

Introduction:

LEA: Marysville Joint Unified School District **Contact** Gay S. Todd, Ed.D. , Superintendent, gtodd@mjud.com, **530-749-6102**

LCAP Year: 2014-15

Local Control and Accountability Plan (LCAP) and Annual Update

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>#1. DISTRICT LEVEL INPUT:</p> <ul style="list-style-type: none"> •Special Board Study Open Session held 1/14/14- Topic: Common Core State Standards/LCAP/LCFF. •2/19/14- Collective Bargaining Units (initial meeting). •3/12/14- Collective Bargaining Units (review their input). • Superintendent Reports to the MJUSD Board of Trustees at regular board meetings. 	<p>#1. DISTRICT LEVEL IMPACT:</p> <ul style="list-style-type: none"> •The MJUSD Board of Trustees attended the annual CSBA conference in December 2013 with a focus on learning all about Common Core State Standards (CCSS), Local Control Funding Formula (LCFF), and the Local Control and Accountability Plan (LCAP). •The special board meeting provided the forum for an open dialogue with the MJUSD Management Team and representatives of our teacher's union (MUTA) regarding the impact of the new CCSS and the LCFF on our district. •The two meetings with our Collective Bargaining Units was an opportunity to request and review input from each unit individually and collectively.

Involvement Process	Impact on LCAP
<p>#2. COMMUNITY LEVEL INPUT: MJUSD held the following community LCAP input meetings: •1/23/14- District Advisory Committee (DAC). •2/26/14 Community Input at McKenney Intermediate School. •2/27/14- Community Input at Yuba Gardens Intermediate School. •3/05/14- District English Learner Advisory Committee (DELAC). •Question and Answer period began each community input session with Superintendent and Executive Director of Educational Services. •Online Parent/Staff/Community survey window open from 2/21/14-4/4/14 in English, Hmong, and Spanish for input on LCAP.</p> <p>#3. COMMUNICATION REGARDING LCAP PROCESS: •SchoolMessenger from Superintendent on 2/21/14 asking parents to attend input meetings and complete the online survey (9,886 calls were made). Calls were sent out in English, Hmong, and Spanish based on the Home/Language Survey of each student. •Flier for LCAP Community Input sessions sent home with students in English, Hmong, and Spanish on 2/20/14. •MJUSD Fact Sheet with specific programs and/or initiatives regarding the SBE eight priorities was available at each of the community input sessions.</p> <p>#4. SURVEY DATA: Online LCAP survey (www.mjusd.com) in English, Hmong, and Spanish. •Hard copies of online survey were available at school sites in English, Spanish, and Hmong for those households without internet service. •School Newsletters advertised online survey.</p> <p>Final Steps for Board Approval of LCAP: •Shared first draft of LCAP with DAC on 5/21/14. •Shared draft with Site Principals and AP on 5/29-30/2014. •First draft of LCAP made available on district website and at school sites for public review on 5/23/14. •LCAP revisions completed and Superintendent’s written response to comments posted on 6/04/14. •Special Board meeting to present final draft and hold public hearing on 6/17/14. •LCAP and budget adopted by Board of Trustees on 6/24/14.</p>	<p>#2. COMMUNITY LEVEL IMPACT: •Each of the input meetings was well attended by parents, students, and community members. •A carousel activity had participants moving to three different charts (Engagement, Conditions of Learning, & Learning Outcomes) where they posted Commendations and Areas for Growth. •All suggestions were first sorted by categories, then listed in a second document under one of the Eight SBE Priorities. Copies of both reports of the collected data were posted on the MJUSD website.</p> <p>#3. COMMUNICATION IMPACT REGARDING LCAP: •Parents, school site staff, and community members had multiple opportunities to submit their recommendations through a variety of mediums. As such, there was an excellent turn out at the DAC meeting, DELAC meeting, the two Community Input sessions, and responses via the online survey. •The SchoolMessenger calls, fliers regarding the community input sessions, and the online survey were done in one of our three primary languages spoken in the district. (English, Hmong, and Spanish)</p> <p>#4. IMPACT OF SURVEY DATA: •Parent, Community, and Staff online surveys were available from 2/21/14-4/4/14, in English, Hmong, and Spanish on the MJUSD website. As such, all survey data has been tabulated and written suggestions have been included in the LCAP planning process. •The school newsletters provided an additional way to inform parents and the community about their ability to participate in the development of the LCAP.</p>

