

**LOCAL EDUCATIONAL AGENCY PLAN**

Moorpark Unified School District

**LEA Plan Information:**

Name of Local Educational Agency (LEA): **Moorpark Unified School District**

County/District Code: **56739400000000**

Dates of Plan Duration: **2016-2021**

Date of Local Governing Board Approval:

District Superintendent: Dr. Kelli Hays

Address: 5297 Maureen Lane

City: Moorpark

Zip code: 93021

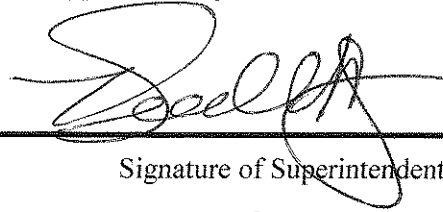
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**Signatures**

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

Dr. Kelli Hays



Printed or typed name of Superintendent

Date

Signature of Superintendent

Ute Van Dam



Printed or typed name of Board President

Date

Signature of Board President

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## **Part I Background and Overview**

### ***Background***

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and Mathematics, by 2019-2020.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in English Language Arts and Mathematics.**
- 3. By 2019-2020, all students will be continue to be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

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

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

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

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

### ***Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Federal Program Monitoring***

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

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

#### ***The Consolidated Application (ConApp)***

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

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

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

### ***The Local Educational Agency Plan (LEA Plan)***

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

### ***Federal Program Monitoring (FPM)***

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. Federal Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

### ***Development Process for the LEA Plan***

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

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

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

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

## ***Step One: Measure the Effectiveness of Current Improvement Strategies***

### Analyze Student Performance

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

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

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

### Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

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

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

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

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

## ***Step Two: Seek Input from Staff, Advisory Committees, and Community Members***

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

### ***Step Three: Develop or Revise Performance Goals***

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

### ***Step Four: Revise Improvement Strategies and Expenditures***

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

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

### ***Step Five: Local Governing Board Approval***

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

### ***Step Six: Monitor Implementation***

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

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

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

## 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	
<b>X</b>	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
<b>X</b>	Title II, Part A, Subpart 2, Improving Teacher Quality	<b>X</b>	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
<b>X</b>	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	<b>X</b>	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
<b>X</b>	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$80,867	\$492, 414		
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	\$70,711	\$170,953		
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$30,076	\$116, 586		
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	<b>\$181,654</b>	<b>\$779,953</b>		

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	\$0	\$676,714		
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	\$0	\$26,088		
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</b>	<b>\$0</b>	<b>\$702,802</b>		

## **Part II The Plan**

### **District Profile:**

Moorpark Unified School District is committed to ensuring academic excellence for our students through highly effective teaching and leadership, innovative 21st century learning environments, and connecting with every student, every day.

Moorpark Unified School District is located within the city of Moorpark, which is a medium-sized bedroom community of approximately 35,000 people. The city is located in Ventura County in southern California and has a median family income of \$102, 309 (2010 Census). Moorpark Unified School District has eleven schools consisting of one comprehensive high school, two alternative high schools, two comprehensive middle schools, one K-8 school and five elementary schools for a total of approximately 6626 students. MUSD student demographics consist of the following: 45.2 % White, 44.8 % Hispanic and 10 % not White or Hispanic. 34.9 % of the students are Economically Disadvantaged and qualify for the Free and Reduced Federal School Lunch Program, 19.3% are English Learners, 9.3% are Reclassified FEP, 12% qualify for Special Education Services and .3% (less than 1%) or a total of twenty (20) students are identified as Foster Youth.

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in English Language Arts and Mathematics, by 2019-2020.***

**Planned Improvement in Student Performance in ELA**

Description of Specific Actions to Improve Education Practice in <i>English Language Arts</i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1. Alignment of instruction with content standards:</b>				
1.1 Provide extensive and on-going teacher development in CA State Standards in ELA, ELD, Next Generation Science Standards and Instructional Technology.	District Admin Site Admin Teachers	Cost of Professional Development Cost of Substitute salaries Cost of materials	\$75,000	Unrestricted State Funds Common Core Implementation Funds Federal Funds
1.2 Designate a Teacher on Special Assignment to provide ELD coaching and support to teachers with ELD standards and instructional strategies (K-5).	District Admin Site Admin Teachers TOSA	Cost of TOSA salary	\$83,000	Unrestricted State Funds
1.3 Provide Elementary Teacher on Special Assignment in ELA to assist teachers with Common Core unit design, instructional strategies and implementation of the CA State Standards.	District Admin Site Admin Teachers TOSA	Cost of TOSA salary	\$83,000	Unrestricted State Funds
1.4 Continue Response to Intervention (RtI <sup>2</sup> ).	District Admin Site Admin Teachers Instructional Assistants	Cost of Educator and Paraeducator salaries	\$ 416,000	Unrestricted State Funds

1.5 Provide elementary and secondary ELA teachers collaboration/planning release time to develop lessons and units.	Site Admin Teachers	Cost of Substitute salaries Cost of materials	\$90,000 See 2.2	Unrestricted State Funds
<b>2. Use of standards-aligned instructional materials and strategies:</b>				
2.1 Provide RtI <sup>2</sup> for students not meeting grade level standards with support by Credentialed Literacy teachers and trained instructional assistants.	District Admin Site Admin Teachers	Cost of Substitute salaries Cost of materials	\$92,803	Unrestricted State Funds Federal Funds
2.2 Schedule weekly teacher collaboration (PLCs) to review student performance data and monitor progress.	Site Admin Teachers	Cost of Substitute salaries for teacher release time	\$90,000	Unrestricted State Funds Common Core Implementation Funds
2.3 Supply each student with appropriate ELA and/or ELD core and supplemental instructional materials.	Site Admin Teachers	Cost of materials	\$ 905,000	Unrestricted State Funds Common Core Implementation Funds Federal Funds
2.4 Provide necessary intervention materials to support the needs of students not meeting grade level standards.	Site Admin Teachers	Cost of materials and site licenses for instructional technology	\$ 106,000	Unrestricted State Funds Federal Funds
<b>3. Extended learning time:</b>				
3.1 Provide before and/or afterschool homework help in grades 1-5, three days a week, as recommended by classroom teacher.	Site Admin Teachers	Cost of Teacher salaries Cost of materials	\$190,000	Unrestricted State Funds Federal Funds
3.2 Offer summer school opportunities: <ul style="list-style-type: none"> <li>• First 5 for Kindergarten (K)</li> <li>• Reading remediation (1-5)</li> <li>• APEX credit recovery (9-12)</li> <li>• Special education (K-12)</li> </ul>	Site Admin Summer School Teachers	Cost of Teacher salaries	\$135,000	Unrestricted State Funds
3.3 Offer Zero Period AVID (high school).	Site Admin Teachers	N/A	N/A	Unrestricted State Funds
3.4 Offer Zero Period ELD (middle school).	Site Admin Teachers	N/A	N/A	Unrestricted State Funds

3.5 Offer lunch-time Homework Help (Grades 6-8)	Site Admin Teachers	Cost of Instructional Assistant salaries Cost of materials	\$12,500	Unrestricted State Funds
<b>4. Increased access to technology:</b>				
4.1 Continue process of adding a media room to two additional school sites.	District Admin District Director of Technology Site Admin Teachers	Media room addition	\$48,000	Local Measure S Funds
4.2 Continue to use educational software for ELA.	District Admin District Director of Technology Site Admin Teachers TOSAs	Cost of licenses for <i>IXL</i> and <i>Moby Max</i>	\$8,000	Unrestricted State Funds
4.3 Continue to provide two instructional technology Teachers on Special Assignment to provide training and support to classrooms teachers.	District Admin District Director of Technology Site Admin Teachers TOSAs	Cost of TOSA salaries	\$204,316	Local Measure S Funds
4.4 Maintain each classroom as a 21 <sup>st</sup> Century learning environment by providing appropriate instructional technology.	District Admin District Director of Technology Site Admin Teachers	Instructional technology and software licenses	\$123,000	Unrestricted State Funds

<b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b>				
5.1 Provide on-going professional development in ELD Standards and ELA/ELD Framework.	District Admin Site Admin Teachers	Cost of Professional Development	\$26,000	Unrestricted State Funds
5.2 Schedule weekly teacher collaboration (PLCs) to review student performance data and monitor progress.	Site Admin Teachers	Cost of Substitute salaries Cost of materials	\$90,000 See 2.2 above	Unrestricted State Funds
5.3 Provide staff development in reading unit development.	District Admin Site Admin Teachers	Cost of Professional Development Cost of Substitute salaries Cost of materials	\$75,000	Unrestricted State Funds PD CCSS Funds Title II Funds
<b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b>				
6.1 Provide additional hours for bilingual counselor parent outreach.	Site Admin Teachers	Counselor salary	\$13,800	Unrestricted State Funds
6.2 Encourage parent attendance at various district and school meetings such as: <ul style="list-style-type: none"> <li>• Parent Advisory Committee (PAC) meetings</li> <li>• School Site Council (SSC) meetings</li> <li>• English Language Advisory Committee (ELAC)/District English Language Advisory Committee (DELAC) meetings</li> <li>• Bilingual Parent Coffee Chats</li> <li>• PTA and Booster meetings</li> <li>• Title I Parent meetings</li> </ul>	District Admin Site Admin Teachers	Translators for District and site meetings (ELAC, DELAC, BTSN, SSC, parent conferences)  Childcare  Supplies for parent meetings and chats	\$15,300	Unrestricted State Funds  Federal Funds
6.3 Create on-line stakeholder input surveys for all stakeholders groups.	District Admin Site Admin	N/A	N/A	N/A
6.4 Implement <i>Parent Involvement for Quality Education (PIQE)</i> at comprehensive middle schools and K-8 schools.	District Admin Site Admin	Cost of <i>PIQE</i>	\$60,000	Unrestricted State Funds Federal Funds

