

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template 2019-20**

Revised June 2022

LEA name:

Moorpark Unified School District

CDS code:

56739400000000

Link to the LCAP:

(optional)

<https://moorpark-ca.schoolloop.com/file/1517645171271/1486205654660/1011442467258909471.pdf>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title II, Part A
Title III, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Moorpark Unified School District (MUSD) has developed a single, coordinated, and comprehensive plan, which includes the LCAP, LCAP Federal Addendum, and information in the Consolidated Application Reporting System (CARS) that describes the educational services for all students that is used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. In developing this plan, MUSD reviewed its demographics, local and state assessment results, California School Dashboard, and resources. This plan involves a continuous cycle of assessment, planning, implementation, monitoring, and evaluation. Parent and community input from the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), All Special Kids Advisory Committee (ASK), LCAP Parent Advisory Committee, and LCAP Federal Addendum Advisory Committee was used to assist with the development of this plan.

MUSD selected Title I, Part A; Title II, Part A; and, Title III, Part A to supplement and enhance actions and services funded with state funds, as reflected in MUSD's LCAP. To support the 32.8% of MUSD students meeting poverty criteria, Title I, Part A was selected as research indicates that instructor effectiveness is the key to improving instructional outcomes. MUSD will invest in instructional coaching, use of data for progress monitoring, and professional development to improve academic outcomes for all students. To support the 12.2% of MUSD students who are English Learners or recently Reclassified Fluent English Proficient (RFEP), Title III, Part A will supplement other state funding sources to ensure that these students are making progress in acquiring English proficiency and meeting challenging state academic standards.

MUSD's strategy for using federal funds is to increase low income and English learner student performance to ensure that they are meeting the challenging state academic state standards. The district uses Title I funds to provide reading specialists, before, during and after school interventions in English Language Arts (ELA) and Math, instructional aides, intervention curriculum, data specialist for student monitoring, enrichment opportunities for students at risk of failing, at-risk youth techni and a Teacher on Special Assignment (TOSA) to provide professional development and coaching for Title I schools. Title III funds are utilized to provide increased services for English Learners. These services include bilingual aides in core subject area classrooms to assist students with accessing the curriculum including translation as needed and English Learner Academic Liaisons at the middle school level to support English Learner students in the classroom and to monitor English Learner student progress. Title II funds are utilized to provide professional development to staff in instructional strategies that support the effective implementation of state standards and other LCAP goals.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The single, coordinated, and comprehensive plan serves as a summary of all existing state and federal programs and establishes 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, Career Technical Education (CTE), intervention programs, counseling, and prevention programs (TUPE) are means of achieving specific academic and support service goals for all groups of students, including identified, under-performing student groups.

Title I funds are utilized at Title I school sites to enhance the district's elementary MTSS / Rtl model, allowing those sites to have additional hourly teachers and aides to lower class size during targeted intervention (LCAP 1.1 and 1.11). In addition, a Title I TOSA provides professional development and support to teachers at Title I school sites, to ensure that they have been trained in instructional strategies that best meet the needs of Title I and English Learner students not meeting grade level standards (LCAP 1.10). Title III funds are utilized to support English Learners in accessing grade level curriculum in core content areas and are aligned to services supported by LCFF Supplemental funds in the LCAP (LCAP 1.8, 1.9, 1.10, and 1.12). Title II funds are utilized to support the district's professional development plan, which is aligned to LCAP goals 1, 2, and 3.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

After data analysis utilizing local assessments and the California School Dashboard, each of Moorpark Unified School District's (MUSD) four Targeted Assistance Title I schools (TAS) will develop a comprehensive School Plan for Student Achievement (SPSA), with input from educational partners which will be approved by the site's School Site Council (SSC). Each SPSA will contain goals, actions and services that meet the needs of the students at each of the individual school sites as well as align with MUSD's Local Control Accountability Plan (LCAP). Goal 1 of the MUSD's LCAP is to increase academic achievement for all students so that they are career/college ready upon graduation. Title I funded actions and services found in the LCAP to support this goal include:

- Designate a Teacher on Special Assignment (TOSA) to provide coaching and support to teachers with instructional strategies to support struggling learners
- Provide an accountability and equity specialist to collect data, monitor at-risk student progress and to support site administration with categorical program implementation
- Provide a foster and homeless youth liaison to support these students and families