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

What are the LEA's goal(s) to address state priorities?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
As indicated by our community input meetings and survey results, there is an overwhelming desire to:	Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.							
Need: All teachers will be Highly Qualified (HQ). Continue to provide professional development (PD) opportunities for all teachers to maintain HQ status. Metric: Compliance Monitoring, Intervention, & Sanctions (CMIS) report, Verification Process for Middle and High School Level Teachers in Special Settings (VPSS).		All.	All.		99% of teachers will be highly qualified as delineated in the Elementary and Secondary Education Act (ESEA).	Percentage of highly qualified teachers will improve.	Percentage of highly qualified teachers will improve.	#1. Basic Conditions. Monitor course schedules and educators credentials. Ongoing enrollment in VPSS as needed.

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<p>Need: Educators need ongoing training in instructional Strategies and Practices.</p> <p>Metric: Professional development records and workshop evaluations.</p>		All.	All.		Establish baseline of educator effectiveness through the Smarter Balanced Assessment results.	Continuous improvement.	Continuous improvement.	#2. Implementation of CCSS. Multiple venues and opportunities for professional development in CCSS and Next Generation Science will be instituted for our certificated staff. Self-monitoring tool needs to be developed.
<p>Need: All students must have access to state and board approved materials.</p> <p>Metric: Instructional Materials Sufficiency report to the board.</p>		All.	All.		100% of students will have access to state and board approved textbooks.	100% of students will have access to state and board approved textbooks.	100% of students will have access to state and board approved textbooks.	#1. Basic Conditions. Mathematics materials will be purchased in 2014 -15. Common Core and Next Generation instructional materials will be purchased as needed. ELA textbooks will be purchased in 2016-17 following the SBE proposed adoption cycle.
<p>Need: Regional Occupation Program (ROP) and Career Technical Education (CTE) courses.</p> <p>Metric: Master Schedule.</p>		All.	All.		Maintain current number of ROP and CTE courses at each high school. Establish baseline number of courses per student.	Maintain current number of ROP and CTE courses. Maintain baseline.	Maintain current number of ROP and CTE courses. Maintain baseline.	#5. Pupil Engagement. #6. School Climate. #7. Course Access. #8. Other Pupil Outcomes ROP and CTE programs will be funded by MJUSD at their current levels to ensure the maintenance of electives at our comprehensive high schools.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Need: Reinstatement of the Junior Air Force Reserve Officers Training Corp (JRAFROTC) program at LHS.</p> <p>Metric: Budget records.</p>		All.	All.		Set aside of 50% of startup costs.	Set aside of 50% of startup costs.	Set aside of 100% of annual program funds \$150,000.	<p>#5. Pupil Engagement.</p> <p>#6. School Climate.</p> <p>#7. Course Access.</p> <p>#8. Other Pupil Outcomes One-half of start-up funds will be set aside to reinstate the AFJRROTC program at LHS in 2014-15 and 2015-16. One-year of program costs will be set aside to reinstate the AFJRROTC program at LHS in 2017-18. \$150,000 will be set aside to cover the district annual contribution for reinstating the AFJRROTC program at LHS in 2017-18.</p>
<p>Need: Access to a music program.</p> <p>Metric: Staffing Records and Master Schedules.</p>		All.	All.		Establish a baseline of students enrolled in music classes.	Increase the percentage of students enrolled in music at the Intermediate level.	Increase the percentage of students enrolled in music at the Intermediate and Elementary.	<p>#5. Pupil Engagement.</p> <p>#6. School Climate.</p> <p>#7. Course Access.</p> <p>#8. Other Pupil Outcomes Sections of music instruction will be added at K-8 school</p>
<p>Need: K-3 class sizes must maintain no higher than a site average of 24 students.</p> <p>Metric: Staffing Records and Master Schedules.</p>		All.	All.		Maintain.	Maintain.	Maintain.	<p>#1. Basic Conditions.</p>