<b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b>				
7.1 Provide EL Academic Liaison for middle school students.	District Admin Site Admin EL Academic Liaison	Academic Liaison Salary	\$36,000	Unrestricted State Funds
7.2 Support students to meet the A-G Requirements: <ul style="list-style-type: none"> <li>• Provide 1:1 registration time for all students by guidance counselors.</li> <li>• Schedule grade level visits by guidance counselors.</li> <li>• Schedule College and Career Tech visits for 10<sup>th</sup> graders.</li> <li>• Provide students with additional APEX on-line A-G courses.</li> <li>• Provide AVID advisors to monitor students.</li> </ul>	District Admin Site Admin Teachers AVID Advisors Counselors	APEX Licenses AVID Stipend	\$103,125 \$2,240	Unrestricted State Funds Unrestricted State Funds
<b>8. Monitoring program effectiveness:</b>				
8.1 Administer CAASPP: Smarter Balanced Summative Assessments in ELA	District Admin District Director of Technology Site Admin Teachers	Training and professional development	\$10,000	Unrestricted State Funds Federal Funds
8.2 Monitor student progress through weekly (elementary) and bi-weekly (secondary) teacher collaboration (PLC) meetings.	Site Admin Teachers	N/A	N/A	N/A
8.3 Monitor <i>CHAMPS</i> implementation at secondary schools and in secondary classrooms.	Site Admin Teachers	N/A	N/A	N/A
8.4 Monitor and provide support to students' academic, social and emotional progress through regular guidance counselor visits.	Site Admin Teachers Counselors	N/A	N/A	N/A

<b>9. Targeting services and programs to lowest-performing student groups:</b>				
9.1 Provide designated and integrated ELD instruction during the school day.	District Admin Site Admin Teachers	Cost of materials	\$5,000	Common Core Implementation Funds
9.2 Implement <i>Rosetta Stone</i> program for newcomers.	District Admin Site Admin Teachers	Cost of <i>Rosetta Stone</i> licenses	\$13,600	Unrestricted State Funds
9.3 Continue Response to Intervention (RtI <sup>2</sup> ).	District Admin Site Admin Teachers Instructional Assistants	Cost of Educator and Paraeducator salaries	\$416,000	Unrestricted State Funds
<b>10. Any additional services tied to student academic needs:</b>				
10.1 Provide additional academic counselor for EL/RFEP and Foster Youth middle school students.	District Admin Site Admin Counselors	Counselor salary	\$105,541	Unrestricted State Funds
10.2 Maintain AVID guidance counselor to provide students with college counseling.	District Admin Site Admin AVID Guidance Counselor	Counselor salary	N/A	N/A
10.3 Lower class size in ELA in grades 6-12.	District Admin Site Admin	Cost of 5 additional Certificated FTEs	\$471, 246	Unrestricted State Funds

<p>10.4 Add seven new and expand one existing College and Career Pathways:</p> <ul style="list-style-type: none"> <li>• Performing Arts – Instrumental</li> <li>• Performing Arts –Vocal</li> <li>• Performing Arts – Drama/Theatre Arts</li> <li>• Education and Child Development</li> <li>• Games and Simulations (expand)</li> <li>• Science and Engineering (STEM)</li> <li>• Visual and Media Arts Studio</li> <li>• Visual and Media Arts Technology</li> </ul>	<p>District Admin  Site Admin  Teachers</p>	<p>Cost of Teacher release time  Cost of materials</p>	<p>\$12,000</p>	<p>Unrestricted State Funds</p>
<p>10.5 CTE/ROP/Academy Partnership Completion</p> <ul style="list-style-type: none"> <li>• Increase student awareness of career pathways, ROP classes, and academy partnerships.</li> <li>• Maintain <i>Naviance</i> student participation rate of 90%.</li> <li>• Implement <i>Get Focused, Stay Focused Curriculum</i> for 9<sup>th</sup> grade students.</li> <li>• Develop CTE Capstone Courses for each pathway that includes community partnerships and internships.</li> <li>• Provide <i>Business Academy Partnership</i> students with internships during 12<sup>th</sup> grade.</li> <li>• Increase entrepreneurship opportunities for middle and high school students.</li> <li>• Add .5 FTE CTE Coordinator to assist with implementation of CTE pathways.</li> </ul>	<p>District Admin  Site Admin  Teachers  CTE Coordinator</p>	<p>Cost of .5 CTE Coordinator  Cost of Teacher release time  Cost of materials</p>	<p>\$62,931</p>	<p>Unrestricted State Funds</p>

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in ELA and Mathematics, by 2019-2020.***

**Planned Improvement in Student Performance in *Mathematics***

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1. Alignment of instruction with content standards:</b>				
1.1 Provide extensive and on-going teacher development in CA State Standards in Math, ELD, Next Generation Science Standards and Instructional Technology.	District Admin Site Admin Teachers	Cost of Professional Development Cost of Substitute salaries Cost of materials	\$75,000	Unrestricted State Funds Common Core Implementation Funds Federal Funds
1.2 Designate a Teacher on Special Assignment to provide ELD coaching and support to teachers on ELD standards and instructional strategies (K-5).	District Admin Site Admin Teachers TOSA	Cost of TOSA salary	\$83,000	Unrestricted State Funds
1.3 Continue Response to Intervention (RtI <sup>2</sup> ).	District Admin Site Admin Teachers Instructional Assistants	Cost of Educator and Paraeducator salaries	\$ 416,000	Unrestricted State Funds
1.4 Provide elementary and secondary Math teachers collaboration/planning release time to work on Math benchmarks and develop lessons and units.	Site Admin Teachers	Cost of Substitute salaries Cost of materials	\$90,000 See 2.2 above	Unrestricted State Funds

<b>2. Use of standards-aligned instructional materials and strategies:</b>				
2.1 Provide RtI <sup>2</sup> for students not meeting grade level standards with support by credentialed teachers and trained instructional assistants.	District Admin Site Admin Teachers	Cost of Substitute salaries Cost of materials	\$92,803	Unrestricted State Funds Federal Funds
2.2 Schedule weekly teacher collaboration (PLCs) to review student performance data and monitor progress.	Site Admin Teachers	Cost of Substitute salaries for teacher release time	\$90,000	Unrestricted State Funds Common Core implementation Funds
2.3 Supply each student with appropriate Math and/or ELD core and supplemental instructional materials.	Site Admin Teachers	N/A	N/A	N/A
2.4 Provide necessary Math intervention materials to support students not meeting grade level standards.	Site Admin Teachers	Cost of materials: <i>IXL</i> , <i>Moby Max</i> , and <i>ALEKS</i>	\$ 10,000	Unrestricted State Funds Federal Funds
<b>3. Extended learning time:</b>				
3.1 Provide before and/or afterschool homework help in grades 1-5, three days a week, as recommended by classroom teacher.	Site Admin Teachers	Cost of Teacher salaries Cost of materials	\$190,000	Unrestricted State Funds Federal Funds
3.2 Offer summer school opportunities: <ul style="list-style-type: none"> <li>• First 5 for Kindergarten (K)</li> <li>• Reading remediation (1-5)</li> <li>• APEX credit recovery (9-12)</li> <li>• Special education K-12)</li> </ul>	Site Admin Summer School Teachers	Cost of Teacher salaries	\$135,000	Unrestricted State Funds
3.3 Offer Zero Period AVID (high school).	Site Admin Teachers	N/A	N/A	N/A
3.4 Offer Zero Period ELD (middle school).	Site Admin Teachers	N/A	N/A	N/A
3.5 Offer lunch-time Homework Help (Grades 6-8).	Site Admin Teachers	Cost of Instructional Assistant salaries Cost of materials	\$12,500	Unrestricted State Funds

<b>4. Increased access to technology:</b>				
4.1 Continue use of <i>ALEKS</i> (computer adaptive individualized math support program) for graduation intervention support class.	District Admin District Director of Technology Site Admin Teachers	Cost of <i>ALEKS</i>	\$2,000	Unrestricted State Funds
4.2 Continue process of adding a media room to two additional school sites.	District Admin District Director of Technology Site Admin Teachers	Media room addition	\$48,000	Local Measure S Funds
4.3 Continue to provide two instructional technology Teachers on Special Assignment to provide training and support to classrooms teachers.	District Admin District Director of Technology Site Admin Teachers TOSAs	Cost of TOSA salaries	\$204,316	Local Measure S Funds
4.4 Maintain each classroom as a 21 <sup>st</sup> Century learning environment by providing appropriate instructional technology.	District Admin District Director of Technology Site Admin Teachers	Instructional technology and software licenses	\$123,000	Unrestricted State Funds
<b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b>				
5.1 Provide on-going professional development in Math Framework and ELD Standards.	District Admin Site Admin Teachers	Cost of Professional Development	\$26,000	Unrestricted State Funds