In addition to the Title I services listed in the LCAP, the following services included in TAS SPSA's will be implemented:

- Additional para-educators to assist struggling learners
- Additional leveled readers at TAS elementary sites
- Additional high interest library books at lower instructional reading levels for struggling students
- At-Risk Youth technicians to monitor progress for struggling learners

- Release time provided to teachers to design lessons and units using Universal Design for Learning
- Additional before and after school intervention opportunities for students not meeting state standards
- Hourly teachers to provide additional intervention during the school day
- Additional software programs to assist struggling students with meeting grade level standards
- Professional development focusing on strategies to assist students with meeting grade level standards
- Family engagement opportunities that teach parents literacy strategies

In addition to the actions and services listed in LCAP Goal 1, funds will be allocated to Title I Targeted Assistance School Sites, based on the percent of low income students enrolled at each of the sites. With the assistance of the Data Specialist and school site Student Study Teams, academically at-risk students will be identified and monitored. Comprehensive before, during, and after school interventions and intervention materials will be provided based on site level needs.

MUSD will focus on providing professional development in Universal Design for Learning (UDL) to strengthen academic programs and improve conditions for student learning. In addition, MUSD will provide professional development in the area of use of data for monitoring. District TOSAs will work with teachers to refine common formative/summative assessments and to implement the use of the interim assessment blocks to assist with cohesive district wide progress monitoring.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

The overuse in discipline practices that remove students from the classroom is addressed in MUSD’s LCAP Goal 2: Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth. The District’s Data Specialist monitors suspension data and shares this data with the District Leadership Team including site principals throughout the school-year. The data is desegregated by ethnicity, special education, English Learner, grade level and school site. Data from the California School Dashboard was used in writing the LCAP to increase school site awareness of discipline practices. Student engagement is a primary focus for LCAP Goal 2, as research shows that student connectedness to school is integral to academic and social/emotional success.

To continue to maintain rate of 1.5% of all students being suspended one or more times as indicated on the 2020 Dataquest/CA School Dashboard, the actions/services below will be provided to our unduplicated student groups and students with disabilities:

- Monitor unduplicated and special education student suspension data to ensure compliance with district discipline plan

- Increase elementary counselors to 1.0 FTE to meet social and emotional needs principally directed towards unduplicated student groups
- Provide a School Resource Officer (SRO) to promote positive school climate, to conduct classroom visits and home visits to educate primarily families and students of unduplicated student groups, in order to increase connectivity to school and reduce suspensions
- Teach rules and expectations through discipline assemblies and classroom visits by APs and counselors
- Provide CHAMPS training to all teachers
- Employ assistant principal at TK-8 elementary school to provide behavioral interventions and support, principally directed towards unduplicated student groups.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Career Technical Education (CTE) and work-based opportunities are addressed in MUSD’s LCAP Goal 1: To increase academic achievement for all students so that they are career/college ready upon graduation. Actions and services listed in LCAP Goal 1.2 and 1.6 (Increase college and career pathways to ensure all students are college and career ready) specifically addresses CTE/work-based learning.

No Title I funds were allocated in the LCAP for CTE/work-based learning.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

MUSD’s LCAP Goal 1 (to increase academic achievement for all students so that they are career/college ready upon graduation) addresses professional development. MUSD provides three full day in-services for all teachers and administrators. In addition, teachers and administrators attend workshops and conferences in their specific subject areas in order to ensure that instructional strategies being implemented are aligned with and support challenging State academic standards.

After data analysis utilizing local assessments, Dataquest, and the California School Dashboard, MUSD developed a comprehensive professional development plan. Based on our findings, topics will include Math, English Language Arts/English Language Development, Next Generation Science Standards, Literacy in History/Social Studies with a district-wide focus on Universal Design for Learning (UDL) in all subject areas. Professional development will also be provided in the development and use of common formative and summative assessments, including the California Assessment of Student Performance and Progress (CAASPP) interim assessment blocks.