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<p>Need: Intervention/acceleration classes.</p> <p>Metric: Staffing Records and Master Schedules.</p>		All.	All.		<p>Metric: Increase, as needed, the number of intervention/acceleration classes at a minimum level of 30 sections/class periods.</p>			<p>#4. Pupil Achievement.</p> <p>#5. Pupil Engagement.</p> <p>#6. School Climate.</p> <p>#7. Course Access.</p> <p>#8. Other Pupil Outcomes</p> <p>With the current staffing formula, intervention/acceleration classes will be reinstated.</p>
<p>Need: Students must have access and enroll in a broad course of study (EC 51220). A-G requirement/CTE.</p> <p>Metric: Staffing Records and Master Schedules.</p>		All.	All.		Maintain.	Maintain.	Maintain.	<p>#2. Implementation of CCSS.</p> <p>#4. Pupil Achievement.</p> <p>#5. Pupil Engagement.</p> <p>#6. School Climate.</p> <p>#7. Course Access.</p> <p>#8. Other Pupil Outcomes</p> <p>Students access and enroll in a broad course of study (EC 51220). A-G requirement/CTE</p>
<p>Need: Improved student literacy levels.</p> <p>Metric: Accelerated Reader scores and CAASPP.</p>		All.	All.		Establish baseline for K-12 students in reading at or above grade level.	Increase grade 3-11 students in reading at or above grade level by 3%.	Increase grade 3-11 students in reading at or above grade level by 3%.	<p>#2. Implementation of CCSS.</p> <p>#4. Pupil Achievement.</p> <p>#5. Pupil Engagement.</p> <p>#6. School Climate.</p> <p>#7. Course Access.</p> <p>#8. Other Pupil Outcomes</p> <p>Library software (Destiny) will continue to be funded to increase and accelerate student's literacy levels.</p>

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Need: Graduation rates need to improve. Metric: Graduation Rates.		All.	All.		Increased graduation rates from 79.5% to 81%.	Increased graduation rates from 81% to 83%.	Increased graduation rates from 83% to 85%.	#. 5 Pupil Engagement. HQ, PD, Instructional materials, ROP, CTE, ROTC, Music, K-3 CSR, Intervention, acceleration courses, A-G access Technology, Data accountability and assessment system, Facility maintenance, counseling, PBIS listed above will take place as defined under Goal 1, Section 2.
Need: California High School Exit Exam (CAHSEE) proficiency rates need to improve. Metric: CAHSEE Results.		All.	All.		Increase CAHSEE math rates from 78% to 80%, CAHSEE English rates from 76% to 78%.	Increase CAHSEE math rates from 80% to 82%, CAHSEE English rates from 78% to 80%.	Increase CAHSEE math rates from 82% to 84%, CAHSEE English rates from 80% to 82%.	
Need: Student attendance needs to improve. Chronic absenteeism and dropout rates need to decrease. Metric: Student attendance records.		All.	All.		Improve student attendance from 95.9% to 96.5%.	Improve student attendance from 96.5% to 97%.	Improve student attendance from 97% to 97.5%.	