5.2 Schedule weekly teacher collaboration (PLCs) to review student performance data and monitor progress.	Site Admin Teachers	Cost of Substitute salaries Cost of materials	\$90,000 See 2.2 above	Unrestricted State Funds
5.3 Provide staff development in math unit development.	District Admin Site Admin Teachers	Cost of Professional Development Cost of Substitute salaries Cost of materials	\$75,000	Unrestricted State Funds Federal Funds
<b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b>				
6.1 Provide additional hours for bilingual counselor parent outreach	Site Admin Teachers	Counselor salary	\$13,800	Unrestricted State Funds
6.2 Encourage parent attendance at various district and school meetings such as: <ul style="list-style-type: none"> <li>• Parent Advisory Committee (PAC) meetings</li> <li>• School Site Council (SSC) meetings</li> <li>• English Language Advisory Committee (ELAC)/District English Language Advisory Committee (DELAC) meetings</li> <li>• Bilingual Parent Coffee Chats</li> <li>• PTA and Booster meetings</li> <li>• Title I Parent meetings</li> </ul>	District Admin Site Admin Teachers	Translators for District and site meetings (ELAC, DELAC, BTSN, SSC, parent conferences)  Childcare  Supplies for parent meetings and chats	\$15,300	Unrestricted State Funds Federal Funds
6.3 Create on-line stakeholder input surveys for all stakeholders groups.	District Admin Site Admin Teachers	N/A	N/A	N/A
6.4 Implement <i>Parent Involvement for Quality Education (PIQE)</i> at comprehensive middle schools and K-8 schools.	District Admin Site Admin	Cost of <i>PIQE</i>	\$60,000	Unrestricted State Funds Federal Funds
<b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b>				
7.1 Provide EL Academic Liaison for middle school students	District Admin Site Admin EL Academic Liaison	Academic Liaison salary	\$36,000	Unrestricted State Funds

7.2 Support students to meet the A-G Requirements: <ul style="list-style-type: none"> <li>• Provide 1:1 registration time for all students by guidance counselors.</li> <li>• Schedule grade level visits by guidance counselors.</li> <li>• Schedule College and Career Tech visits for 10<sup>th</sup> graders.</li> <li>• Provide students with additional <i>APEX</i> on-line A-G courses.</li> <li>• Provide AVID advisors to monitor students.</li> </ul>	District Admin	<i>APEX</i> Licenses	\$103,125	Unrestricted State Funds
	Site Admin Teachers AVID Advisors Counselors	AVID Stipend	\$2,240	Unrestricted State Funds
<b>8. Monitoring program effectiveness:</b>				
8.1 Administer CAASPP: Smarter Balanced Summative Assessments in Math.	District Admin District Director of Technology Site Admin Teachers	Training and professional development	\$10,000	Unrestricted State Funds Federal Funds
8.2 Monitor student progress through weekly (elementary) and bi-weekly (secondary) teacher collaboration (PLC) meetings.	Site Admin Teachers	N/A	N/A	N/A
8.3 Monitor <i>CHAMPS</i> implementation at secondary schools and in secondary classrooms.	Site Admin Teachers	N/A	N/A	N/A
8.4 Monitor and provide support to students' academic, social and emotional progress through regular guidance counselor visits.	Site Admin Counselors	N/A	N/A	N/A
<b>9. Targeting services and programs to lowest-performing student groups:</b>				
9.1 Continue use of <i>ALEKS</i> (computer adaptive individualized math support program) for graduation support class.	District Admin Site Admin Teachers	Cost of <i>ALEKS</i> licenses	\$2,000	Unrestricted State Funds

9.2 Provide integrated ELD instruction during the school day.	District Admin Site Admin Teachers	N/A	N/A	N/A
9.3 Continue Response to Intervention (RtI <sup>2</sup> ).	District Admin Site Admin Teachers Instructional Assistants	Cost of Educator and Paraeducator salaries	\$416,000	Unrestricted State Funds
<b>10 . Any additional services tied to student academic needs:</b>				
10.1 Provide additional academic counselor for EL/RFEP and Foster Youth middle school students.	District Admin Site Admin Counselors	Counselor salary	\$105,541	Unrestricted State Funds
10.2 Maintain AVID guidance counselor to provide students with college counseling.	District Admin Site Admin AVID Guidance Counselor	Counselor salary	N/A	N/A
10.3 Lower class size in Math in grades 6-12.	District Admin Site Admin	Cost of 5 additional Certificated FTEs	\$471, 246	Unrestricted State Funds
10.4 Add seven new and expand one existing College and Career Pathways: <ul style="list-style-type: none"> <li>• Performing Arts – Instrumental</li> <li>• Performing Arts –Vocal</li> <li>• Performing Arts – Drama/Theatre Arts</li> <li>• Education and Child Development</li> <li>• Games and Simulations (expand)</li> <li>• Science and Engineering (STEM)</li> <li>• Visual and Media Arts Studio</li> <li>• Visual and Media Arts Technology</li> </ul>	District Admin Site Admin Teachers	Cost of Teacher release time  Cost of materials	\$12,000	Unrestricted State Funds

<p>10.5 CTE/ROP/Academy Partnership Completion</p> <ul style="list-style-type: none"> <li>• Increase student awareness of career pathways, ROP classes, and academy partnerships.</li> <li>• Maintain <i>Naviance</i> student participation rate of 90%.</li> <li>• Implement <i>Get Focused, Stay Focused Curriculum</i> for 9<sup>th</sup> grade students.</li> <li>• Develop CTE Capstone Courses for each pathway that includes community partnerships and internships.</li> <li>• Provide <i>Business Academy Partnership</i> students with internships during 12<sup>th</sup> grade.</li> <li>• Increase entrepreneurship opportunities for middle and high school students.</li> <li>• Add .5 FTE CTE Coordinator to assist with implementation of CTE pathways.</li> </ul>	<p>District Admin Site Admin Teachers CTE Coordinator</p>	<p>Cost of .5 CTE Coordinator Cost of Teacher release time Cost of materials</p>	<p>\$62,931</p>	<p>Unrestricted State Funds</p>
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**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 English language arts and Mathematics.**

**Goal 2A: AMAO 1 -Annual Progress Learning English**

An increasing percentage of English learners will make annual progress in learning English.

- By January 2016, the percentage of English learners learning English will increase from 43.2% to 62.0%, in order to meet state defined growth expectations as measured by CELDT.

[Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3122(a)(3)(A)(i)]

Filing Cabinet Count	0	Budgeted:	\$7,000.00
Resources and state requirements for this goal Available	3		

**STRATEGY Schedule ELD**

**ACTION STEP**

**Schedule ELD**

Research based strategy: ELD is better than no ELD. To implement this, we will first review schedules at all site to verify time and schedule of ELD for English Learners.

Status	In Progress 11/14/2014	Filing Cabinet Count	1
Start-End Dates	08/19/2015 - 06/10/2016		
Tags	T3Y4		

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TASKS 0 of 3 Complete

<b>Review schedules from all sites.</b>	In Progress	Due 10/30/2015
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Each principal will review current ELD schedules to determine gaps in instruction or grade levels/proficiency levels where ELD is not taking place.

<b>Fix any gaps in ELD found.</b>	In Progress	Due 6/10/2016
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Principals identify gaps in ELD instruction and meet with site Leadership Team to develop a plan to address scheduling concerns.

<b>Submit Fall schedules.</b>	In Progress	Due 10/30/2015
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Principals submit schedules for 2015-16 school year to document all English Learners are receiving daily, instructed ELD. Minimum 30 minutes at elementary level, 50 minutes at secondary.

**Goal 2A: AMAO 1 -Annual Progress Learning English**

**STRATEGY                      Group English Learners**

Filing Cabinet Count            0

**ACTION STEP                      Provide sites EL data**

Twice a year (fall and when official CELDT results are available), the District will provide sites with updated data lists on EL status.

Status	In Progress	05/29/2015	Filing Cabinet Count	2
Start-End Dates	08/19/2015 - 02/26/2016			
Timeline Notes	Once in fall, as soon as we get local scoring data. Then in January/February when official scores are available.			
Tags	T3Y4			

**ACTION STEP                      Group English Learners - elementary**

Principals work with teachers to review CELDT level and other data to assign students to ELD groups at the elementary level.

Status	In Progress	05/29/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 10/30/2015			
Tags	T3Y4			

**ACTION STEP                      Group English Learners - secondary**

Principals work with counselors and ELD teachers to review CELDT level and other data to assign students to ELD classes at the secondary level.

Status	In Progress	05/29/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 10/30/2015			
Tags	T3Y4			

**ACTION STEP                      Provide teachers EL lists**

Teachers of EL students receive lists with CELDT and other relevant data for students in their classes/groups.

Status	In Progress	05/29/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 02/26/2016			

**Goal 2A: AMAO 1 -Annual Progress Learning English**

**STRATEGY Structure and monitor ELD time**

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Filing Cabinet Count	0	Budgeted	\$7,000.00
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**ACTION STEP      Review current ELD practices.**

Provide time for principals, support staff, and/or release teachers to observe in ELD classes.

Status	In Progress 05/29/2015	Filing Cabinet Count	2
Start-End Dates	08/19/2015 - 06/10/2016	Budgeted	\$5,000.00

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TASKS 0 of 4 Complete

<b>Refine observation protocol.</b>	In Progress	Due 2/26/2016
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Review current ELD observation rubric/checklists in use by principals.

<b>Use common rubric/checklist.</b>	In Progress	Due 6/10/2016
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Encourage use of a common observation rubric or checklist so that data across grade levels, sites, and district can be more easily discussed.

<b>Plan PD based on data.</b>	In Progress	Due 9/25/2015
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Use data gathered using observations to plan professional development.

<b>Share data.</b>	In Progress	Due 6/10/2016
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Share data from observations with teachers responsible for teaching ELD in staff, grade level, PLC meetings so they can review effective strategies.

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**ACTION STEP      Effective strategies in ELD PD**

Provide professional development on effective strategies, based on assessed needs of staff. (This action step is duplicated in the PD goal)

Status	In Progress 05/29/2015	Filing Cabinet Count	2
Start-End Dates	08/19/2015 - 06/10/2016	Budgeted	\$2,000.00

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**Goal 2B: AMAO 2 - English Proficiency**

An increasing percentage of English learners will attain English language proficiency annually.

- By January 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 24.4% to 25.5%, in order to meet state-defined expectations for meeting the CELDT criterion for English-language proficiency.
- By January 2016, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 22.2% to 52.8%, in order meet state-defined expectations for meeting the CELDT criterion for English-language proficiency.

[Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3122(a)(3)(A)(ii)]

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Filing Cabinet Count	0	Budgeted:	\$2,000.00
Resources and state requirements for this goal Available	3		

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**STRATEGY Strengthen district ELD program.**

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Filing Cabinet Count	0	Budgeted	\$2,000.00
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**ACTION STEP Increase urgency and acceleration**

Provide training for principals and build commitment to increasing the urgency, acceleration, and focus on English Learners.

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Status	In Progress 06/04/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/10/2016	Budgeted	\$2,000.00
Timeline Notes	District administration team and site principals will be participating in the Ventura County Office of Education's ELA/ELD framework workshops.		

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**Goal 2B: AMAO 2 - English Proficiency**

**STRATEGY Strengthen district ELD program.**

**ACTION STEP                      Increase urgency and acceleration**

TASKS 0 of 5 Complete

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<b>Administrative training</b>	In Progress	Due 6/19/2015
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Provide training for new admin in ELA/ELD framework.

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<b>Share training with teachers.</b>	In Progress	Due 6/12/2015
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Principals are receiving professional development on new ELA-ELD framework and effective strategies to strengthen the elementary program.

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<b>Discuss/use implications.</b>	In Progress	Due 6/12/2015
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Principals have standing agenda item on principal's meetings to discuss EL program. They committed to goal of reclassifying students who have been here since K by the end of 5th grade to increase sense of urgency among teachers.

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<b>Refine reclassification process.</b>	In Progress	Due 3/30/2015
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Principals/teachers determined the need to raise the bar for reclassification, so that students are clearly proficient at time of reclassification and won't need additional interventions. Reclassification procedures need to be rewritten.

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<b>Distribute reclassification.</b>	In Progress	Due 6/12/2015
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New reclassification criteria and process has been distributed and staff trained on implementation.

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**STRATEGY Evaluate/improve school climate.**

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Filing Cabinet Count	0
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**ACTION STEP                      Evaluate school culture.**

**Goal 2B: AMAO 2 - English Proficiency**

**STRATEGY Evaluate/improve school climate.**

**ACTION STEP Evaluate school culture.**

Each school site will conduct an internal survey with staff, students, and parents to review practices and the learning environment to make sure English Learners are included, affirmed, and connected.

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Status	In Progress 05/29/2015	Filing Cabinet Count	4
Start-End Dates	08/19/2015 - 06/10/2016		
Tags	T3Y4		

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**TASKS 0 of 4 Complete**

**Create and use survey.** In Progress Due 6/10/2016

Team will write, translate, and distribute LCAP survey.

**Review data.** In Progress Due 6/10/2016

After LCAP survey is completed at each site, District team will review and analyze data.

**Use data to plan improvements.** In Progress Due 6/10/2016

Each site will use survey data to identify strengths and weaknesses. Weak areas will be addressed in 2016-17 school year.

**Make improvements.** In Progress Due 1/8/2016

Each site will include improvements in SPSA (which are due to District December 2015) and discuss efforts to build inclusion and relationships for Long Term EL students with District administration.

**ACTION STEP Provide cultural competence training.**

District Leadership team will attend cultural competency training.

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Status	In Progress 05/29/2015	Filing Cabinet Count	0
Start-End Dates	08/02/2015 - 06/10/2016		
Tags	T3Y4		

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**Goal 2B: AMAO 2 - English Proficiency**

**STRATEGY Increase rigor for Long Term English Learners.**

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Filing Cabinet Count 0

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**ACTION STEP Review current placement of English Learners.**

Sites will review current placement of English Learners.

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Status	In Progress 05/29/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 10/30/2015		
Tags	T3Y4		

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**ACTION STEP Increase EL numbers in higher level placements.**

Based on baseline data, each site will increase the number of English Learners in enrichment, honors, CP, and AP classes.

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Status	In Progress 11/14/2014	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/10/2016		

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**ACTION STEP Provide support.**

Each site will also plan appropriate support (support class, tutoring, extended day, scaffolding of instruction, etc.) for EL students to be successful in enrichment, honors, CP, or AP setting.

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Status	In Progress 11/14/2014	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/10/2016		

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**Goal 2C: AMAO 3 - AYP for EL Subgroup**

An increasing percentage of English learners will attain proficiency in English language Arts and Mathematics annually.

- By September 2015, the percentage of English learners attaining proficiency in English language arts will increase from 71.0% to 74.0%, as measured by CAHSEE, in order to move toward state-defined expectations for proficiency in English language Arts.
- By September 2015, the LEA will meet the 95% participation rate for English learners assessed in English language Arts.
- By September 2015, the percentage of English learners attaining proficiency in Mathematics will increase from 73.0% to 76.0%, as measured by CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- By September 2015, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.

[Required per Elementary and Secondary Education Act, Sections 3116(a) & (b) and 3122(a)(3)(A)(iii)]

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Filing Cabinet Count	0	Budgeted:	\$114,000.00
Resources and state requirements for this goal Available	3		

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**STRATEGY Increase rigor for Long Term English Learners.**

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Filing Cabinet Count	0
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**ACTION STEP Increase EL success in higher level math.**

All sites will help prepare EL students to take and be successful in Mathematics courses.

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Status	In Progress 06/04/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/10/2016		

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**Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Increase rigor for Long Term English Learners.**

**ACTION STEP Increase EL success in higher level math.**

TASKS 0 of 4 Complete

**Math intervention - elementary.** In Progress Due 6/10/2016

Elementary sites will provide math interventions as needed during the day as well as before and/or after school homework help.

**Math intervention - middle school.** In Progress Due 6/10/2016

Middle schools will provide math interventions as needed during the day as well as before and/or after school homework help.

**Access to accelerated math pathways** In Progress Due 6/12/2015

Middle school counselors will provide counseling to encourage EL students to take accelerated math pathways.

**Increase access to higher level math.** In Progress Due 6/12/2015

Moorpark High School counselors will provide counseling to motivate and encourage English Learners to take higher level math courses.

**STRATEGY Use effective strategies in RtI<sup>2</sup>.**

Filing Cabinet Count 0 Budgeted \$114,000.00

**ACTION STEP Implement English Language Arts - elementary**

Continue to provide core English Language Arts program with fidelity at the classroom level and appropriate interventions to support EL students becoming proficient in RLA.

Status In Progress 06/04/2015 Filing Cabinet Count 0

Start-End Dates 08/19/2015 - 06/10/2016 Budgeted \$114,000.00

Timeline Notes Ongoing process

Tags T3Y4

**Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY Use effective strategies in RtI<sup>2</sup>.

**ACTION STEP Implement English Language Arts - elementary**

TASKS 0 of 4 Complete

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**Classroom RLA.** In Progress Due 6/10/2016

Principals will monitor RLA implementation at classroom level, minimize interruptions to RLA schedule.

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**Provide RLA interventions.** In Progress Due 10/30/2015

Identify students who need additional reading support.

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**Reading intervention training.** In Progress Due 10/30/2015

Provide training on intervention programs to appropriate teachers and support staff.

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**Reading intervention monitoring** In Progress Due 6/10/2016

Principals, reading intervention specialist, and TOSAs will provide ongoing monitoring, support, and coaching for paraprofessionals and teachers providing interventions.

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**ACTION STEP Implement English Language Arts - secondary**

Middle school and high school levels will provide classroom level, push-in, homework help, and computer based reading interventions.

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Status	In Progress 09/18/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/10/2016		
Timeline Notes	Ongoing		
Tags	T3Y4		

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**Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY Use effective strategies in RtI<sup>2</sup>.

**ACTION STEP**      **Support PLCs.**

TASKS 1 of 4 Complete

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<b>Provide PLCs collaboration time.</b>	In Progress	Due 6/10/2016
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All sites will provide PLCs time to meet, collaborate, discuss student work, refine classroom practices, plan interventions.

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<b>Provide PLCs student data.</b>	In Progress	Due 6/10/2016
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All principals, working with District staff, will provide PLCs student data and help them organize and analyze student results.

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<b>Evaluate PLCs.</b>	In Progress	Due 12/18/2015
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Principals and teachers will evaluate how PLCs are working and provide additional training as needed.

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<b>Provide PLC training</b>	Completed	Due 6/12/2015
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All administrators and site leaders will be trained in PLCs.

**Goal 2D: High Quality Professional Development**

**STRATEGY Provide professional development that supports EL.**

<b>ACTION STEP</b>	<b>Provide ELD training.</b>		
<b>TASKS</b>	1 of 7 Complete		
<b>Training on ELD strategies - elementary.</b>	In Progress	Due 6/10/2016	
All elementary teachers and paraprofessionals will attend training on effective ELD strategies.			
<b>Training on ELD standards - elementary.</b>	In Progress	Due 6/10/2016	
All elementary teachers will attend training on new ELA/ELD standards and framework.			
<b>Structured ELD with CRLP.</b>	Completed	Due 6/12/2015	
A District team of elementary teachers will attend intensive ELD training offered by Ventura County Office of Education and will share training with their sites.			
<b>Training on ELD -principals.</b>	In Progress	Due 6/10/2016	
All principals will attend trainings through Ventura County Office of Education on research on ELD.			
<b>Follow up/monitoring PD.</b>	In Progress	Due 6/10/2016	
Principals and TOSAs will monitor the implementation of strategies taught in PD, provide coaching and feedback to support teachers.			
<b>ELD training - secondary.</b>	In Progress	Due 6/10/2016	
New ELD staff will attend training on curriculum and effective strategies.			
<b>ELD Standards-secondary</b>	In Progress	Due 6/10/2016	
All secondary teachers will attend training on new ELA/ELD standards and framework.			