Other professional development topics in the LCAP include CHAMPS for all teachers, social emotional teaching and learning, Advancement Via Individual Determination (AVID), Kagan Cooperative Learning, the Reading and Writing Project, and instructional technology. In addition, MUSD has one Teachers on Special Assignment (TOSA) and one math coordinator who provide coaching and support to teachers with instructional strategies that address the needs of students not meeting grade level standards. A Data Specialist assists with CAASPP Interim Assessment Block training as well as other benchmark assessment training.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

MUSD’s LCAP Goal 2: Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth addresses ways in which MUSD will promote parent, family, and community engagement in the education of English Learners. Action step 2.4 in the LCAP provides district bilingual coffee chats with parents of English Learner students to address parent questions/concerns and to educate them on the U.S. school system. Additional LCAP goals which promote parent, family and community engagement in the education of English Learners include:

- Increase participation in ELAC/DELAC meetings
- Schedule three ELAC/DELAC meetings which include input on draft LCAP
- Provide parent training for TK-12th grade student success
- Maintain the number of Bilingual Parent Coffee Chats offered
- Increase participation at school site level by providing childcare (Principal Chats, BTSN, SSC, ELAC/DELAC)
- Increase meeting attendance listed above through personal outreach

In addition, MUSD’s LCAP Goal 2.7 (Comprehensive Approach to Health and Wellness) provides opportunities for family engagement through outreach and education via the district’s virtual wellness center. Various training sessions are provided to families throughout the year including mental health and behavior, parenting skills, and how to help your child or teen experiencing anxiety and depression.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

Eligibility for Federal Reduced Price Meal Program (FRPM) is the poverty criteria used in MUSD.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

To begin the process for identifying disparities that result in low income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced or out of field

teachers, Moorpark Unified School District (MUSD) utilized CALPADs staffing reports as well as the CDE report data to analyze and compare Title I school staffing to non-Title I school staffing. MUSD's Personnel Department examined personnel records and verified that MUSD has no ineffective/misassigned teachers, or teachers teaching out of field. No teachers meeting these criteria were identified so this information was not added to the spreadsheets.

MUSD's educator equity data does not demonstrate disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. MUSD has six elementary schools. Of the six elementary schools, three qualify for Title I funding and three do not. All three of the Title I schools, which have the highest percentage of low-income and minority students, were below the elementary level district average for percent of inexperienced teachers. MUSD has one Title I K-8 school. After reviewing current data, the K-8 school was below the district average for percent of inexperienced, ineffective, or out of field teachers. MUSD has two comprehensive middle schools. At the middle school level, the Title I middle school, which has the highest percentage of low-income and minority students, was below the middle-school level district average for percent of inexperienced teachers. MUSD has no Title I high schools and no high school sites are above the district average of percent inexperienced teachers. At the high school level, there is not a disparity of low-income or minority students being taught at higher rates than other students by ineffective/misassigned teachers or teachers teaching out of field. Community High School (CHS), a former Title I continuation high school, officially closed in 2019-2020.

MUSD has no ineffective/misassigned teachers or teachers teaching out-of-field. Since there was not a noted disparity in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers, educational partner engagement in the process for identifying strategies for addressing disparities was not solicited. MUSD has since assembled an equity team consisting of district level educational partners, as well as parents and community members. This team will meet to discuss and identify strategies for closing potential future equity gaps, review root cause analysis, and develop a plan to address inequities should they arise.

MUSD will utilize suggestions provided under "Equitable Access Strategy Development" including providing a high quality new teacher induction program and a mentoring and induction program for new administrators to assist in addressing potential disparities. Actions and services addressing Priority 1 in MUSD's LCAP Goal 1 include weekly collaboration time for teachers to study student achievement data, design lessons, and share successes and challenges, Teacher on Special Assignment (TOSA) to provide support teachers with instructional strategies, and on-going professional development to continue to build and strengthen teacher capacity. These strategies will assist in addressing any disparities that may be discovered in the future. In the event of future disparities, MUSD will explore the option of providing transfer incentives to teachers and administrators.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Moorpark Unified School District (MUSD) will engage parents, families, and key educational partners in supporting student success in school. Moorpark had two schools listed as CSI schools (Ivy Tech Charter and Community High School). Mesa Verde was a former ATSI school.

Ivy Tech Charter School: After contacting California Department of Education on how to address this charter school we were told the following: "The charter school will develop its own LCAP. A charter school that is eligible for CSI will submit its CSI prompts to the county office of education of the county in which the school resides. The county office of education will review the charter school's responses to ensure that the charter school has addressed the prompts. The authorizing LEA is not required to include the charter school in its own LCAP or in its responses to the CSI prompts."