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<p>Need: Student achievement needs to improve. Metric: California Assessment of Student Performance and Progress (CAASP), local benchmark results and other multiple measurements TBD.</p>		All.	All.		<p>Metric: Baseline data will be established via State and district assessments in E/LA.</p>	Students in all subgroups, who are not at the proficiency level, will show an increase of 5%.	Students in all subgroups, who are not at the proficiency level, will show an increase of 5%.	<p>#4. Pupil Achievement. HQ, PD, Instructional materials, ROP, CTE, ROTC, Music, K-3 CSR, Intervention/acceleration courses, A-G access, Technology, Data accountability and assessment system, Facility maintenance, counseling, PBIS listed above will take place as defined under Goal 1, Section 2.</p>
<p>Need: Increased Advanced Placement (AP) and Early Assessment Program (EAP) passing rates. Metric: Assessment results.</p>		All.	All.		Increased site-level AP exams passage rates from 26% to 30% and increase the EAP exam passage rates in English Language Arts (ELA) from 0% to 1% and math from 7% to 8%.	Increased site-level AP exams passage rates from 30% to 35% & EAP exam passage rates in ELA from 1% to 2% and math from 8% to 9%.	Increased site-level AP exams passage rates from 35% to 40% & EAP exam passage rate in ELA from 2% to 3% and math from 9% to 10%.	
<p>Need: Improved English learner reclassification rate. Metric: California English Language Development Test (CELDT) and Reclassification records.</p>		English Learners.	All.		EL rate of reclassification will increase by 2% from 10.5% to 12.5%	Metric: EL rate of reclassification will increase by 2% from 12.5% to 14.5%.	Metric: EL rate of reclassification will increase by 2% from 14.5% to 16.5%.	

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As indicated by our community input meetings and survey results, there is an overwhelming desire to:	Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.	All.	All.					
Need: Facility maintenance. Metric: Deferred Maintenance Plan objectives met.		All.	All.		Deferred maintenance budget established.	Maintain.	Maintain.	#1. Basic Conditions. Deferred Maintenance budget will be increased to provide the financial resources for the Deferred Maintenance Plan. •Set aside funds to keep our current school facilities (built between 1931 and 1957) in good repair.
Need: Assure compliance, safeguard assets and funding. Metric: Deferred Maintenance Plan objectives met.		All.	All.		Hire.	Maintain.	Maintain.	#1. Basic Conditions. Hire internal Auditor & Compliance Officer. Hire Categorical Specialist (financial).

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: Health services for students with ongoing health issues. Metric: Deferred Maintenance Plan objectives met.		All.	All.		Decreased student to nursing ratio.	Maintain.	Maintain.	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. One additional registered nurse will be hired for the 2014-15 school year along with six 0.5 FTE health clerks.
Need: Increased counseling services at the secondary level. Metric: Student to counselor staffing ratios.		All.	All.		Decreased student to counselor ratio.	Maintain.	Maintain.	#6. School Climate. Counseling services will be expanded at comprehensive high schools and extended to the intermediate schools for social/emotional counseling services.
Need: Increased Positive Behavioral Interventions and Supports. Metric: Staffing Records and PBIS Reports.		All.	All.		Establish baseline Tool and baseline.	Improve.	Improve.	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. One FTE PBIS District Coordinator will be hired for the 2014-15 school year to coordinate activities at participating school sites and will assist schools with staff training who wish to implement the program next year.
Need: Increase attendance clerks and library clerks. Metric: Staffing records, Accountability measures defined in Section 1.		All.	All.		Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. Additional staff will be hired.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: Increase administrative support. Metric: Staffing records, Accountability measures defined in Section 1.		All.	All.		Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. Additional staff will be hired per Ed Code administrative staffing ratios..
Need: Access to technology. Metric: Staffing Records and Master Schedules.		All.	All.		All sites will have wireless access.	Maintain.	Maintain.	#1. Basic Conditions. #2. Implementation of CCSS. #4. Pupil Achievement. #5. Pupil Engagement. Wireless access points for technology will be available at all school sites. Academic software will be purchased to improve keyboarding, literacy, and mathematic skills. Annual Technology survey will be administered to determine future site/district technology needs.
Need: Student achievement and accountability management system. Metric: Purchase orders and user evaluations.		All.	All.		Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	#1. Basic Conditions. #2. Implementation of CCSS. #4. Pupil Achievement. District Assessment and Accountability Data Management System will continue to updated and improved to provide immediate student assessment data.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>As indicated by our community input meetings and survey results, there is an overwhelming desire to:</p> <p>Need: Continued parent access to district and site information.</p> <p>Metric: Districtwide surveys: Stakeholder surveys, DAS, APS, ELSSA, and various translated documents. Increased parent participation at all school functions.</p>	Goal 3: Increase parent, family, and community involvement in the education of all students.	All.	All.	Establish baseline data.	Improve.	Improve.	<p>#1. Basic Conditions.</p> <p>#3. Parental Involvement.</p> <p>#4. Pupil achievement.</p> <p>#5. Pupil Engagement.</p> <p>#6. School Climate.</p> <p>Hire 1.5 FTE district translators/interpreters will be available to sites for translating school and district documents into Spanish (1 FTE) and/or Hmong (0.5 FTE). Sites will continue to promote via newsletters and the SchoolMessenger calling system for parent participation in site-based activities.</p>	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