<b>ACTION STEP</b>	<b>Provide RtI<sup>2</sup> training.</b>		
As needed by teachers and support staff, training on classroom level and Tier 2 interventions will be provided. Training on high functioning PLCs also provided as needed by site/grade levels.			
<b>Status</b>	In Progress	10/29/2012	Filing Cabinet Count
<b>Start-End Dates</b>	08/19/2015 - 06/10/2016		
			0

**Goal 2D: High Quality Professional Development**

**STRATEGY Maintain EL Authorization.**

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Filing Cabinet Count      0

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**ACTION STEP      ELD and SDAIE authorization.**

On an annual basis, the personnel department will verify that 100% of ELD and SDAIE teachers have CTE authorization to provide this instruction.

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Status	In Progress 06/04/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/10/2016		
Timeline Notes	Confirm through personnel records and CALPADS Fall 2 submission.		
Tags	T3Y4		

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**Goal 2E: Parent and Community Participation**

The LEA will promote the involvement of parents and community members in the education of English learners.

- By June 2016, the LEA will improve and increase parent outreach strategies so that 75% of parents are active participants in the education of their children.

[Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(c)(2)]

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Filing Cabinet Count	0	Budgeted:	\$500.00
Resources and state requirements for this goal Available	1		

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**STRATEGY Provide parent outreach.**

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Filing Cabinet Count	0	Budgeted	\$500.00
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**ACTION STEP Assess parent needs.**

Annually assess need for DELAC and ELAC training, as well as parent interests for parent education and involvement.

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Status	In Progress 06/04/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/10/2016	Budgeted	\$500.00
Timeline Notes	This activity will occur every fall.		
Tags	Parent		

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**ACTION STEP Plan parent training/education.**

Use needs assessment data to plan parent training and parent education, based on input from parents.

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Status	In Progress 06/04/2015	Filing Cabinet Count	0
Start-End Dates	09/04/2015 - 11/20/2015		
Tags	Parent		

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**ACTION STEP Translate parent communication.**

## Goal 2E: Parent and Community Participation

### STRATEGY Provide parent outreach.

#### **ACTION STEP Translate parent communication.**

Ensure that parent communication is translated into Spanish. Use bilingual personnel (teachers, administrators, paraprofessionals, and community service volunteers) effectively to ensure parents have access to Back to School Night, parent conferences, and other parent involvement opportunities.

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Status	In Progress	06/04/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/10/2016			
Timeline Notes	This action step is ongoing.			
Tags	Parent			

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#### **ACTION STEP Provide Family Literacy classes.**

Provide parents Family Literacy classes where they help students develop academic vocabulary, share time reading together, commit to family reading, work together on English, check out books for reading at home.

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Status	In Progress	06/04/2015	Filing Cabinet Count	0
Start-End Dates	10/30/2015 - 06/10/2016			
Tags	Parent			

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#### **ACTION STEP Provide parenting classes.**

Provide Parent Project classes, 3 12 week sessions, for parents of at risk students. Classes cover parenting, helping student at home, etc.

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Status	In Progress	06/04/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/10/2016			
Tags	Parent			

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#### **ACTION STEP Provide leadership/empowerment training.**

Provide required training for DELAC and ELAC.

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Status	In Progress	06/04/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 11/20/2015			
Timeline Notes	This training is an annual requirement.			
Tags	Parent			

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**Goal 1A: Proficiency in English language Arts**

Not applicable, Goals needed for Title III only.

**Goal 1B: Proficiency in Mathematics**

Not applicable, Goals needed for Title III only.

## **Goal 2F: Parental Notification**

By June 2015 the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand: identification as EL, program placement options, program placement notification, English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used, academic achievement level, redesignation information, and at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

## **Goal 2G: Services for Immigrant Students**

The LEA will provide high quality Instruction and Support Services to all immigrant students.

- By (month/year) enhanced instructional opportunities will be provided to \_\_\_% of immigrant students and their families.

[See Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(e)]

**Goal 3: Highly Qualified Teachers**

Results from our analysis of the distribution of highly qualified teachers indicate that 100%.

Based on these data, our district goal is 100%.

### **Goal 5A: Increase Graduation Rates**

Results from our analysis of graduation rates indicate that the 2014 cohort graduation rate was 90.2%. This is for the 2013-14 graduating class as reported in CALPADS during the 2014-15 school year.

Based on these data, our district goal is to increase the cohort graduation rate to 91%.

Our district goal for English learners is to increase the cohort graduation rate from 58.1% to 66.1%.

**Goal 5B: Decrease Dropout Rates**

Results from our analysis of dropout rates indicate that the 2014 adjusted dropout rate was 2.2%. This is for the 2013-14 graduating class as reported in CALPADS during the 2014-15 school year.

Based on these data, our district goal is to reduce the adjusted dropout rate to 2%.

Our district goal for English learners is to reduce the adjusted dropout rate from 4.4% to 4.2%.

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<b>TOTAL PLAN FUNDS:</b>	<b>\$0.00</b>
Budgeted	\$123,500.00
Actual	\$0.00

**Performance Goal 3: *All students will continue to 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
<ul style="list-style-type: none"> <li>• All teachers are Highly Qualified Teachers (HQT).</li> <li>• Participation in General Education/Education Specialist Induction Consortium.</li> <li>• Participation in professional learning of Next Generation Science Standards.</li> <li>• Knowledge, understanding and implementation of Common Core State Standards.</li> <li>• Certificated Unit Agreement allows for 3.5 full in-service days and 4 quarterly in-service days to implement professional development plan.</li> </ul>	<p>Continued professional development in and implementation of:</p> <ul style="list-style-type: none"> <li>• English Language Development Standards</li> <li>• English Language Arts / English Language Development Framework</li> <li>• Next Generation Science Standards</li> <li>• <i>CHAMPS</i></li> <li>• Math Standards</li> </ul> <p>Professional development in and implementation of:</p> <ul style="list-style-type: none"> <li>• English Language Arts Pilot</li> <li>• Math Framework</li> <li>• Science Framework</li> </ul>

**Performance Goal 3: All students will continue to 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
<b>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:</b>				
1.1 Currently, professional development topics include the Common Core State Standards, ELD/ELA Framework, ELD Standards, Math Framework/Standards, literacy in history/social studies, NGSS, RtI <sup>2</sup> and <i>CHAMPS</i> . Professional development is conducted by district and site staff and Ventura County Office of Education staff.	Teachers Counselors Certificated and site support plan Consultants	Consultant Curriculum development time Materials and supplies to implement goal	\$75,000 See Performance Goal 1.1	Unrestricted State Funds Common Core Implementation Funds Federal Funds
<b>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:</b>				
2.1 District and staff to analyze professional development to determine whether there has been a substantial, measurable impact on student academic achievement with a focus on English Learners and students with disabilities. Modifications to the professional development programs will be made as necessary.	District Admin Site Admin ELD and SDAIE Teachers SpEd teachers SpEd Specialists Counselors	N/A	N/A	N/A

<b>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:</b>				
3.1 Common formative and summative assessments are being developed district wide. The data derived from the assessments will drive the professional development plan for MUSD and ensure that all English Learners have access to a high quality instructed ELD program. The plan will be coherent and rigorous to reflect the implementation of the Common Core State Standards and differentiated instruction. The plan will include effective leadership training for site administrators and teachers to implement systemic reform.	Department chairs Teachers  Counselors District Admin Site Admin  Certificated and Classified support staff	Curriculum development time	N/A	N/A
3.2 The professional development plan for MUSD will include classroom support with administrative monitoring for fidelity of implementation.	District Admin Site Admin Teachers	N/A	N/A	N/A
3.3 The success of the plan and the need for adjustments will be measured annually by improved student achievement.	District Admin Site Admin Teachers	N/A	N/A	N/A
3.4 District will monitor professional development participation.	District Admin Site Admin Teachers	N/A	N/A	N/A
<b>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:</b>				
4.1 All expenditures are reviewed to ensure that the various federal and state programs are compliant and focus on staff needs in assisting all students to meet academic expectations.	District Admin Site Admin	N/A	N/A	N/A

4.2 Federal funds will be used to provide supplemental professional development as identified by teacher needs assessment survey.	District Admin Site Admin	Cost of Professional Development	\$75,000 See Performance Goal 1.1	Unrestricted State Funds  Common Core Implementation Funds  Federal Funds
<b>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:</b>				
5.1 The district will provide professional development in: <ul style="list-style-type: none"> <li>• Common Core State Standards overview</li> <li>• Instructional shifts for ELA/literacy and Mathematics; College and Career Readiness Standards</li> <li>• Rigor/Relevance Framework and Depth of Knowledge</li> <li>• Research-based differentiation strategies</li> <li>• Effective ELD strategies for designated and integrated ELD</li> <li>• Observation protocol training for administrators to monitor districtwide implementation of instructional strategies, especially for English Learners and SWDs</li> <li>• Collaborative academic and behavioral data-driven analysis to inform instruction within and among grade levels</li> <li>• CCSS curriculum alignment for each department to be conducted by content specialists</li> <li>• <i>CHAMPS</i> for certificated and classified staff</li> <li>• Smarter Balanced Assessments and Digital Library</li> <li>• General Education and Education Specialist Induction Consortium</li> <li>• New Teachers/Administrators Support</li> <li>• L3 Series (VCOE)</li> </ul>	Teachers Counselors Certificated and Classified support staff Department coaches and mentors District Admin Site Admin	Department support teachers  Outside Content Specialists  Materials and supplies	\$75,000 See Performance Goal 1.1	Unrestricted State Funds  Common Core Implementation Funds  Federal Funds