Community High School (CHS) has since closed as of 2019-2020. CHS, a former continuation high school identified for CSI, had zero enrollment per Data Quest for the 2018-19 school-year, and will continue to have zero enrollment for the 2019-20 school-year. A new program called Structured Academic Support(SAS) was started at Moorpark High School (MHS) in 2018-19, to address the needs of credit deficient students as early as the second semester of their freshman year. Former CHS students are being supported through the SAS program at MHS. Since CHS has no students, credit deficient student needs are addressed in MHS's School Plan for Student Achievement (SPSA). Parents of students formally enrolled in CHS and parents of other credit deficient students will be encouraged to attend and provide input at MHS SSC, ELAC meetings and other parent advisory meetings.

All MUSD schools develop and implement a school site Parent and Family Engagements Policy with input from site educational partners. MUSD develops its Parent and Family Engagement Policy with input from educational partners such as DELAC, LCAP Parent Advisory Committee, and includes additional input from site Title I, SSC, and ELAC. The MUSD and site level Parent and Family Engagement Policies are distributed annually, via automated telephone/e-mail system, paper copies, and posted on the district website. This and all other communications will be sent to parents in a language that parents understand (English, Spanish).

On an on-going basis, district staff are educated on the importance of working with parents as partners in their child's education. District TOSA, teachers, and selected parents will attend training such as California Association for Bilingual Education (CABE) and VCOE Family Engagement Workshops together.

MUSD will provide opportunities such as Latino Family Literacy Project, Family and Engagement Workshops, training at DELAC, and Bilingual Coffee Chats led by district TOSA, to assist parents with understanding the State standards, State and local assessments, and the importance of college and career readiness. In addition, parents will learn how to navigate the TK-12 educational system, advocate for their students, and communicate effectively with school personnel.

Progress monitoring for effective parent engagement includes attendance at District English Learner Advisory Committee (DELAC) meetings, LCAP Parent Advisory meetings, Title I Parent meetings, and All Special Kids (parents of students with disabilities) meetings. Participation of parents in the annual LCAP survey will also be included.

Specific actions and services for communication with families to enhance parent and family engagement include:

- Current quarterly district communication and monthly site level communication
- Parent Square/School Messenger for parent outreach and communication
- Site level Principal Chats 3 times per year
- Updated district and school websites monthly to provide accurate and current information

- MHS app for parent/student/community communication
- Social media presence
- Marketing efforts for MUSD schools and programs
- Q Parent Connect to provide information to parents/students (ie; grades, attendance, cafeteria balances)

MUSD recognizes the importance of working with parents as equal partners. On an on-going basis, district classified, certificated, and management staff, are educated on the importance of working with parents as partners in their child's education.

Parent involvement programs such as the Latino Family Literacy Project are provided to assist parents with navigating the TK-12th grade educational system, as well as supporting their children academically. In addition, English as a Second Language courses, a manufacturing course, citizenship classes, and Spanish GED courses are offered to parents, to help parents with their English and employability skills. This enables parents to more fully participate in their child's education.

The District TOSA and site principals provide Coffee Chats covering parent requested topics, in both English and Spanish. Four LCAP Parent Advisory Committee meetings (which consisted of parents, community members, and staff) were held during the 2021-22 school-year, to provide information and gather parental input. In addition, English and Spanish surveys were given to parents, staff, and students to guide the development of this year's LCAP and LCAP Federal Addendum.

MUSD will implement effective parent and family engagement strategies to increase parents' involvement in their child's education. Participation of parents in the annual LCAP survey will allow for MUSD to monitor parent and family engagement. MUSD provides opportunities for the informed participation of parents and family members with limited English proficiency and provides special accommodations for communicating with families that have accessibility/other needs by ensuring translation services, both written and oral, and a sign language interpreter.

These opportunities for informed participation include:

- District and school level committees such as LCAP Parent Advisory Committee, DELAC, ELAC, Title I, SSC, etc
- Parent information meetings such as Back to School Night, parent conferences, IEP meetings, 504 meetings, etc.
- District and school reports including report cards, SARC, newsletters, standardized test results, etc., are translated
- Current quarterly district communication and monthly school level communication is available in both English and Spanish
- Parent Square/School Messenger for parent outreach and communication is provided in English and Spanish in both written and oral format
- Special accommodations are made for communicating with families that have accessibility or other special needs which make corresponding with the school difficult including phone conferences, after hour conferences, home visits, e-mail, etc.
- Counselors meet with migratory students and family members before students plan to leave for an extended period of time and once again when they return, providing necessary follow-up support
- Site level Principal Chats held in both English and Spanish are offered 3 times per year
- Updated district and school websites monthly to provide accurate and current information
- MHS app for parent/student/community communication

