

District Name: Moorpark Unified School District **CD Code:** 56-73940

LOCAL EDUCATIONAL

AGENCY PLAN ADDENDUM TEMPLATE

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 23, 2012, if your LEA received a September 2011 notice letter. The Plan Addendum should:

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (<i>First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
The Moorpark Unified School District (MUSD) has continued to show growth in the AYP and API for the past five years in both English Language Arts (ELA) and Mathematics. All of our schools' API's are in the 800's with the exception of our Continuation High School (CHS). The District will continue to review overall and subgroup	School Board All MUSD employees	Fall of every school year as data is available.	NA	NA

achievement, analyze data to determine areas of success and weakness, and use data to set new goals for student progress.

Four of our eleven sites are in PI. Three of the sites are elementary (AW-yr 4, CC-yr 1, WC-yr 3) and one secondary (CHS-yr 2).

The 2012 AYP ELA target is 78.0%. MUSD did not meet this target (69.7%). MUSD did not meet the following ELA subgroup targets:

Hispanic	48.6%
SED	45.2%
EL	35.2%
SWD	41.8%

The 2012 AYP ELA target for Grades 2-5 is 78.4%. Grades 2-5 did not meet this target (68.3%). Grades 2-5 subgroups that did not meet ELA AYP are:

Hispanic	47.9%
SED	44.8%
EL	37.3%
SWD	54.4%

The 2012 AYP ELA target for Grades 6-8 is 78.4%. Grades 6-8 did not meet this target (71.7%). They Safe Harbored Hispanic (51.2%), SED (48.3%), and EL (35.8%). Grades 6-8 subgroup that did not meet ELA AYP is:

SWD	37.7%
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The 2012 AYP ELA target for Grade 10 is 77.8%. Grade 10 did not meet this target (69.2%). Grade 10 subgroups that did not meet ELA AYP are:

Hispanic	43.9%
SED	36.6%
EL	24.2%

The 2012 AYP Math target is 78.2%. MUSD did not meet this target (67.6%). MUSD did not meet the following Math subgroup targets:

Hispanic 48.9%
SED 45.4%
EL 40.0%
SWD 44.7%

The 2012 AYP Math target for Grades 2-5 is 79.0%. Grades 2-5 did not meet this target (75.5%). Grades 2-5 subgroups that did not meet Math AYP are:

Hispanic 59.4%
SED 55.2%
EL 52.9%
SWD 62.8%

The 2012 AYP Math target for Grades 6-8 is 79.0%.

Grades 6-8 did not meet this target (57.9%).

Grades 6-8 subgroups that did not meet Math AYP are:

Hispanic 36.6%
SED 33.4%
EL 24.2%
SWD 33.6%
White 70.3%

The 2012 AYP Math target for Grade 10 is 77.4%. Grade 10 did not meet this target (68.0%). Grade 10 subgroups that did not meet Math AYP are:

Hispanic 42.5%
SED 39.8%
EL 27.4%

<p>Through our analysis of data we found:</p> <ul style="list-style-type: none"> • District-wide, our subgroups performed higher in Math than ELA. • EL subgroup did not meet ELA or Math AYP district-wide or by grade spans. • Grades 2-5 and Grade 10 performed better in Math than Grades 6-8. • Grades 2-5 performed better in Math than ELA. • Grades 6-8 performed better in ELA than Math. • Our 2012 EL District level API of 691 has increased from the 2011 year by 1 point, which is still a decrease from the 2010 year by 14 points. The 2012 EL API score is lower than the State EL API of 716 by 25 points. <p>After an evaluation of the Local Education Agency Plan (LEAP), a thorough analysis of student assessment data, and a self-assessment using the Academic Program Survey (APS), the English Learner Subgroup Self-Assessment (ELSSA), the Inventory of Services and Support (ISS), and the District Assistance Survey (DAS), the data revealed:</p> <ul style="list-style-type: none"> • A lack of clarity regarding the implementation of a systematic program of strategic and intensive interventions based on a Response to Intervention (RtI) model for ELA and Math. • A need to increase our emphasis on providing a comprehensive ELD program, which includes ELD instruction in addition to and separate from the ELA instructional block. • Insufficient emphasis on students at the Intermediate (CELDT) and Basic (CST) levels (our long-term EL students). • Insufficient awareness of Title III accountability issues, staff more focused on CST results than CELDT. 	<p>Superintendent</p> <p>Assistant Superintendents</p> <p>Director of Elem. Ed. & Special Programs</p> <p>Director of Spec. Ed.</p> <p>Director of Technology</p> <p>District Data Specialist</p> <p>Principals</p> <p>Specialists</p> <p>Paraprofessionals</p>			
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<ul style="list-style-type: none"> • Insufficient support for EL students in math at the secondary level. • Current intervention programs within the District may not specifically target students' academic or language proficiency. • While intervention programs/materials were utilized with at-risk students, progress monitoring, data collection, and instructional decisions were not uniformly implemented throughout District. <p>These fundamental teaching and learning needs will be addressed through the following action steps:</p> <ul style="list-style-type: none"> • Provide support and staff development based on Rtl model with a focus at secondary level. • Research and implement intensive interventions for grades 2-8 in ELA and/or Math, for students who are two or more grade levels behind or scoring Below Basic or Far Below Basic on CST based on District's Rtl model. • Research and implement intensive interventions for grades 9-12 in ELA for students who are below grade 6 standards, and in math for students who are below grade 7 standards based on District's Rtl model. • Research and implement clearly defined strategic interventions that are short term and focused on specific skill gaps, for K-12 students who are less than two years behind in ELA and /or Math (scoring Basic on CST) or not passing CAHSEE based on District's Rtl model. • Create and implement clear District guidelines for a systematic ELD instructional program that is in addition to and separate from the required ELA block, using District adopted materials for ELD. • Research, purchase, and implement materials effective 	<p>Asst. Supt. of Inst.</p> <p>Director Elem. Ed. & Special Programs</p> <p>Principals</p> <p>Teachers</p> <p>Specialists</p> <p>Paraprofessionals</p> <p>Curriculum Council</p>	<p>2012-13 secondary visiting Rtl models & forming committee 2013-14 secondary implementation</p> <p>2012-13 research interventions at secondary 2013-14 implementation</p> <p>2012-13 research interventions APEX</p> <p>2012-13 elementary implementation 2013-14 secondary implementation</p> <p>2012-13 K-12 District guidelines</p> <p>ELD-research English 3D for secondary</p>	<p>\$7,000</p> <p>\$7,000</p> <p>\$135 per license \$30,000</p> <p>NA</p> <p>NA</p> <p>\$40,000</p>	<p>Title II General Fund</p> <p>General Fund</p> <p>General Fund Adult Ed Title I & III</p> <p>NA</p> <p>NA</p> <p>Title I Title III</p>
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<p>for supporting and accelerating the growth of Intermediate and long-term EL students.</p> <ul style="list-style-type: none"> • Provide teachers with relevant data on EL students, identifying not only EL students, but also RFEPs, students with disabilities, long-term ELs, and those not making expected progress on AMAOs or AYP. • Provide teachers and support staff additional professional development on interventions and assessment, academic English and vocabulary, and sheltering content, along with coaching and feedback. • Provide more math support for EL students at the secondary level. • Explore new funding sources and review the use of current funding to ensure resources are used effectively as possible to provide increased support. 	District Data Specialist Principals	Every fall, again when official CELDT scores are known, after reclass. in March each year	NA	NA
	Asst. Supt. of Inst.			
	Director Elem. Ed. & Special Programs Principals Teachers Specialists	2012-13	\$5,000	Title I PD
	District Admin. team	Zero Period	\$30,000	General funds
		2012-13	NA	NA

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>By June 2013, the percentage of students who score proficient or higher in Language Arts will increase from 69.7% to 72.8% as measured by AYP Safe Harbor requirements.</p> <p>EL 35.2% to 41.7% SES 45.2% to 50.7% Hispanic 48.6% to 53.7% Spec. Ed. 41.8% to 47.6%</p>	All MUSD staff	2012-13	NA	NA