<b>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:</b>				
6.1 MUSD will provide all employees the opportunities to attend various technology trainings during the summer and throughout the year that will focus on improving productivity in the teaching and learning environment.	Teachers TOSAs Certificated and Classified support staff	Substitute time Teacher Hourly Non-Instructional pay Materials and supplies Hardware and software	\$20,000	Measure S Bond Funds  Federal Funds
6.2 The district participates in the Ventura County Office of Education's General Education and Education Specialist Induction Consortium.	District General Education/Education Specialist Induction Coordinator	Materials and supplies	\$135,000	Educator Effectiveness Grant
6.3 Ventura County Office of Education content specialists will provide ongoing support and feedback to teachers in order to increase student achievement and discuss teaching effectiveness.	VCOE Content Specialists District Admin Site Admin	VCOE Content Specialists	\$10,600	Federal Funds
6.4 MUSD has a Technology Plan effective for July 1, 2010 - June 30, 2013. The Technology Plan is designed to meet the needs of their students and staff. The goal of Moorpark Unified School District's Technology Plan is to effectively implement technology strategies that will improve student achievement, create technologically literate students, and to help prepare students to become life-long learners.	District Admin Site Admin Teachers District Technology Support Staff Site Computer Techs	Material and supplies  Hardware and software	\$300,000	Measure S Bond Funds
6.5 Two technology trainers provide coaching and demonstrate lessons that integrate 21 <sup>st</sup> Century Skills into classroom instruction.	TOSAs	TOSA salaries  Materials and supplies	\$204,316	Measure S Bond

<b>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.):</b>				
7.1 Staff, including administrators, teachers, and classified staff, will participate in professional development opportunities throughout the school year and summer designed to increase the use of educational technology during instructional lessons. Professional development will include training to effectively incorporate interactive whiteboards, iPads, Chromebooks, and laptops into lessons.	Teachers District Technology staff Certificated and Classified support staff	Cost of Professional Development  Cost of technology	\$75,000 See Performance Goal 1.1	Unrestricted State Funds  Common Core Implementation Funds  Federal Funds
<b>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:</b>				
8.1 A coherent plan for professional development will be implemented for the district. District and site administrators, teachers, English Learner resource teachers and parents will be part of the process.	District Admin Site Admin Teachers	N/A	N/A	N/A
8.2 School Site Councils, ELAC, and DELAC will serve as collaborative advisory councils for the planning of professional development.	District Admin Site Admin EL TOSA	Cost of materials and supplies for parent meetings and training	\$1,500	Unrestricted State Funds
<b>9. How the LEA will provide training to enable teachers to:</b>				
<b>1. 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> <b>2. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</b> <b>3. Involve parents in their child’s education; and</b> <b>4. Understand and use data and assessments to improve classroom practice and student learning.</b>				
9.1 MUSD will provide professional development in: <ul style="list-style-type: none"> <li>• The use of technology to enhance classroom practices.</li> <li>• Effective utilization of media resources for classroom instruction and to support student learning.</li> <li>• Meeting the needs of English Learners through the 2012 ELD Standards, academic vocabulary and language, content and language objectives, CRLP, ELITE for Administrators, and <i>English 3D</i>.</li> </ul>	District Admin Site Admin Teachers Counselors Certificated and	Cost of Outside Content Specialists, Coaches and Mentors  Materials and supplies for workshops	\$75,000 See Performance Goal 1.1	Unrestricted State Funds, Common Core Implementation Funds  Federal Funds

<ul style="list-style-type: none"> <li>• Incorporating integrated ELD strategies into the content areas.</li> <li>• Designing instruction to increase oral language production of English Learners especially Long Term English Learners.</li> <li>• Ensuring that the needs of students with disabilities are met by crafting the professional development to include student shadowing process for data collection, positive behavior support, and structured differentiation activities.</li> <li>• Continuing to use a RtI<sup>2</sup> tiered framework of intervention and support for all students, including English Learners, students with disabilities (SWD), and advanced students.</li> <li>• Professional Learning Communities in order to provide support for its expectation that all teachers, including special education teachers and teachers of electives and physical education, meet regularly by department, subject area, or cross-curricular team to identify, create, and implement formative assessments, review student work samples and assessment results; collaboratively develop appropriate intervention/enrichment plans for individual students, and; identify and share successful instructional strategies to support differentiated instruction.</li> <li>• Strategies to improve student behavior in the classroom and identify early and appropriate interventions to help all students learn (<i>CHAMPS</i>).</li> </ul>	Classified support staff ELL /Migrant coordinator School psychologists SpEd Program Specialists VCOE Content Specialists, Coaches and Mentors	Materials and supplies for recognition ceremonies Parent involvement activities Curriculum development time Workshop books and software for professional development		
9.2 To involve parents in the education of their children, MUSD will provide training through: <ul style="list-style-type: none"> <li>• <i>Parent Involvement for Quality Education (PIQE)</i></li> <li>• ELAC/DELAC meetings</li> <li>• School Site Council meetings</li> <li>• Bilingual Parent Coffee Chats</li> <li>• <i>Positive Parenting Program</i> (Triple P)</li> <li>• Title I Parent meetings</li> <li>• LCAP Parent Advisory Group meetings</li> <li>• Back to School Nights</li> <li>• Parent Information meetings</li> </ul>	District Admin Site Admin Counselors TOSAs Teachers Parents	Cost of <i>PIQE</i> presenters Cost of translators Cost of meeting materials Cost of childcare	\$40,300	Unrestricted State Funds Federal Funds
<b>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</b>				
10.1 All MUSD teachers are 100% highly qualified.	District Admin	N/A	N/A	N/A

**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
<ul style="list-style-type: none"> <li>• Campus locations make them a part of the community.</li> <li>• Good relationship with local law enforcement; responsive to school requests for assistance.</li> <li>• Strong Counseling Department at elementary, middle and high schools.</li> <li>• Behavioral/mental health support through SELPA and Ventura County Behavioral Health (VCBH) good communication with VCBH; Interface presence to counsel students.</li> <li>• Las Clinicas provides support to students (identified by counselors and existing referral process).</li> <li>• SARB is conducted on site at both campuses; district wide once a month. Individual school sites hold SART meetings as needed.</li> <li>• Increased attendance through a centralized and coordinated approach to attendance monitoring and follow-up efforts.</li> <li>• Homeless and Foster youth outreach and resources provided by elementary, middle and secondary counselors.</li> <li>• Three district nurses, one of whom is bilingual for parent outreach (DELAC).</li> <li>• District nurses support student health and wellness (train health techs, participate in IEPs, assess health issues, etc.).</li> <li>• School health tech assigned to each site, 6 hours daily.</li> <li>• District SARB Technician - Daily</li> </ul>	<ul style="list-style-type: none"> <li>• District wide research-based positive behavior intervention support training (<i>CHAMPS</i>) for all staff, certificated and classified, who interact with students; priority training for those who have responsibility to manage student behavior situations.</li> <li>• With <i>CHAMPS</i>, emphasize preventive, consistent, and positive strategies rather than reactive, punitive and aversive responses to student behaviors.</li> <li>• Consider administration of the California School Parent Survey (CSPS) (fee involved) in 2015-16, concurrent with CHKS and CSCS. The survey is a high engagement activity for parents, as their opinions are sought in the survey.</li> <li>• Update district elementary discipline plan, process and forms, to respond to bullying.</li> <li>• Increase AVID training and services at middle and high schools.</li> <li>• Increase active parent involvement and participation (PIQE).</li> <li>• Expand <i>CHAMPS</i> training to non-classroom classified personnel.</li> </ul>

<p>outreach to tardy students, phone calls.</p> <ul style="list-style-type: none"> <li>• Students with mobility challenges have IDEA compliance.</li> <li>• Healthy Kids Survey</li> <li>• California School Climate Survey (CSCS) (no cost) administered to all school staff, certificated and classified, during the 2013-14 school year when the California Healthy Kids Survey (CHKS) was administered.</li> <li>• Migrant Ed program supported by VCOE.</li> <li>• CalSafe program is offered to pregnant teens and teen parents.</li> <li>• School Resource Officer</li> <li>• Extended Day – afterschool programs</li> <li>• Closed campuses</li> <li>• District/Site Safety update of comprehensive plans</li> <li>• <i>CHAMPS</i> districtwide for certificated staff</li> <li>• Academic EL Liaison</li> <li>• <i>PIQE</i> offered to parents</li> <li>• TUPE grant</li> <li>• Districtwide Discipline Plan</li> <li>• Red Ribbon Week at all school sites</li> <li>• Anti-bullying presentations at all sites</li> <li>• Psychologist and counseling support at all sites</li> <li>• Two Program Specialists to support special needs population.</li> </ul>	
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**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.

Title IV funds no longer exist. Activities in place are listed below.