- Marketing efforts for MUSD schools and programs
- Q Parent Connect to provide information to parents/students (ie; grades, attendance, cafeteria balances)
- Provide parent training and outreach for TK-12th grade student success
- Increase participation at school site level by providing childcare
- Increase meeting attendance through personal outreach

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP: N/A

Neglected or delinquent: N/A

TAS: After data analysis utilizing local assessments, Dataquest and the California School Dashboard, each of Moorpark Unified School District's (MUSD) four Targeted Assistance Title I schools (TAS) will develop a comprehensive School Plan for Student Achievement (SPSA), with input from educational partners which will be approved by the site's School Site Council (SSC). Each SPSA will contain goals, actions and services that meet the needs of the students at each of the individual school sites as well as align with MUSD's Local Control Accountability Plan (LCAP).

Funds will be allocated to Title I Targeted Assistance School Sites, based on the percent of low income students enrolled at each of the sites. MUSD district and site administrators will work collaboratively with classroom teachers to identify students in Targeted Assistance Schools (TAS) who are not meeting grade level standards. Staff will use a variety of methods including formative, interim, and summative assessment, grades, and parent input to identify students and the areas in need of intervention.

Sites will implement actions and services 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, before, after and during school interventions)
- Target students below proficiency in ELA and Mathematics and provide intervention(s) specific to their needs (Multi-Tiered RtI2 model)
- Provide a variety of program options and educational settings

Specific actions and services include:

- Designate a Teacher on Special Assignment (TOSA) to provide coaching and support to teachers with instructional strategies to support struggling learners
- Provide an accountability and equity specialist to collect data, monitor at-risk student progress and to support site administration with categorical program implementation
- Additional para-educators to assist struggling learners
- Additional leveled readers at TAS elementary sites
- Additional high interest library books at lower instructional reading levels for struggling students
- Release time provided to teachers to design lessons and units using Universal Design for Learning
- Additional before and after school intervention opportunities for students not meeting State Standards
- Hourly teachers to provide additional intervention during the school day
- Additional software programs to assist struggling students with meeting grade level standards
- Additional counselors to support student growth

Professional development focusing on strategies to assist students with meeting grade level standards

MUSD will focus on providing professional development in Universal Design for Learning (UDL) to strengthen academic programs and improve conditions for student learning. District TOSA and math coordinator will work with teachers to refine common formative/summative assessments to assist with cohesive district wide progress monitoring.

MUSD staff, in consultation with parents and specialized instructional support personnel in Title I TAS schools will allocate unrestricted and restricted fiscal resources to TK-12 programs, ensuring that eligible children most in need of services receive them. After data analysis utilizing local assessments, Dataquest and the California School Dashboard, each of MUSD's four Title I TAS schools will develop a comprehensive School Plan for Student Achievement (SPSA), with input from educational partners which will be approved by the site's School Site Council (SSC) and annual approved by the board of education. Each SPSA will include evaluation of progress towards prior year's goals, goals for the current school year, actions and services that meet the needs of the students at each of the individual school sites, as well as budget projections for listed actions and services.

MUSD district and site administrators will work collaboratively with classroom teachers to identify students in targeted assistance schools who are not meeting grade level standards. Staff will use a variety of methods including formative, interim, and summative assessment, grades, and parent input to identify students and the areas in need of intervention.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

The liaison for homeless youth has the following duties:

- Ensure proper school placement, enrollment and checkout from school
- Monitor and improve pupil academic achievement
- Provide resources and referrals
- Assist with transfer of grades, credits and records when youth transfers schools
- Ensure youth and children have full and equal opportunity to succeed in school
- Ensure foster and homeless students are provided with a free school lunch.
- * Provide professional development to administrators and staff annually regarding requirements of working with homeless youth
- Provide backpacks and school supplies to homeless youth as needed

In addition, MUSD will provide regular guidance counselor visits and attendance monitoring provided by the Attendance Outreach Technician.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Research indicates that instructor effectiveness is the key to improving instructional outcomes. Moorpark Unified School District (MUSD) invests in instructional coaching and professional development to improve academic outcomes for all students. MUSD provides extensive and on-going professional learning opportunities for teachers, principals, and other school leaders in an effort to build capacity and provide opportunities to develop meaningful teacher/administrative leadership. MUSD's systems of professional growth for teachers, principals, and other school leaders begin with data analysis. After data analysis, utilizing surveys, local assessments and the California School Dashboard, MUSD annually develops a comprehensive professional development plan. This comprehensive professional development plan addresses the professional development needs of teachers, principals, and other school leaders as identified after the data analysis.

