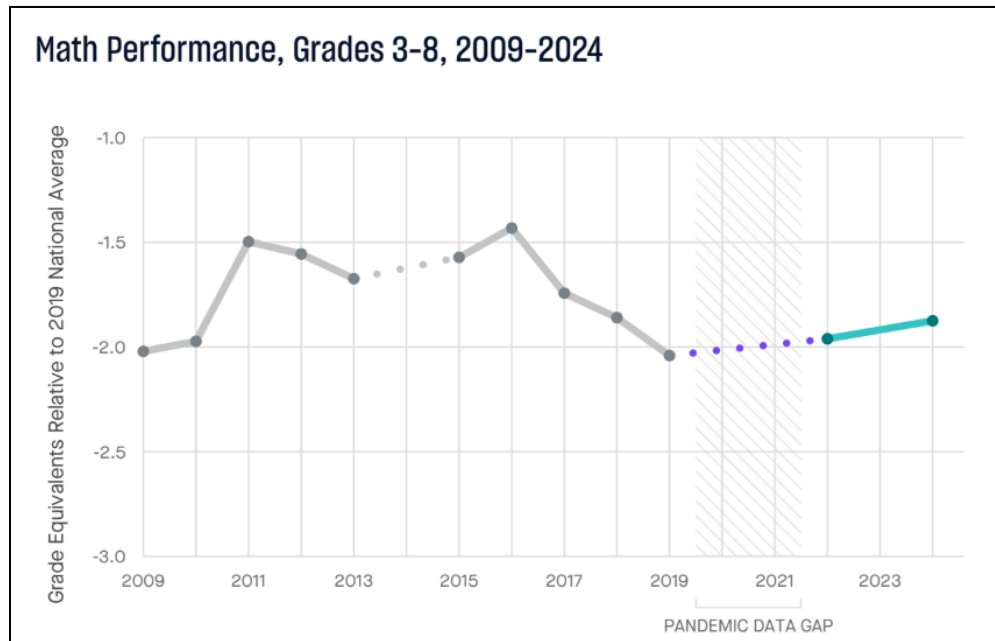


EDUCATION RECOVERY SCORECARD

Monterey Peninsula Unified School District
Monterey, California



Student Demographics:

Total student population: 9,252
Hispanic/Latino: 62%
White: 19%
Black/African-American: 5%
Asian: 5%
Filipino: 4%
Socioeconomically disadvantaged: 66%
English learners: 26%
Homeless*: 20%

*The McKinney-Vento Homeless Assistance Act defines youth and children experiencing homelessness as those who are unsheltered, in shelters, living in a hotel/motel, or who are doubled or tripled up in a home.

Dr. PK Diffenbaugh, Superintendent

- “Increasing our school leaders’ knowledge of the curricula has allowed them to have meaningful conversations about specific standards and instructional strategies with teachers. When principals and teachers speak the same language, they can collaborate to strengthen classroom instruction.”
- “Addressing chronic absenteeism requires uncovering and addressing the specific barriers that prevent students from getting to school and helping them show up prepared and in the right headspace to learn.”

Cresta McIntosh, Associate Superintendent of Educational Services

- “As a district, we identify priority students in need of the most support, such as our multi-lingual learners. Our focus on high-quality instruction not only helps those priority students, but all students in their academic growth.”
- “In the past, a focus on making sure students could access the curriculum could have the unintended consequence of watering down instruction. Now, we are seeing decisionmaking that builds scaffolds and supports for all students in accessing grade-level work. Our students rise to the expectations we set for them.”

Background:

In Monterey Peninsula Unified School District, two-thirds of students are socioeconomically disadvantaged, one in four students are English learners, and one in five students are homeless. Despite the significant challenges facing its students, MPUSD has maintained stable student achievement throughout the pandemic. Among the district’s successes are the implementation of wraparound student supports, including efforts to address the root causes of chronic absenteeism, and leadership development at the school and district level.

Strategies for Success:

Curriculum-focused leadership development:

- MPUSD selected a high-quality curriculum for middle school mathematics during the 2018-19 school year and began implementing i-Ready in 2019-20, along with curriculum-aligned professional learning for educators. Despite these efforts, the district was not seeing the success it wanted: there were disparities across schools and classrooms were using the curricular resources in different ways or not at all. The pandemic further impacted the successful implementation of the curriculum.
- The district identified a need to equip school and district leaders with an instructional leader mindset to help teachers bring the new curriculum to life. In 2021, MPUSD received the [Effective Implementation Cohort](#) (EIC) grant from UnboundEd and CORE Learning to build the capacity of district and school leaders to support implementation.
- MPUSD recognized that principals and other school and district leaders desired more expertise in conducting classroom evaluations for middle school math. Through the EIC grant, school and district leaders were able to unpack the curriculum and internalize the lessons and language used in them. Then, the leaders conducted classroom walkthroughs to observe how teachers used the materials.
- Because the leaders understood the details of the lessons and the purpose of the different instructional practices embedded throughout, they could discuss their observations with teachers. Leaders were trained to explore how teacher modification of the lessons enhanced or hindered how students were learning.
- These efforts helped [increase](#) district leaders’ knowledge of effective curriculum implementation and helped school leadership teams build their capacity to implement such programs. [According](#) to Associate Superintendent McIntosh, every single teacher in every middle school classroom in the district now uses the curriculum with integrity.
- An additional outcome of these efforts is that school and district leaders formed stronger systems of support. For example, in one school, there was only one middle school mathematics teacher. The teacher began attending meetings with a professional learning community at another school for peer support.

Addressing chronic absenteeism:

- MPUSD [received a grant](#) for nearly \$1.4 million over three fiscal years (2024 to 2027) to support efforts to reduce chronic absenteeism. The district’s program, called Promoting

Attendance through Collaboration and Compassionate Systems (PACCS), focuses on non-punitive and evidence-based practices to address the causes of absenteeism, enhance instructional time, student engagement, and academic performance.

- Specific components of the PACCS program include increasing collaboration among attendance staff across the district, providing telehealth services, improving access to data on absenteeism, technical assistance, and increased family support. The district also hired three additional intervention specialists to increase its capacity for working with families and conducting home visits.
- MPUSD implemented a pilot program called EveryDay Labs that allows leaders at every school site to access attendance rates and identify the students who are absent and provides resources to families with chronically absent students, such as a chat box to identify the barriers their child is experiencing.
- MPUSD reports that the five schools where the pilot program has been implemented saw decreases in chronic absenteeism. The chronic absenteeism rate dropped from 26.9% in the 2022-23 school year to 16.07% in the 2023-24 school year districtwide.