<b>ACTIVITIES</b>
<ul style="list-style-type: none"><li>• Multiple athletic teams, CIF and intra-mural</li><li>• ASB-students activities such as dances, proms</li><li>• Number of students clubs</li><li>• Business Academy</li><li>• Health Science Academy</li><li>• AVID</li><li>• Clubs are led by certificated staff</li><li>• College and career center with career technician for advising students (1 FTE)</li><li>• Incoming 6<sup>th</sup> Grade Orientation</li><li>• Incoming High School Freshman Orientation</li><li>• Future Freshman Day and rally overseen by staff</li><li>• Before school, during lunch and afterschool homework help</li><li>• Counseling Articulation Day from elementary school to middle school and middle school to high school</li><li>• Counselors are monitoring students who are not meeting grade level standards and are providing/referring students to intervention</li><li>• All 9<sup>th</sup> Grade students are enrolled in a Health and Career Choices course designed to support college and career readiness through 4 and 10 year plans</li><li>• Health and Wellness committee</li><li>• Cafeteria offerings have been changed to meet wellness policies</li><li>• 11<sup>th</sup> and 12<sup>th</sup> grade can leave campus for lunch if they meet certain criteria</li><li>• MUSD Parent Handbook is available online in both English and Spanish</li><li>• Middle school agenda books provided to students</li><li>• Summer School 2016 for elementary students not meeting grade level standards and credit recovery for high school students</li><li>• First Five – Kindergarten jump start program</li><li>• Academic Challenge and Enrichment (ACE) at middle school</li><li>• Individual Determination Equals Academic Success (IDEAS) at middle school for Grade 8</li><li>• PRIDE/SSTs – TK-12</li><li>• Counselor monitoring at risk students at all sites</li></ul>

**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.

<b>STRENGTHS</b>	<b>NEEDS</b>
<ul style="list-style-type: none"><li>• District 7<sup>th</sup> and 9<sup>th</sup> grade students take a comprehensive Health Class.</li><li>• All high school counselors have Brief Intervention Training.</li></ul>	<ul style="list-style-type: none"><li>• Improved dissemination of information and/or programs for families</li><li>• Funding to expand program score and reach</li><li>• Middle school counselors will receive Brief Intervention Training in January 2016</li></ul>

**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:

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures</b>	<b>Most Recent Survey date: 2013-14 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
<b>Source: California Healthy Kids Survey</b>		
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> 1%	5 <sup>th</sup> 0.5%
	7 <sup>th</sup> 1%	7 <sup>th</sup> 0.5%
	9 <sup>th</sup> 4%	9 <sup>th</sup> 3.5%
	11 <sup>th</sup> 11%	11 <sup>th</sup> 10%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	5 <sup>th</sup> 1%	5 <sup>th</sup> 0%
	7 <sup>th</sup> 0%	7 <sup>th</sup> 0%
	9 <sup>th</sup> 3%	9 <sup>th</sup> 2.5%
	11 <sup>th</sup> 10%	11 <sup>th</sup> 9%
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> 1%	5 <sup>th</sup> 0.5%
	7 <sup>th</sup> 3%	7 <sup>th</sup> 2.5%
	9 <sup>th</sup> 22%	9 <sup>th</sup> 20%
	11 <sup>th</sup> 39%	11 <sup>th</sup> 37%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	5 <sup>th</sup> 4%	5 <sup>th</sup> 3%
	7 <sup>th</sup> 6%	7 <sup>th</sup> 5%
	9 <sup>th</sup> 17%	9 <sup>th</sup> 15%
	11 <sup>th</sup> 30%	11 <sup>th</sup> 27%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 1%	7 <sup>th</sup> 0.5%
	9 <sup>th</sup> 10%	9 <sup>th</sup> 9%
	11 <sup>th</sup> 21%	11 <sup>th</sup> 18%
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5 <sup>th</sup> 57%	5 <sup>th</sup> 60%
	7 <sup>th</sup> 70%	7 <sup>th</sup> 73%
	9 <sup>th</sup> 71%	9 <sup>th</sup> 74%
	11 <sup>th</sup> 73%	11 <sup>th</sup> 76%

The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7 <sup>th</sup> 19% 9 <sup>th</sup> 11% 11 <sup>th</sup> 12%	7 <sup>th</sup> 17% 9 <sup>th</sup> 9% 11 <sup>th</sup> 10%
<b>Truancy Performance Indicator</b>		
The percentage of students who have been truant will <b>decrease</b> annually by 1% from the current LEA rate shown here.  NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	26.9%	25.9%
<b>Protective Factors Performance Measures</b>	<b>Most recent date: 2013-14</b>	<b>Biennial Goal (Performance Indicator)</b>
<b>Source: California Healthy Kids Survey</b>	<b>Baseline Data</b>	
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup> 69% 7 <sup>th</sup> 33% 9 <sup>th</sup> 35% 11 <sup>th</sup> 43%	5 <sup>th</sup> 72% 7 <sup>th</sup> 36% 9 <sup>th</sup> 38% 11 <sup>th</sup> 46%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup> 66% 7 <sup>th</sup> 46% 9 <sup>th</sup> 48% 11 <sup>th</sup> 51%	5 <sup>th</sup> 69% 7 <sup>th</sup> 49% 9 <sup>th</sup> 51% 11 <sup>th</sup> 54%
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5 <sup>th</sup> 20% 7 <sup>th</sup> 14% 9 <sup>th</sup> 16% 11 <sup>th</sup> 16%	5 <sup>th</sup> 22% 7 <sup>th</sup> 16% 9 <sup>th</sup> 18% 11 <sup>th</sup> 18%
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5 <sup>th</sup> 69% 7 <sup>th</sup> 59% 9 <sup>th</sup> 57% 11 <sup>th</sup> 50%	5 <sup>th</sup> 71% 7 <sup>th</sup> 61% 9 <sup>th</sup> 59% 11 <sup>th</sup> 52%

**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.

<b>Science-Based Program Name</b>	<b>Program ATODV Focus</b>	<b>Target Grade Levels</b>	<b>Target Population Size</b>	<b>Staff Training Date</b>
MSPP	T	6	480	On-going
Project Alert	ATOD	7-8	1009	On-going
Project TND	ATODV	9	487	On-going

**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		
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	5 <sup>TH</sup> Gr Healthy Choices Presentation-AT MSPP-T, Project Alert-ATOD, Counselor Brief Intervention-ATOD	5 <sup>th</sup> , 6 <sup>th</sup> -8 <sup>th</sup> , High School
	Environmental Strategies		
	Family and Community Collaboration		
X	Media Literacy and Advocacy	Teens Kick Ash Conference-T ASB PSA Campaign-ATODV	Middle and High School
	Mentoring		
X	Peer-Helping and Peer Leaders	Tobacco Bus Liaisons-T Friday Night Live-ATODV	Middle and High School
X	Positive Alternatives	Moorpark Middle School Track Meet-T Friday Night Live-ATODV	Middle and High School
	School Policies		
X	Service-Learning/Community Service	5 <sup>TH</sup> Gr Healthy Choices Presentation-AT Counselor Brief Intervention-ATOD	5 <sup>th</sup> Grade, High School
	Student Assistance Programs		
X	Tobacco-Use Cessation	Quit Kids Distributed-T Counselor Brief Intervention-ATOD	High School
X	Youth Development Caring Schools Caring Classrooms	Teens Kick Ash Conference-T	Middle and High School
X	Other Activities	Red Ribbon Week-ATOD Health Science Academy-ATODV Jog-A-Thon-T	Middle and High School

**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.

TUPE Grant mandates use of CHKS data regarding tobacco usage to guide selection of programs and 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.

California Healthy Kids Survey is administered alternate years on a regular schedule with other districts in Ventura County. Longitudinal and grade level comparisons are made as well as comparisons to county and state data.

Pre/post-tests are administered to all students participating in the classroom tobacco education and cessation programs.

Program effectiveness is reviewed. Student responses to data collected above as well as in CHKS are analyzed in reviewing the effectiveness of the program and to determine whether students gained understanding, knowledge, and skill development. The data analysis is reviewed by the district and county TUPE Coordinator and then shared with teachers.

**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.

CHKS data are shared with School Board by the superintendent. Data sets of the results for each school and the reports are reviewed with principals, teachers, students, community members, etc. and are available to the public via CDE DataQuest.

**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])

Not applicable as Title IV funds are no longer available. Moorpark USD continues to maintain outreach and services with the greatest needs.

**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.

Although SDFSC funds are no longer available, Moorpark USD is committed to coordinating programs to address alcohol, tobacco, and other drug and violence prevention.

**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.

Although the Title IV SDFSC program no longer exists, MUSD maintains many opportunities for parent involvement, including:

- Parent Advisor Committee (PAC)
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- District English Language Advisory Committee (DELAC)
- Parent Teacher Student Association (PTSA)
- Booster Clubs

**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.

Cal-Safe programming and services are available to pregnant minors and minor parents. Tobacco Free Generations curriculum is delivered to students who participate in the Cal-SAFE program.

**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 section 104420 [b](3))

<b>Position/Title</b>	<b>Full time equivalent</b>
<b>TUPE District Grant Coordinator</b>	.25 FTE
<b>Three site TUPE Coordinators</b>	\$300 Stipend

**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.

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1 (High School Graduates)</b>  Increase high school graduation rate by 0.5% each year.	1. Every student completes a 4-year academic plan for high school.	All Gr. 9-12	Counselors	Counselor documentation via Q-SIS Visits	N/A
	2. All incoming 9th grade students receive student planners outlining graduation requirements and college admission requirements.	All Gr. 9	Site Admin Counselors		Unrestricted State Funds
	3. Distribute Progress Reports (every 4-5 weeks) and quarter grades to parents/guardians in the home languages (as required by law).	All Gr. 9-12	Site Admin	Progress Reports mailed/sent home	Unrestricted State Funds
	4. Ensure through administrative and/or collaborative team walk-throughs and teacher collaboration meetings that all English Learners are receiving ELD, including those placed in mainstream ELA.	English Learners Gr. TK-12	Site Admin Teachers	Documentation via Administrator schedules  Teacher Evaluations	Unrestricted State Funds
	5. Conduct senior graduation checks each quarter.	All Gr. 12	Counselors	Counselor documentation via Q-SIS Visits	N/A
	6. Implement site/district CTE classes to address career/workforce preparation.	All Gr. 9-12	Site Admin CTE Coordinator District Admin	Master schedule	N/A
	7. Monitor D/F rates at each grading notice period by counselor to identify at-risk students who need interventions.	All Gr. 6-12	Site Admin Counselors District Admin	Progress Reports  School and District-generated D/R reports	N/A
	8. Provide APEX for credit recovery.	All Gr. 9-12	Site Admin District Admin	APEX reports	Restricted Federal Funds
	9. Provide CAHSEE intervention (graduation support) courses.	All Gr. 11-12	Site Admin District Admin	Master schedule	Unrestricted State Funds

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<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.2 (Dropouts)</b>  Decrease high school dropout rate by 0.5% each year.	1. Generate a “Must Pass All” list for students who are at-risk of failing, i.e. Campus Watch. Ensure all teachers know which students need additional support to graduate.	All Gr. 9-12	Site Admin Counselors Teachers	Counselor documentation via Q-SIS Visits	N/A
	2. Counselor conferences with students who are at risk of not meeting graduation requirements.	All Gr. 9-12	Counselors	Counselor documentation via Q-SIS Visits	N/A
	3. Refer struggling students to PRIDE/SST and/or Outreach Coordinator for alternative options. At continuation school, ensure students have access to alternative education options that may best serve them so they stay in school. Provide support to ensure smooth transition returning to comprehensive education placement.	All Gr. 9-12	Site Admin Counselors Teachers	PRIDE Team/SST documentation	N/A
	4. Provide intervention opportunities for students who are falling behind in credits.	All Gr. 9-12	Site Admin Counselors	Master schedule including extended day tutoring	Unrestricted State Funds
	5. Monitor attendance through site School Attendance Review Teams (SART) and District School Attendance Review Board (SARB) processes.	All Gr. TK-12	SARB Site SART Site Admin	SARB/SART documentation	N/A
	6. Encourage participation in student government, athletics, clubs, and other enrichment/extra-curricular activities.	All Gr. 6-12	Counselors	Postings, flyers advertising opportunities	N/A

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

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

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<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
	7. Coordinate with VCOE to provide Cal Safe program for pregnant teens and teen parents.	All Gr. 6-12	TUPE Coordinator	Documentation via Q-SIS Programs	TUPE
	8. Offer support and mentorship programs for 9th students (e.g., Freshman Rally Day, 9th grade Transitions, 9th grade and new student orientations).	All Gr. 9-12	Site Admin Counselors	Schedule of events	N/A
	9. Monitor expulsion, suspension and truancy incidents.	All Gr. TK-12	Site Admin District Admin SARB	School and District reports from Q	N/A
<b>5.3 (Advanced Placement)</b>	1. Offer Honors and AP classes.	All Gr. 7-12	Site Admin District Admin	Master schedule	N/A
	2. Offer AP zero period courses.	All Gr. 9-12	Site Admin District Admin	Master schedule	N/A
	3. Increase the number of AP courses available to students.	All Gr. 9-12	Site Admin District Admin	Master schedule	N/A
	4. Provide content courses that are structured and designed for English Learners to have access to A-G as well as other core areas.	English Learners Gr. 9-12	Site Admin District Admin	Master schedule	N/A
	5. Support High School/ Community College partnership for high school students who may be concurrently enrolled in college classes.	All Gr. 11-12	Site Admin District Admin College Admin	Articulation meetings with Community College	N/A

### Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>Students at MUSD are found eligible for Title I funding through their participation in the Free/Reduce Lunch program.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.</p>

**Additional Mandatory Title I Descriptions**

(continued)

<p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <a href="http://www.cde.ca.gov/sp/sw/rt/">http://www.cde.ca.gov/sp/sw/rt/</a>; for Targeted Assistance go to <a href="http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp">http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp</a> ).</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	N/A

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

MUSD will allocate unrestricted fiscal resources to K-12 Core programs. Sites will use strategies based on scientific research that:

- Ensure all students receive differentiated instruction based on need;
- Implement the district's adopted, SBE standards-based core instructional materials and intervention programs;
- Provide extended learning time (Summer School, Academies, after and during school interventions);
- Target students below proficiency in ELA and Mathematics and provide intervention(s) specific to their needs (Multi-Tiered RtI<sup>2</sup> model), and;
- Provide a variety of program options and educational settings.

The district will provide continuous professional development opportunities for administrators, coordinators, teachers, paraprofessionals and parents with a focus on supporting students in mastery of the CCSS and the 2012 ELD standards.

The district will offer a variety of parent involvement activities including, but not limited to:

- Title I Parent meeting(s)
- ELAC/DELAC meetings
- Bilingual Parent Coffee Chats
- School Site Council meetings
- LCAP Parent Advisory Group meetings
- *Parent Involvement for Quality Education (PIQE)*

**Additional Mandatory Title I Descriptions**

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	<p>MUSD district and site administrators will work collaborative with classroom teachers to identify which students in a targeted assistance school will receive services. Staff will use a variety of methods including formative, interim, and summative assessment, and grades to identify students and the areas in need of intervention.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>In conjunction with Ventura County Office of Education’s Homeless Education Project (HEP), MUSD has a homeless liaison to service the district’s homeless students. The duties of the liaison are to ensure that students in temporary living situations have full and equal opportunity to succeed in school. Families and youth receive additional educational services for which they are eligible.</p> <p>The liaison for homeless/foster youth has the following duties:</p> <ul style="list-style-type: none"> <li>• Ensure proper school placement, enrollment and checkout from school;</li> <li>• Monitor and improve pupil academic achievement;</li> <li>• Provide resources and referrals;</li> <li>• Assist with transfer of grades, credits and records when youth transfers schools;</li> <li>• Ensure youth and children have full and equal opportunity to succeed in school, and;</li> <li>• Ensure foster and homeless students are provided with a free school lunch.</li> </ul>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day</p>	<p>N/A</p>

program, if appropriate.

**Additional Mandatory Title I Descriptions**  
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"><li>• Assistance in developing, revising, and implementing the school plan</li><li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas</li><li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI</li><li>• Assistance in analyzing and revising the school budget so the school’s resources are used effectively</li></ul>	<p>According to the 2012 Adequate Yearly Progress (AYP) Report, MUSD has three schools in Program Improvement.</p> <p>MUSD has received the following technical assistance to support the schools in exiting program improvement:</p> <ul style="list-style-type: none"><li>• Principal coaching to assist in implementing all components of the SPSA</li><li>• Professional Learning Communities (PLC) training for school leadership team</li><li>• School visitations to observe successful research based models for ELD and RtI<sup>2</sup></li><li>• School walk-throughs to observe and monitor effective teaching strategies used within in the classrooms</li><li>• Curriculum support through VCOE Content Specialists to provide staff development in research based instructional strategies in ELD, Math and Writing, and</li><li>• Designated ELD time during the school day to support English Learner acquisition of English and academic achievement</li></ul> <p>As a result of the achievement analysis, MUSD will continue to work collaboratively through their PLCs to monitor student achievement and exit program improvement.</p>

**Additional Mandatory Title I Descriptions**

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	A letter is sent to all parents in their primary language to explain and identify reasons for the school’s program improvement status. Included in the letter are applications for school transfer requests as well as supplemental educational services.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	When a school is identified as Program Improvement Year 2 or beyond the LEA will: <ul style="list-style-type: none"> <li>• Send notification letters to parents of eligible students</li> <li>• Notify parents of enrollment procedures for obtaining School of Choice Transfers and/or Supplemental Educational Services</li> <li>• Coordinate parent choice transfers and placement in SES by working collaboratively with SES providers and school sites, and</li> <li>• Follow all guidelines related to SES as provided in NCLB</li> <li>• regulations</li> </ul>

**Additional Mandatory Title I Descriptions**

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The Personnel Department partners with various district departments, school administrators, and employee association groups to recruit, select, develop, and manage a highly skilled and diverse workforce in support of educational services and student achievement</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>To involve parents in the education of their children, MUSD will provide training through:</p> <ul style="list-style-type: none"> <li>• <i>Parent Involvement for Quality Education (PIQE)</i></li> <li>• ELAC/DELAC meetings</li> <li>• School Site Council meetings</li> <li>• Bilingual Parent Coffee Chats</li> <li>• <i>Positive Parenting Program</i> (Triple P)</li> <li>• Title I Parent meetings</li> <li>• LCAP Parent Advisory Group meetings</li> <li>• Back to School Nights</li> <li>• Parent Information meetings</li> </ul>

**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.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ul> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>MUSD has written the LEA Plan to serve as a guide for individual school site plans and to reflect district goals.</p> <p>The Instructional Services Department coordinates services to support student achievement goals. Site administrators, counselors, teachers, support staff, and various parent committees (SSC, ELAC, DELAC) provide input to support the academic successes of all students enrolled in MUSD schools.</p> <p>All site plans must adhere to the district mission and vision, CCSS and ELD Standards, and utilize research based effective strategies and student data to guide the specificity of the site plan.</p> <p>All teachers will use the district adopted curriculum and common assessments to monitor student achievement during the school year.</p>

**Part III**  
**Assurances and Attachments**

**ASSURANCES**

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

**GENERAL ASSURANCES**

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

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and Mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% 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 that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; 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 does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

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

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

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

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

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

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

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

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

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

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

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

### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
  - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

### **Other**

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

SIGNATURE PAGE

Dr. Kelli Hays  
Print Name of Superintendent

  
Signature of Superintendent

2/25/16  
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 2019-2020.*

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

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in English language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in Mathematics on the State's assessment, as reported for performance indicator 1.2.

**Performance Goal 3: *By 2019-2020, all students will be taught by highly qualified teachers.***

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

- Academic Performance Index (API)  
<http://www.cde.ca.gov/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](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

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual	Families				x		C

Abuse							
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E

Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<b>Community and Family-based Programs</b>							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family	Families				x		C

Therapy							
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:

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

## APPENDIX E

<b>Promising or Favorable Programs</b>							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> &gt; (University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> &gt; (Center for Substance Abuse Prevention)</p> <p>D: &lt; <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School)	K to 5				x		B

Learning Environment)							
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C

PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B

Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
<u>Tobacco-Free Generations</u>	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