Teachers:

The system of professional growth and improvement for teachers begins with a two-year new teacher induction program. During this time, teachers attend professional development at Ventura County Office of Education (VCOE), participate in teacher support groups, and work with a mentor teacher at their school site. MUSD teachers participate in district-wide professional development including three full day inservices each year, hourly after school inservices, and outside professional development focused on their particular grade level/subject matter. Veteran teachers are encouraged and/or selected to represent their school sites in VCOE's Leadership Networks (EL, Math, NGSS, etc.) as well as State Leadership Networks in a variety of subject areas. Veteran teachers are provided a variety of opportunities to expand their instructional and leadership skills throughout their career including mentoring new teachers, participating in VCOE's professional development for Support Providers, as well as pursuing advanced degrees in educational leadership. This professional development supports student needs identified through data analysis and reflects teacher input as collected through professional development needs assessments. To measure growth and improvement, local data is gathered and analyzed three times a year, and revisions are made to the professional development plan as needed. After professional development opportunities are offered, teachers complete a survey evaluating the effectiveness of the training and providing input regarding future professional development needs. Surveys were collected this year in the areas of technology, social-emotional learning, and multilingual learners. These on-going adjustments to the professional development plan ensure continuous improvement within the MUSD system of professional development.

Principals:

The system of professional growth and improvement for principals begins with a two-year new administrator induction program. During this time, principals attend professional development at VCOE, participate in new administrator support groups, and work with a mentor administrator. Principals assist with developing and participate in three full day inservices each year, as well as hourly after school inservices. MUSD's bimonthly Leadership Forum, attended by principals and other school/district leaders, provides ongoing professional development based on district needs. The focuses for this year included Equity, Accountability and Compliance; MTSS; Social Emotional Learning (SEL); CHAMPS; Analysis of Data from Educational Partners, Staff and Students; and Multilingual learners. To measure growth and improvement, local and State data is presented and discussed during the Leadership Forum, and adjustments to the district's professional development plan are made. All principals, with a focus on veteran principals, are encouraged to attend State/National level conferences, based on their specific school site needs. During the annual administrative evaluation process, district administrators meet with site principals to discuss and

develop goals targeting career advancement opportunities. This also provides an opportunity to measure professional growth and ensure continuous improvement.

Other School Leaders:

The system of professional growth and improvement for other school leaders new to their position begins with a variety of professional development opportunities such as ACSA Academies, administrative induction programs, and other leadership networks. Appropriate MUSD leadership personnel attend State/Federal professional development opportunities (CISC, Title I, FPM, etc.) on an ongoing basis to ensure continuous improvement. MUSD's bimonthly Leadership Forum, attended by principals and other school/district leaders, provides ongoing professional development based on district needs. To measure growth and improvement, local and State data is presented and discussed during the Leadership Forum, and adjustments to the district's professional development plan are made as necessary. During the annual administrative evaluation process, district administrators meet with other school leaders to discuss and develop goals targeting career advancement opportunities. This also provides an opportunity to measure professional growth and ensure continuous improvement.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Moorpark Unified School District (MUSD) does not have any schools that are implementing comprehensive support and improvement activities. Community High School, which was identified as a CSI school, had zero enrollment for the 2018-19 school year and was formally closed during the 2019-20 school year. Former Community High School students are now enrolled at Moorpark High School and participating in Moorpark High School's Structured Academic Success (SAS) credit recovery program. Professional development activities funded by Title II will continue to be provided in the area of College and Career Indicator, ELA and Math at Moorpark High School to address the needs of these and other academically at-risk students. Ivy Tech Charter School was also identified as a CSI school. After contacting the California Department of Education on how to address this charter school we were told the following: "The charter school will develop its own LCAP. A charter school that is eligible for CSI will submit its CSI prompts to the county office of education of the county in which the school resides. The county office of education will review the charter school's responses to ensure that the charter school has addressed the prompts. The authorizing LEA is not required to include the charter school in its own LCAP or in its responses to the CSI prompts." Mesa Verde Middle School (MVMS) was formerly identified as an ATSI school for its Students with Disabilities subgroup and is no longer identified as an ATSI school.