<p>By June 2013, the percentage of students who score proficient or higher in Math will increase from 67.6% to 70.8% as measured by AYP Safe Harbor requirements.</p> <p>EL 40.0% to 46.0% SES 45.4% to 50.9% Hispanic 48.9% to 54.0% Spec. Ed. 44.7% to 50.2%</p> <p>The targets above are safe harbor targets.</p> <p>AMAO 3</p> <ul style="list-style-type: none"> • By September 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 35.2% to 41.7%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to reach safe harbor for proficiency in Reading/Language Arts. • By September 2013, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts. • By September 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 40.0% to 46.0%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to reach safe harbor for proficiency in Mathematics. • By September 2013, the LEA will meet the 95% participation rate for English learners assessed in Mathematics. 	All MUSD staff	2012-13	NA	NA
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>MUSD will:</p> <ul style="list-style-type: none"> • Implement Response to Intervention (Rtl) district-wide to provide early intervention/support to promote academic success for all students. • Provide differentiated instruction and universal access for all students, to provide a learning environment that promotes the development of each student's maximum potential. (Dutro, Tomlinson) • Implement Professional Learning Communities (PLC's), to ensure that all students are learning. (Dufour, Schmoker, Reeves, Marzano) • Support student learning through use of scientifically-based research programs. (Read Naturally, SIPPS, SuccessMaker, EDI, Soar to Success, Early Success). • Collect data to evaluate the effectiveness of these programs as they impact student achievement. <p>Please see MUSD's Title III Addendum for additional strategies specific to our English Language Learners.</p>	<p>Superintendent</p> <p>Assistant Superintendents</p> <p>Director of Elem. Ed. & Special Programs</p> <p>Director of Spec. Ed.</p> <p>Director of Technology</p> <p>District Data Specialist</p> <p>Principals</p> <p>Specialists</p> <p>Paraprofessionals</p> <p>Reading Consultant</p> <p>Teachers</p>	<p>2012-13 K-5 implementation 6th-12th visiting Rtl models & forming committee 2013-14 secondary implementation</p> <p>2012-13</p> <p>2012-13</p> <p>Elementary is On-going for ELA</p> <p>Sept. 2012-Feb. 2013 Additional study will be completed to find effective research based math interventions</p>	<p>6th-8th \$7,000 9th-12th Zero period \$30,000</p> <p>NA</p> <p>\$5,000</p> <p>NA</p> <p>NA</p>	<p>Title II PD General Funds</p> <p>NA</p> <p>Title II PD</p> <p>NA</p> <p>NA</p>

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Professional Learning Communities (PLC)</p> <p>PLC's will meet to analyze student data, share best practices/strategies, and plan instruction to meet the needs of our diverse learners.</p> <p>District will:</p> <ul style="list-style-type: none"> • Provide training for admin. and site leaders. • Hire a District Data Specialist to assist with data collections and analysis. <p>Schools will:</p> <ul style="list-style-type: none"> • Schedule regular PLC meetings. • Collect and analyze summative and formative assessments to answer the 4 critical <i>Dufour</i> questions. • Explore options for modifying the school day to accommodate collaboration and interventions. • Train staff in collaboration protocols. <p>Principals will:</p> <ul style="list-style-type: none"> • Meet with PLC's to assist them with data, analysis, meeting structure and focus. • Evaluate how PLC's are working and provide additional training as needed. • Review math data in more detail to determine drop in scores in secondary. 	<p>Superintendent Assistant Superintendents</p> <p>Director of Elem. Ed. & Special Programs Director of Technology District Data Specialist</p> <p>Principals Teachers Specialists District & Site Admins. VCOE trainings Site Leadership</p> <p>Principals VCOE Site Leadership</p>	<p>2012-13</p> <p>2012-13 Sept. 2012</p> <p>Sept. 2012 Formative ongoing Dist Summative 3x's year</p> <p>Aug. 2012</p> <p>Sept.-Dec. 2012</p> <p>Ongoing 2012-13</p> <p>Dec. 2012</p> <p>Nov. 2012</p>	<p>NA</p> <p>\$5,000 \$127,025</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>During collaboration time</p> <p>Title II General Fund Grant</p> <p>During collaboration time</p> <p>During staff mtgs.</p> <p>During collaboration time</p>

<p>Response to Intervention (Rtl) Using Rtl model of tiered interventions, K-5 students identified as needing extra support in ELA and/or Math will be provided an extra period during the school day for targeted instruction. Secondary (6th-12th) will research and establish a schedule to provide an extra period for targeted instruction.</p> <ul style="list-style-type: none"> • Review current common assessments used to place students in Rtl. • Monitor student progress. <p>English Language Development (ELD)</p> <ul style="list-style-type: none"> • Provide all EL's with daily structured ELD. • Review current ELD schedules and fix any gaps within schedules. • Implement elementary ELD curriculum with fidelity. • Review/ research and select/pilot appropriate ELD curriculum at the secondary level. • Provide training for new materials. • Use ADEPT for all K-5 EL students, to assess and monitor progress in language proficiency. • Research SIOP (training, materials) K-12. • Review and research additional structures/programs for meeting the needs of our EL's at the Intermediate (CELDT) and Basic (CST) levels. <p>Common Core State Standards (CCSS)</p> <ul style="list-style-type: none"> • Create a timeline, provide professional development, support and provide collaboration time for teachers to fully implement California's rigorous new Common Core State Standards (CCSS) by 2014. <p>Please see MUSD's Title III Addendum for additional actions specific to our English Language Learners.</p>	<p>Principals Teachers Paraprofessionals Curriculum Council Reading Coach</p> <p>Principals Teachers Reading Coach Curriculum Council Publisher reps</p> <p>Teachers Paraprofessionals</p> <p>Director of Elem. Ed. Asst. Supt. of Inst. Director Elem. Ed. & Special Program Principals</p> <p>Asst. Supt. of Inst. Director Elem. Ed. & Special Programs Director of Technology Principals CCSS team Curriculum Council Teachers</p>	<p>2012-13 K-5 implementation</p> <p>6th-12th visiting Rtl models & forming committee 2013-14 secondary implementation</p> <p>Monthly PRIDE</p> <p>Sept. 2012-13 Sept. 2012</p> <p>Sept. 2012-13</p> <p>6th-12th 2012-13 research English 3D for secondary</p> <p>Sept. 2012 May 2013</p> <p>Oct. 2012-13</p> <p>Oct. 2012-13</p> <p>6/2012-8/2012</p> <p>Elem. 2012-2013 Elem. 2013-2014</p> <p>Secondary 2012-13 Secondary 2013-14</p>	<p>K-5 support staff \$342,183 \$36,437 \$77,776</p> <p>6th-8th \$7,000 9th-12th Zero period \$30,000</p> <p>\$20,000</p> <p>NA NA</p> <p>NA</p> <p>\$40,000</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>\$11,170</p> <p>\$48,920 \$48,920</p> <p>\$31,500 \$31,500</p>	<p>Title I EIA Title III</p> <p>Title II PD General Funds</p> <p>Title I EIA Title III</p> <p>NA NA</p> <p>NA</p> <p>Title I & III</p> <p>NA</p> <p>NA</p> <p>Title II</p> <p>Title II</p> <p>Title II</p>
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Professional development needs were identified based on the APS, DAS, and an analysis of student achievement data.</p> <p>A comprehensive professional development plan was designed to address the needs of administrators, teachers K-12, specialists and paraprofessionals by providing training in the following areas:</p> <p>English Language Development (ELD) Instructional practices for EL's will be strengthened through professional development in:</p> <ul style="list-style-type: none"> • Systematic ELD • ELITE (VCOE administrator training) • District's newly adopted ELD materials and curriculum • Academic English and vocabulary • SDAIE strategies • Development of an ELD observation rubric <p>Professional Learning Communities (PLC) Leadership and growth in PLC's will be strengthened through professional development for administrators and site leaders on:</p> <ul style="list-style-type: none"> • Building PLC's around DuFour's 4 critical questions • Data analysis 	<p>Asst. Supt. of Instruction Director of Elem. Ed. & Special Programs Principals Teachers VCOE Reading Consultant</p> <p>Superintendent Asst. Supt. of Instruction Director of Elem. Ed. & Special Programs Principals, District Data Specialist VCOE Director of Technology Director of Spec. Ed.</p>	<p>Aug. & Sept. 2012</p> <p>Sept. 2012</p> <p>See #4 ELD</p> <p>Oct. 2012</p> <p>See #4 PLC</p> <p>Sept. 2012</p>	<p>NA</p> <p>NA</p> <p>See #4 ELD</p> <p>ELITE \$1860</p> <p>NA</p> <p>See #4 PLC</p> <p>NA</p>	<p>NA</p> <p>NA</p> <p>See #4 ELD</p> <p>Title II</p> <p>NA</p> <p>See #4 PLC</p> <p>NA</p>

<ul style="list-style-type: none"> • Meeting structures and protocols <p>Response to Intervention (Rtl) Support for Rtl will be provided through:</p> <ul style="list-style-type: none"> • Rtl Symposium (VCOE networking) • Professional development for secondary staff in the development, implementation, and monitoring of a comprehensive Rtl model. • MUSD will provide ongoing training on intervention programs (Read Naturally, SIPPS, Soar to Success, Early Success) <p>Common Core State Standards (CCSS) Professional development, K-12, will be provided for the implementation of the new Common Core State Standards.</p> <ul style="list-style-type: none"> • Implementation plan, pacing guides, unit/lesson design, project based learning, assessment <p>MUSD will give opportunities to teachers and administrators to participate in state training efforts for Title I and Title III.</p>	<p>Asst. Supt. of Instruction Director of Elem. Ed. VCOE Curriculum Council CCSS Leadership team</p> <p>District and Site Admin. Reading Coach</p> <p>Asst. Supt. of Instruction Director of Elem. Ed.</p> <p>Asst. Supt. of Instruction Director of Elem. Ed.</p>	<p>Nov. 2012 Jan. 2013 6th-12th visiting Rtl models & forming committee 2013-14 secondary implementation</p> <p>Ongoing</p> <p>6/2012-8/2012</p> <p>Elem.2012-2013 Elem.2013-2014</p> <p>Secondary 2012-13 Secondary 2013-14</p> <p>Sept. 2012 Dec. 2012</p>	<p>\$800</p> <p>6th-8th \$7,000 9th-12th Zero period \$30,000</p> <p>\$30,000</p> <p>\$11,170</p> <p>\$48,920 \$48,920</p> <p>\$31,500 \$31,500</p> <p>\$3000</p>	<p>Title II PD General Funds</p> <p>Title I Title I</p> <p>Title I</p> <p>Title II</p> <p>Title II</p> <p>Title II</p> <p>Title I Title III</p>
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6. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- If Title I only: Complete 6b
- If Title III Year 1: Complete 6b
- If Title III Year 2 or 3: Title III Year 2 Plan in CAIS
- If Title III Year 4 or 4+: Title III Year 4 Plan in CAIS

b. Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>AMAO 1 -Annual Progress Learning English</p> <ul style="list-style-type: none"> • By January 2013, the percentage of English learners learning English will increase from 51.6% to 57.5%, in order to meet state defined growth expectations as measured by CELDT. <p>AMAO 2 - English Proficiency</p> <ul style="list-style-type: none"> • By January 2013, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 20.1% to 21.4%, in order to meet state-defined expectations for meeting the CELDT criterion for English-language proficiency. • By January 2013, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 41.3% to 47%, in order meet state-defined expectations for meeting the CELDT criterion for English-language proficiency. 	All MUSD Staff	1/12-1/13	NA	NA

<p>AMAO 3 - AYP for EL Subgroup</p> <ul style="list-style-type: none"> • By September 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 35.2% to 41.7%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to reach safe harbor for proficiency in Reading/Language Arts. • By September 2013, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts. • By September 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 40.0% to 46.0%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to reach safe harbor for proficiency in Mathematics. • By September 2013, the LEA will meet the 95% participation rate for English learners assessed in Mathematics. <p>Please see MUSD's Title III Addendum in CAIS for targets and strategies.</p>				
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7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • At risk students participate in before school and/or after school intervention programs. 	Asst. Sup. of Inst. Principals Teachers	Ongoing	\$7121	Title I
<ul style="list-style-type: none"> • After school ELA/ELD for Intermediate EL's. 	Principals Teachers	Ongoing	\$15,000	Title III
<ul style="list-style-type: none"> • First grade at-risk students participate in 1:1 peer tutoring 30 minutes before school. 	Principals	Ongoing	\$1,200	Title I

<ul style="list-style-type: none"> •Partner with VCOE for <i>1, 2, 3 Success</i> • Provide Pre-K Summer School for students with no preschool experience • Partner with City Of Moorpark to offer internet access for homework after school. • Research a grade 6-12 schedule to accommodate interventions during zero period. •Partner with Boys and Girls Club for afterschool fee-based programs to offer after school tutoring K-5. •After School Education and Safety Grant 	First grade teachers Paraprofessional Director of Elem. Ed. Teachers	Fall 2012- Spring 2013	\$106,618	Title I
	Asst. Supt. of Instruction First 5	Every Aug.	Use of facilities	Partnership with First %
	Asst. Supt. of Instruction City of Moorpark	Ongoing	NA	NA
	Asst. Supt. of Instruction Secondary Principals	2012-13	NA	NA
	Asst. Supt. of Instruction Elementary Principals	2012-13	\$23,000	MSAP Grant
		2012-13	\$112,000	ASES Grant

8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Establish an active School Site Council at each site where staff, parent and community representatives provide input into the school planning and improvement process. The SSC reviews student achievement results overall, by grade level, and by sub-group. The SSC is a vehicle for parents to provide input on how to improve school programs. 	SSC members as scheduled throughout the year	Yearly	Duplication of agenda, minutes, etc.	General Fund
<ul style="list-style-type: none"> • At Title I schools, hold a Title I parent meeting where parents learn about the school's programs, how parents can help their students at home, and ways to become involved in the school. They receive information about 	Principals, Title I parents	Every fall	\$1,200	Title I

<p>assessments used in the Title I program and how to interpret the results of those assessments. They have the opportunity to provide suggestions and input into the reading program.</p> <ul style="list-style-type: none"> • Parents at the K-5 level are invited to a fall parent conference, at which teachers discuss assessment results. At the middle school level, parents are invited to a fall conference with priority going to parents of at-risk students, and a conference time is made available for parents wishing to talk with teachers and counselors every morning throughout the school year. • At ELAC and DELAC meetings, results of the language census and school needs assessments, with ELA and math results included, are reviewed and explained in Spanish to parents of EL students. • <i>Parent Project</i> classes are provided for parents (3-12 week sessions covering parenting, assisting students at home, etc.). • Family literacy/Latino Family Literacy Classes are offered. • Connect-ed “robo-call” system to alert parents to school and district wide events. Zangle Parent Connect is available for parents to access their student’s information. • School sites host family nights emphasizing <i>Schools of Distinction</i> themes, BTSN, literacy, and math. 	<p>Teachers, counselors, parents</p> <p>Director of Elem. Ed. Principals, ELAC and DELAC</p> <p>SARB technician</p> <p>Site coordinator Adult Ed. director</p> <p>District and site administrators</p> <p>Principals and teaching staff</p>	<p>Fall and as needed</p> <p>Fall Winter Spring</p> <p>3 x’s a year</p> <p>Fall and ongoing</p> <p>Ongoing</p> <p>3 x’s a year</p>	<p>NA</p> <p>\$400</p> <p>NA</p> <p>\$4,000</p> <p></p> <p></p>	<p>NA</p> <p>Title III EIA</p> <p>NA</p> <p>Title III Adult Ed. MSAP</p> <p>General Fund</p> <p>General Fund</p>
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Moorpark Unified

County District Code: 56-73940

Date of Local Governing Board Approval: August 21, 2012

District Superintendent: Teresa Williams

Address: 5297 Maureen Lane

City: Moorpark

Zip Code: 93021

Phone: (805) 378-6300

FAX: (805) 531-6641

**E-mail:
twilliams@mrpk.org**

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

	Teresa Williams	October 23, 2012
Signature of Superintendent	Printed Name of Superintendent	Date

	Ute Van Dam	October 23, 2012
Signature of Board President	Printed Name of Board President	Date

	Donna Welch	October 23, 2012
Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.*