The Marysville Joint Unified School District serves a very diverse student population of approximately 9,400 students in transitional kindergarten through twelfth grade. Approximately 83% of the students in the district qualify for free and reduced price meals and are living below the poverty level. Twenty-two point eight percent of students are designated as English Learners and speak one of twenty-one languages other than English spoken in students' homes. The core instructional program will continue to be taught by Highly Qualified teachers, will focus on the Common Core State Standards, and will strive to provide students with lessons that actively engage them in challenging learning opportunities. The Common Core implementation includes the use of supplemental materials which are rigorous and encourage higher-level thinking, as well as real-life opportunities that allow students to interact using academic language. Professional Development for teachers will continue to support their efforts to fully implement the Common Core and design lessons that actively involve students in their learning and provide opportunities for regular collaboration among students to deepen students' knowledge.

Supports for students below grade level including students with disabilities will be available at all school sites when assessment data identifies the need for such services. Teachers will coordinate a plan to provide necessary interventions and monitor student progress. Teachers will provide additional support for students whose literacy skills are below grade level.

We look forward to reinstating enrichment opportunities as part of the regular instructional program in the Marysville Joint Unified School District. Our ultimate goal is to provide music instruction to students at all grades. In the first three years of the LCAP, music instruction will be focused at the 7-12 grades. We will expand the program to grade K-6 as funds become available in future years. These opportunities will integrate music/arts instruction with the Common Core and ensure students are provided with a well-rounded curriculum. Students who are performing at high levels will continue to be challenged at appropriate levels.

The overall system for delivery of services to children with disabilities at MJUSD are based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration. The MJUSD conducts child find activities, evaluates students who are suspected of having a qualifying disability, and offers an individualized education program (IEP) of special education and related services to qualifying students.

Through the IEP process and participation of all required IEP team members including parent, special education teacher, general education (GE) teacher, administrator, and related service providers as necessary, students qualifying for special education are assured of an offer of a Free and Appropriate Public Education in the Least Restrictive Environment. The IEP team works collaboratively to assure that the services and supports identified on the IEP are provided to the student in a manner that provides educational benefit in the Least Restrictive Environment. A full continuum of options is available for consideration by the IEP team including specialized academic instruction, speech-language services, psychology services, occupational therapy, adapted physical education, educationally related mental health services, physical therapy, nursing, assistive technology equipment support, behavior assessment and planning, and itinerant vision services. Specialized itinerant instruction for students who are deaf or hard of hearing is also available, as necessary, through contracted services with Sutter County Superintendent of Schools. For students who are unable to progress at their neighborhood school or another school within the district, the district IEP team considers a referral to the regional special day class program (SDC) with Yuba County Office of Education, or a referral to a Non-Public School.

Students with disabilities participate in general education, including nonacademic and extracurricular activities, to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other removal of students with disabilities from the regular education environment may occur. This is warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When a student is placed in a regional SDC program or a NPS, the IEP team will consider transition back to district programs at each IEP.

Specific information about special education at the district is detailed in the following documents available at the district office and/or the Yuba County SELPA office: 1) Yuba County SELPA Local Plan for Special Education, 2) Yuba County SELPA Local Policies and Procedures, and 3) Yuba County SELPA Eligibility Criteria Handbook.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1	#1. Basic Conditions. #2. Implementation of CCSS. #3. Parental Involvement. #4. Pupil achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access. #8. Other Pupil Outcomes	Service: Provide Professional Development to ensure HQ mandates and to deepen educator knowledge of effective instructional strategies, instructional practices, and Common Core instruction.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF funding for Staff Development Days \$600,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.
Goal 1	#1. Basic Conditions. #2. Implementation of CCSS.	Action: Support the implementation of Common Core instruction through materials and professional development opportunities.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF Set aside 50% of cost for Instructional Materials-English/Language Arts \$500,000. Aligned with CDE adoption cycle in 2016-17.	Funding Source: LCFF •Set aside continues.	Funding Source: LCFF •Set aside continues.
Goal 1	#5. Pupil Engagement. #6. School Climate. #7. Course Access.	Action: Continue to provide programs and services which enrich students' educational experiences and challenge students who are performing at or above grade level and provide for a broad course of study (EC 51220) A-G Requirements.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF 3 FTE Grades K-3 (24:1) \$233,700. Funding Source: LCFF Athletics/Activities \$50,000	Funding Source: LCFF •Continues districtwide. Funding Source: LCFF •Continues districtwide. Funding Source: LCFF Add ROP & CTE funding \$400,000.	Funding Source: LCFF •Continues districtwide. Funding Source: LCFF •Continues districtwide. Funding Source: LCFF Add ROP & CTE funding \$400,000.
Goal 1	#5. Pupil Engagement. #6. School Climate. #7. Course Access.	Service: Teachers who provide specialized instruction in the arts and/or physical education integrated with the Common Core Standards.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF AFJRROTC Startup Fund \$40,000.	Funding Source: LCFF AFJRROTC Startup Fund \$40,000.	Funding Source: LCFF AFJRROTC Year 1 Fund \$155,800.
Goal 1	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate.	Service: Continue to provide support for existing school libraries and expand services to support Common Core.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF 4.8 FTE Library Clerks \$156,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.
Goal 2		Action: Provide a school environment which is physically and emotionally safe for students and staff and is culturally responsive to all students and their	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF 1 FTE Nurse \$77,900. Funding Source: LCFF Six .5 FTE Health Aides \$85,200.	Funding Source: LCFF •Continues districtwide. Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide. Funding Source: LCFF •Continues districtwide.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		families.			Funding Source: LCFF 1.5 FTE Assistant Principals \$198,450.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.
Goal 2		Service: Continue to monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF 5 FTE Attendance Clerks \$284,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.
Goal 2		Service: Continue and expand counseling and PBIS services that address bullying prevention and provide conflict resolution strategies.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF 1 FTE PBIS Coordinator \$55,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.
Goal 2		Service: Continue and expand services which meet the social and emotional needs of students through counseling.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: Mental Health 0.5 FTE Mental Health Clinician \$65,000. Funding Source: LCFF 1 FTE Intermediate and .5 FTE high school Counselors \$116,850.	Funding Source: LCFF •Continues districtwide. Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide. Funding Source: LCFF •Continues districtwide.
Goal 1	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access.	Service: Provide instrumental/vocal music opportunities to intermediate and high school students.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF 1 FTE Music teacher \$77,900.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.
Goals 2, 3	#1. Basic Conditions. #2. Implementation of CCSS. #3. Parental Involvement #4. Pupil achievement. #5. Pupil Engagement. #8. Other Pupil Outcomes.	Service: Continue and expand approaches to communication with parents, including the SchoolMessenger system, School Newsletters, the MJUSD website, and school websites with expanded translation services.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF Add District Accountability and Assessment Management System/Survey Monkey/SchoolMessenger \$200,000. Funding Source: LCFF Destiny software for all school libraries \$32,000.	Funding Source: LCFF •Continues districtwide. Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide. Funding Source: LCFF •Continues districtwide.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
					Funding Source: LCFF 1.5 FTE district Translators/Interpreters \$75,000.	Funding Source: LCFF •Continues districtwide	Funding Source: LCFF •Continues districtwide.
Goal 2	#1. Basic Conditions. #2. Implementation of CCSS. #4. Pupil Achievement. #5. Pupil Engagement. #7. Course Access.	Service: Wireless access points for technology will be available at all school sites. Academic software will be purchased to improve keyboarding, literacy, and mathematic skills. Annual Technology survey will be administered to determine future site/district technology needs.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF & COPS	Funding Source: LCFF & COPS •Continues districtwide.	Funding Source: LCFF & COPS •Continues districtwide.
Goal 1	#1. Basic Conditions.	Service: Assure financial compliance, safeguard assets and funding and proper internal controls.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF Internal Auditor & Compliance Officer \$98,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.
Goal 1	#1. Basic Conditions.	Service: Assure program compliance and safeguard targeted and restricted funding.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF & Restricted Funding Categorical Financial Technician- TBD	Funding Source: LCFF & Restricted Funding •Continues districtwide.	Funding Source: LCFF & Restricted Funding •Continues districtwide.
Goal 2	#1. Basic Conditions.	Service: 2.5% Total Maintenance Budget with 1% allocated specifically for Deferred Maintenance Plan.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF: \$820,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.

B. Identify additional annual actions and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

The MJUSD understands fully the need to provide support for all students. Some students require support for short periods of time in order to comprehend a particular skill or concept. Other students require a system of ongoing supports in order to meet the needs presented by certain circumstances in their lives. Approximately eighty-three percent of students enrolled in the MJUSD live in poverty. Twenty-two percent of the student population live in a home where a language other than English is the language of communication and are determined to be English Learners. MJUSD strives to provide an instructional program to meet the needs of these students and all students who may be underperforming academically. Additional instructional time is planned in order to provide increased access to the Common Core Standards. This additional learning time will also provide opportunities for interventions for targeted students and/or enrichment opportunities. Support services for English Learners are well established in MJUSD. Any teacher assigned to provide ELD, SDAIE, or L1 to EL students must hold the appropriate credential or certificate. Identified EL students in K-12 receive services designed to meet their linguistic and academic needs based on assessments made by the LEA. These teachers provide focused instruction to meet the individual needs of each EL student. Each site with 21 or more EL students must have an English Learner Advisory Committee (ELAC) and a site representative on the District English Language Advisory Committee (DELAC). By serving on these committees, EL parents have a venue for voicing concerns and provide valuable input on how to better meet the needs of their students. It also provides effective means of direct communication between the school and the home. By adding district translators, sites will increase their ability to communicate with our EL parents. Other supports for targeted students include two therapists which provide counseling services for students with social-emotional behavior issues.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access.	Increase instructional time and/or student services in order to provide additional learning opportunities for EL, Students with Disabilities, and Foster Youth while retaining or attracting highly qualified teachers.	•Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		Funding Source: LCFF \$\$ TBD/Negotiable.	Funding Source: LCFF \$\$ TBD/Negotiable.	Funding Source: LCFF \$\$ TBD/Negotiable.

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

With 83% of our MJUSD students in the unduplicated count of students in the targeted subgroups, all funding will be used on districtwide efforts to improve student achievement.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

With 83% of our MJUSD students in the unduplicated count of students in the targeted subgroups, all funding will be used on districtwide efforts to improve student achievement.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.