School data (demographic, academic, discipline, chronic absenteeism, etc.) is used to prioritize Title II funding allocations. CSI schools would be our first priority, followed by ATSI schools and other schools with the highest percentage of students in poverty, foster youth, etc. (Flory Academy, Campus Canyon Elementary, Chaparral Middle School, and Arroyo West Elementary). The remaining

funds are then allocated to MUSD's other schools. Title II funds will also be used at the district level to support teachers, principals, and other school leaders to build capacity.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The sources of data that MUSD uses to monitor and evaluate Title II activities include professional development needs assessments, professional development evaluations, and local/state student achievement data. Student achievement data is analyzed three times per year. Professional development data is analyzed after each professional development opportunity as well as reviewed before developing MUSD's annual professional development plan.

MUSD consults with teachers, principals, paraprofessionals, specialized instructional support personnel, and other school leaders through needs assessments, surveys and input at meetings with educational partners to update and improve Title II, Part A-funded activities. MUSD consults with parents, community partners, and organizations through parent advisory committee meetings, needs assessments, LCAP survey, and Title I parent meetings.

MUSD meaningfully consults with the above listed educational partners on an ongoing basis (minimum three times per year). Feedback from these educational partners is utilized to develop and make adjustments to MUSD's professional development plan.

MUSD coordinates Title II Part A activities with other related strategies, programs, and activities through the LCAP, LCAP Federal Addendum and each school's School Plan for Student Achievement. MUSD engages in an organic process of analyzing school and district level data to develop district goals and strategies to ensure continuous improvement. MUSD also coordinates Title II funded programs and activities with Title I and Title III funded programs and activities, which align to the LCAP and LCAP Federal Addendum.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Although most of MUSD's professional development is provided through other funding sources, school sites will occasionally use Title III funding for the following professional development:

- English Learner Rise professional development network

- ELD Professional Learning Community (PLC) planning
- Kagan Cooperative Learning Structures
- Latino Family Literacy Project teacher training

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Classroom teachers provide immigrant students with academic support as needed. Counselors and other school personnel support social-emotional needs of immigrant students.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Academic achievement data (including, but not limited to, CAASPP, ELPAC and report card marks) is disaggregated by significant subpopulations and by school in order to track Multilingual/English Learner progress in achieving English proficiency and meeting state academic standards. The following will be provided to support Multilingual/English Learners in attaining English proficiency and meeting State academic standards:

- Before, during, and after school academic interventions
- Bilingual TOSA to support teachers with high-quality ELD instructional strategies
- Homework help for Multilingual/English Learners
- Multilingual/English Learner Academic Support Liaisons at comprehensive middle schools to monitor Multilingual/English Learner progress and provide direct support to Multilingual/English Learners in core classes
- Bilingual para-educators to provide support to Multilingual/English Learners in core classes
- PLC time for teachers to collaborate and discuss Multilingual/English Learner student progress
- Rosetta Stone software program to assist Newcomer Multilingual/English Learners with English language acquisition
- Professional development for newly adopted ELA/ELD curriculum

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

After data analysis utilizing local assessments, Dataquest and the California School Dashboard, each school, not just Title I schools, develops a comprehensive School Plan for Student Achievement (SPSA), with input from educational partners which is approved by the site’s School Site Council (SSC) and annually adopted by the board of education. Each SPSA contains goals, actions and services that meet the needs of all students as well as Multilingual/English Learners and other student groups. Based upon the needs identified at each of the school sites, services are planned and implemented for Multilingual/English Learners. These services may be provided before school, during the day and after school. All Multilingual/English Learners are provided with designated and integrated English Language Development (ELD) as well as additional support to ensure that they meet challenging state academic standards. Individual student progress in attaining English proficiency and in meeting grade level standards is monitored by classroom teachers, counselors, and administrators through student study teams and professional learning communities. Ongoing progress monitoring and use of interim assessment blocks provides data to help identify a student’s instructional level for systematic ELD instruction, planning for systematic ELD based on the student’s language ability, and monitoring student progress.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable