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§ 15497. Local Control and Accountability Plan (LCAP) and Annual Update.

Draft Document for Public Hearing June 17, 2014

Introduction:

LEA: Marysville Joint Unified School District Contact Gay S. Todd, Ed.D., Superintendent, gtodd@mjusd.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, 47605.5, 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
#1. DISTRICT LEVEL INPUT:	#1. DISTRICT LEVEL IMPACT:
•Special Board Study Open Session held 1/14/14- Topic: Common Core State	•The MJUSD Board of Trustees attended the annual CSBA conference in
Standards/LCAP/LCFF.	December 2013 with a focus on learning all about Common Core State Standards
•2/19/14- Collective Bargaining Units (initial meeting).	(CCSS), Local Control Funding Formula (LCFF), and the Local Control and
•3/12/14- Collective Bargaining Units (review their input).	Accountability Plan (LCAP).
Superintendent Reports to the MJUSD Board of Trustees at regular board	•The special board meeting provided the forum for an open dialogue with the
meetings.	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

#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.

#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.

#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.

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 6/10/14.
- •Special Board meeting to present final draft and hold public hearing on 6/17/14.
- •LCAP revisions completed and Superintendent's written response to comments posted on 6/23/14.
- •LCAP and budget adopted by Board of Trustees on 6/24/14.

Impact on LCAP

#2. COMMUNITY LEVEL IMPACT:

- Each of the input meetings was well attended by parents, students, and community members.
- •A carousal 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.

#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)

#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.



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?

		Goals				different/improve ed on identified m		Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	(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.)
As indicated by our	Goal 1: Provide			10	11/2			
community input meetings	learning opportunities			100	1 1 1			
and survey results, there is	that result in increased academic achievement			16.73	V 1			
an overwhelming desire to:	and ensure quality		- 400	1 1				
	classroom instruction		- C	1 1 1	F . A.			
	for all students,		1		0			
	including support				5			
	systems which meet the		-0					
	needs of the targeted							
	population.		100					
Need: All teachers will be	FEF	All.	All.		99% of teachers will	Percentage of highly	Percentage of highly	#1. Basic Services.
Title II Highly Qualified.		1	1 / 1		be highly qualified	qualified teachers	qualified teachers will	Monitor course schedules
Continue to provide		200				will improve.	improve.	and educators credentials.
professional development								Ongoing enrollment in VPSS
opportunities for all	al		-					as needed.
teachers to maintain HQ	- C							
status.		V V						
Metric: CMIS report, VPSS	The same of the sa	A						
completions, PD Records,	1.9	- T						
Master Schedules.		7						



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		Goals				different/improve ed on identified m		Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	(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.)
Need: Educators need		All.	All.	9	Baseline of educator	Percentage of	Percentage of	#2. Implementation of CCSS.
ongoing training in					effectiveness will be	teachers personally	teachers personally	Multiple venues and
instructional Strategies and				\ .	established.	and administratively	and administratively	opportunities for professional
Practices.					111	deemed effective will	deemed effective will	development in CCSS and
Metric: Professional				6.7	1 1	improve.	improve.	Next Generation Science will
development records and				- T				be instituted for our
workshop evaluations.			- 0	P 10 10	1			certificated staff. Self-
Principal evaluations and			1	1 1	10			monitoring tool needs to be
observations.			411		1000/ - f - t - d t : !!!	100% of students will	1000/ - 5 - 1 - 1 - 1 - 1	developed.
Need: All students must		All.	All.	1	100% of students will		100% of students will	#1. Basic Services.
have access to state and			4.7	1	have access to state	have access to state	have access to state	Mathematics materials will be purchased in 2014 -15.
board approved materials.				_	and board approved textbooks.	and board approved textbooks.	and board approved textbooks.	Common Core and Next
Metric: Instructional					textbooks.	textbooks.	textbooks.	Generation instructional
Materials Sufficiency			1 1 1	1				materials will be purchased
report to the board.		. 1						as needed. ELA textbooks will
								be purchased in 2016-17.
Mood: DOD and CTF		All.	All		Maintain current	Maintain current	Maintain current	#5. Pupil Engagement.
Need: ROP and CTE	- 34	All.	All.		number of ROP and	number of ROP and	number of ROP and	#6. School Climate.
courses. Metric: Master Schedule.	- 4				CTE courses at each	CTE courses.	CTE courses. Maintain	#7. Course Access.
wietric, master schedule.	illo-	100			high school. Establish	Maintain baseline.	baseline.	ROP and CTE programs will
	1/20				baseline number of	ivianitani basenne.	Dascille.	be funded by MJUSD at their
		The same			courses per student.			current levels to ensure the
		200			courses per student.			maintenance of electives at
	A 1 1							our comprehensive high
		B.						schools.
	1 7 7 7	-				l'		

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		Goals				different/improve ed on identified m		Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	(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.)
Need: Reinstatement of the JRAFROTC program at LHS. Metric: Budget records.		All.	All.		aside of 50%.	Set aside of 50%.	Budget records defining set aside of 100% of start-up funds \$150, 000.	#5. Pupil Engagement. #6. School Climate. #7. Course Access. 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.



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		Goals				different/improve	Acces to the second	Related State and
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	ed on identified m LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	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.)
Need: Access to a music program. Metric: Staffing Records and Master Schedules.		All.	All.	N	Establish a baseline of students enrolled in music classes.	Improve percentage of students enrolled in music: Intermediate.	Improve percentage of students enrolled in music Intermediate and Elementary.	#5. Pupil Engagement. #6. School Climate. #7. Course Access. Sections of music instruction will be added at K-8 school sites.
Need: K-3 class sizes must maintain no higher than a site average of 24 students per certificated teacher. Metric: Staffing Records and Master Schedules.		All.	Ali.		Maintain.	Maintain.	Maintain.	#1. Basic Services.
Need: Intervention/acceleration classes. Metric: Staffing Records and Master Schedules.		All.	All.		Metric: Increase, as needed, the number of intervention/ acceleration classes at a minimum level of 30 sections/class periods.			#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access. With the current staffing formula, intervention/ acceleration classes will be reinstated.
Need: Students must have access and enroll in a broad course of study (EC 51220). A-G requirement/CTE. Metric: Staffing Records and Master Schedules.		All.	All.		Maintain.	Maintain.	Maintain.	#2. Implementation of CCSS. #4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access. Students access and enroll in a broad course of study (EC 51220). A-G requirement/CTE.



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Medic improved student literacy levels. Medic Graduation rates rome students in measure progress of the medical control of the medical control of the measure progress of the medical control of the measure progress of t			Goals			What will be	different/improve	d for students?	Related State and
Applicable Pupil Subgroups (Identify Affected and Metric (What needs have been dentified and what metrics are used to measure progress?) Need: Improved student increase progress? And I All.									Local Priorities
Reference Reading at Cardination rates Reading at Or above grade level Sw. ASSPP, & API. Red. Cardination rates Reading at or above grade level Sw. ASSPP, & API. Red. Cardination rates Reading at or above grade level Sw. ASSPP, & API. Red. Cardination rates Reading at or above grade level Sw. ASSPP, & API. Red. Cardination rates Reading at or above grade level Sw. ASSPP, & API. Red. Cardination rates Red. C	and Metric (What needs have been identified and what metrics are used to	•	Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all"	Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for	Update: Analysis of		W 20.		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
Metric: Accelerated Reader scores, CAASPP, & API. Need: Graduation rates need to improve. Metric: GAHSEE proficiency rates need to improve. Metric: CAHSEE Results. Need: CHASEE Results. Need: Student Attendance needs to improve. Chronic absenteesism and dropout rates need to improve. Need: Student Attendance needs to improve. Chronic absenteesism and dropout rates need to decrease. Chronic abse	Need: Improved student		All.	All.		V U	- 10	T	· ·
scores, CAASPP, & API. Need: Graduation rates need to improve. Metric: Graduation Rates. Need: CAHSEE proficiency rates need to improve. Metric: CAHSEE Results. Need: Student Attendance needs to improve. All. All. All. All. All. All. All. Increased graduation rates from 79.5% to 81%. Increase Graduation rates from 81% to 83%. All. Increase CAHSEE math math rates from 80% to 80%. CAHSEE English rates from 80% to 82%. Need: Student Attendance needs to improve. Chronic absenteeism and dropout rates need to decrease. Metric: Student attendance Metric: Cation attendance Need: CAHSEE proficiency rates need to decrease. Metric: Student Attendance Need: Student Attendance Need: Student Attendance Need: Student Attendance Need: Student attendance from 95.9% to 96.5%. All. All. All. Improve student attendance from 95.9% to 96.5%. Position 1. Improve student attendance from 97% to 97.5%.	literacy levels.				. 9	K-12 students in	students in reading at	students in reading at	#4. Pupil Achievement.
Need: Graduation rates need to improve. Metric: CAHSEE Results. Need: CAHSEE Results. Need: Student Attendance needs to improve. Chronic absenteesism and dropout rates need to improve. Chronic absenteesism and dropout rates need to decrease. Metric: Student attendance from 95.9% to 96.5%. All. Increase Graduation rates from 83% to 85%. 83%. All. All. All. Increase CAHSEE math rates from 83% to 85%. to 80%. CAHSEE English rates from 82% to 84%. CAHSEE English rates from 82% to 84%. To 82%. CAHSEE English rates from 82% to 80%. CAHSEE English rates from 82% to 80%	Metric: Accelerated Reader					70, 70, 70, 10	_		
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need to improve. Metric: Graduation Rates. Metric: Graduation Rates. Need: CAHSEE proficiency rates need to improve. Metric: CAHSEE Results. Need: Student Attendance needs to improve. Chronic absenteeism and dropout rates need to decrease. Metric: Student attendance Metric: St						7			
Metric: Graduation Rates. Need: CAHSEE proficiency rates need to improve. Metric: CAHSEE Results. Need: Student Attendance needs to improve. Chronic absenteeism and dropout rates need to decrease. Metric: Student attendance Metric: St	Need: Graduation rates		All.	All.	気	Increased graduation	Increased graduation	Increased graduation	#. 5 Pupil Engagement.
Need: CAHSEE proficiency rates need to improve. Metric: CAHSEE Results. Need: Student Attendance needs to improve. Chronic absenteeism and dropout rates need to decrease. Metric: Student attendance Neetric: Student attendance Need: Student Attendance	need to improve.			- 1	7	rates from 79.5% to	rates from 81% to	rates from 83% to 85%.	HQ, PD, Instructional
rates need to improve. Metric: CAHSEE Results. All. A	Metric: Graduation Rates.		, <	10,					Music, K-3 CSR, Intervention, acceleration courses, A-G access Technology, Data accountability and assessment
rates need to improve. Metric: CAHSEE Results. Metric: CAHSEE Results. Metric: CAHSEE Results. Metric: CAHSEE Results. All. Al	Need: CAHSEE proficiency		All.	All.		Increase CAHSEE	Increase CAHSEE	Increase CAHSEE math	
Need: Student Attendance needs to improve. Chronic absenteeism and dropout rates need to decrease. Metric: Student attendance Metric: CARISEE English rates from 78% to 80%. Metric: Student attendance Improve student attendance from attendance from 97% to 97.5%. Metric: CARISEE English rates from 78% to 80%. Metric: Student attendance Metric: Student attendance Metric: CARISEE English rates from 78% to 80%. Metric: Student attendance Metric: Student attendance Metric: Student attendance Metric: CARISEE English rates from 78% to 80%. Metric: CARISEE English rates from	rates need to improve.		P. 1			math rates from 78%	math rates from 80%	rates from 82% to 84%,	_
Need: Student Attendance needs to improve. Chronic absenteeism and dropout rates need to decrease. Metric: Student attendance	Metric: CAHSEE Results.					to 80%, CAHSEE	to 82%, CAHSEE	CAHSEE English rates	· ·
needs to improve. Chronic absenteeism and dropout rates need to decrease. Metric: Student attendance Metric: Student attendance attendance from 97% to 96.5% to 97%. to 97.5%.		100	X >			"		from 80% to 82%.	under Goal 1, Section 2.
absenteeism and dropout 95.9% to 96.5%. 96.5% to 97%. to 97.5%. rates need to decrease. Metric: Student attendance	Need: Student Attendance		All.	All.		Improve student	Improve student	Improve student	
rates need to decrease. Metric: Student attendance	needs to improve. Chronic	7. 7. V	70			attendance from	attendance from	attendance from 97%	
Metric: Student attendance	absenteeism and dropout	The Table 1				95.9% to 96.5%.	96.5% to 97%.	to 97.5%.	
	rates need to decrease.	1 1 1							
records.	Metric: Student attendance	A 1 1 1 .							
	records.	11,							



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		Goals				different/improved ed on identified m	0024407	Page 11 of 23 Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	(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.)
Need: API scores need to		All.	All,		Metric: Baseline data	Students in all	Students in all	#4. Pupil Achievement.
improve.					will be established via	subgroups, who are	subgroups, who are	HQ, PD, Instructional
Metric: CAASP: API					State and district	not at the proficiency	not at the proficiency	materials, ROP, CTE, ROTC,
Results.				- N	assessments in E/LA.	level, will show an	level, will show an	Music, K-3 CSR,
				1	111	increase of 5%.	increase of 5%.	Intervention/acceleration courses, A-G access,
Need: Student		All.	All.		Establish baseline for	Improve.	Improve.	Technology, Data
achievement needs to			.00	1 1	student achievement			accountability and assessment
improve.			- %	1 1	data.			system, Facility maintenance,
Metric: CAASP and local				J) 🦠	9			counseling, PBIS listed above
benchmark results.			.0-					will take place as defined under Goal 1, Section 2.
Need: Increased Advanced		All.	All.		Increased site-level	Increased site-level	Increased site-level AP	,
Placement and Early		- 4			AP exams passage	AP exams passage	exams passage rates	
Assessment Program		- 4	1 11		rates from 26% to	rates from 30% to	from 35% to 40% &	
passing rates.		-	* J J J		30% and increase the	35% & Early	Early Assessment exam	
Metric: Assessment results.		- N			Early Assessment	Assessment exam	passage rate in ELA	
		1	1		exam passage rates in	passage rates in ELA	from 2% to 3% and	
			1		ELA from 0% to 1%	from 1% to 2% and	math from 9% to 10%.	
					and math from 7% to	math from 8% to 9%.		
					8%.			
Need: Improved English	1.0	English Learners.	All.		English Learners rate	Metric: English	Metric: English	
learner reclassification		200			of reclassification will	Learners rate of	Learners rate of	
rate.	67/				increase by 2% from	reclassification will	reclassification will	
Metric: CELDT and	_ 74 '	h.			10.5% to 12.5%	increase by 2% from	increase by 2% from	
Reclassification records.	A STATE OF THE PARTY OF THE PAR	176v.	1			12.5% to 14.5%.	14.5% to 16.5%.	



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		Goals				different/improve	ALP YOU.	Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	(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.)
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.	X	716		9	
Need: Facility maintenance. Metric: Deferred Maintenance Plan objectives met.		AII.	All.	1	Deferred maintenance budget established.	Maintain.	Maintain.	#1. Basic Services. 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 Services. Hire internal Auditor & Compliance Officer. Hire Categorical Specialist (financial).



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		Goals				different/improve	Zight-No.	Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	(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.)
Need: Health services for students with ongoing health issues. Metric: Deferred Maintenance Plan objectives met.		All.	All:	1	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.	1	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.	10	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.	OL.	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.



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		Goals				different/improve		Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	(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.)
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.
Need: Access to technology. Metric: Staffing Records and Master Schedules.		All.	All.		All sites will have wireless access.	Maintain.	Maintain.	#1. Basic Services. #2. Implementation of CCSS. #4. Pupil Achievement. #5. Pupil Engagement. #7. Course Access. 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 order/ 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 Services. #2. Implementation of CCSS. #4. Pupil Achievement. #8 Other Pupil Outcomes. District Assessment and Accountability Data Management System will continue to updated and improved to provide immediate student assessment data. Report cards and benchmark assessments will be paced to instruction.



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		Goals			What will be o	different/improve	d for students?	Related State and
					(base	ed on identified m	etric)	Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	(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.)
As indicated by our	Goal 3: Increase parent,				0 6	1		
community input meetings and survey results, there is	family, and community involvement in the			1	. 111			
an overwhelming desire to:	education of all			6.	110			
Need: Continued parent	students.	All.	All.	- 1	Establish baseline	Improve.	Improve.	#1. Basic Services.
access to district and site information. Metric: Districtwide surveys: Stakeholder surveys, DAS, APS, ELSSA, and various translated documents. Increased parent participation at all school functions.			O,		data.			#2. Implementation of CCSS. #3. Parental Involvement. #4. Pupil achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access. #8. Other Pupil Outcomes. 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.



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	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school- wide or LEA-wide)	Annual Update: Review of actions/	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)?				
Section 2)	(from Section 2)		wide of EEA wide;	services	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17		
Goal 1	#1. Basic Services. #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 including assessment and pacing.	Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.	10	Funding Source: LCFF Core funding for Staff Development Days \$600,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.		
Goal 1	#1. Basic Services. #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 Instructional Materials- English/Language Arts \$500,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.		
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 Maintain current program through SCOE.	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.		



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Goal (Include and identify all goals from Section 2) Goal 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 LCAP YEAR			
Section 2)	(ITOIII Section 2)			services	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
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.	10	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 families.	Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.	10	Funding Source: LCFF 1 FTE Nurse \$77,900. Funding Source: LCFF Six .5 FTE Health Aides \$85,200. Funding Source: LCFF 1.5 FTE Assistant Principals \$198,450.	Funding Source: LCFF	Funding Source: LCFF	
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 Counselor \$77,900.	Funding Source: LCFF Continues districtwide. Funding Source: LCFF Continues districtwide.	Funding Source: LCFF •Continues districtwide. Funding Source: LCFF •Continues districtwide.	

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Goal (Include and and Local goals from Related State and Local Priorities		Actions and Services	Level of Service (Indicate if school- wide or LEA-wide)	Annual Update: Review of actions/	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)?				
Section 2)	(from Section 2)		wide of LEA-wide)	services	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.	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 Services. #2. Implementation of CCSS. #3. Parental. Involvement #4. Pupil achievement. #5. Pupil Engagement. #8. Other Pupil	Service: Continue and expand approaches to communication with parents, including the SchoolMessenger system, School Newsletters, the MJUSD website, and school websites with expanded	Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.	11	Funding Source: LCFF Add District Accountability and Assessment Management System/Survey Monkey/ SchoolMessenger \$200,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.		
	Outcomes.	translation services.		10	Funding Source: LCFF Destiny software for all school libraries \$32,000.	•Continues districtwide.	Funding Source: LCFF •Continues districtwide,		
			0	Die	Funding Source: LCFF 1.5 FTE District Translators \$75,000.	Funding Source: LCFF •Continues districtwide.	Funding Source: LCFF •Continues districtwide.		
Goal 2	#1. Basic Services. #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 Services.	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 (Include and identify all accels from		Actions and Services	Level of Service (Indicate if school-	Annual Update: Review of actions/	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)?				
goals from Section 2)	(from Section 2)		wide or LEA-wide)	services	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17		
Goal 1	#1. Basic Services.	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 Services.	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 issu



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/	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)?			
	Section 2)		or ELA Widey	services	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 learning time for all students districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.	Districtwide including pupils with disabilities, low income pupils, English learners, and foster youth.		No additional cost.	No additional cost.	No additional cost.	
Goal 1	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access.	Add instructional time and/or increased student services in order to provide additional learning opportunities for EL students with disabilities and foster youth.	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.



Introduction:

LEA: Marysville Joint Unified School District Contact (Name, Title, Email, Phone Number): Tim Malone, Principal, tamlone@mjusd.com, 530-749-6156 LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

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 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
#1. COMMUNITY LEVEL INPUT: MCAA gained stakeholder input for the LCAP in the following ways: * Parent Meeting held 2/26/14 * Site Council Meeting held 5/8/14 * School Student Leadership meeting 5/14/14 * Parent Surveys sent home 5/12/14 * Staff Surveys sent out 5/12/14	 Each of the input meetings was well attended by parents, staff, and students. A carousal activity had participants moving to three different charts (Engagement, Conditions of Learning, and Learning Outcomes) where they posted Commendations and Areas for Growth At all other meetings, stakeholders were asked to list their top 5 Areas for Growth (biggest needs). They then used the SBE Eight priorities sheet and listed these 5 suggestions (areas for growth) on this sheet in the proper priority priority area, circling their top 3 suggestions. * The above meetings along with the survey data was used to determine the top threee ares for growth.
#2. COMMUNICATION REGARDING LCAP PROCESS: SchoolMessenger sent on 2/21/14 asking parents to attend an input meeting. • Flier for LCAP Meeting sent home with students on 2/20/14. • 2/26/2014 Parent Input Meeting • On-line Parent/Staff/Community survey window open from January-April 2014 in	#2. Communication Impact Regarding LCAP: * Parents, school site staff, and students had multiple opportunities to submit their recommendations through various meetings and surveys. * The SchoolMessenger calls and the fliers regarding the parent input meeting were done in English, Hmong, and Spanish).



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Involvement Process	Impact on LCAP
English, Hmong, and Spanish for input on LCAP * A Fact Sheet with specific programs and/or initiatives regarding the SBE eight priorities were used at the Parent Input Meeting,	
#3. SURVEY DATA: * A Survey was sent home to parents and available at the office. * A Survey was given to staff and students.	 #3 IMPACT OF SURVEY DATA: Parents, school site staff, and students all had opportunities to complete surveys. As such, all survey data has been tabulated and written suggestions have been included in the LCAP planning process. The SchoolMessenger calls, fliers regarding the parent input session, and the surveys were done in one of our three primary languages spoken in the district. (English, Hmong, and Spanish) * The school newsletter provided an additional way to inform parents and the community about their ability to oparticipate in the development of the LCAP.



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?



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	G	oals			What will be di	fferent/improved	I for students?	Deleted State and
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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 alternativel y, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015- 16	Year 3: 2016- 17	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.)
Need: All teachers will be Title 2 Highly Qualified per CMIS report. Need: With the implementation of the new California Common Core State Standards (CCCSS), there is a need for aligned common core textbooks and professional development opportunities. Need: As indicated by our stakeholder meetings and survey results, there is an overwhelming desire to: * Expand sections and/or course offerings in the arts. * Provide more support to music classes. * Provide more tutoring and other support to struggling students.	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 targeted population.	All Groups	Schoolwide		*Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: VPSS data/Master schedule Common Core and Next Generation Instructional materials and related software will be purchased. Metric: MCAA students will have a CCSS aligned textbook in math. Metric: Baseline data will be established via State and district assessments in Math. * Multiple venues and opportunities	* Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: VPSS data/Master schedule * Common Core and Next Generation Materials will be purchased: Metric: MCAA students will have a CCSS aligned textbook in math Metric: Students in all subgroups, who are not at the proficiency level, will show an increase of 3% in math.	students will have a CCSS aligned textbook in English Language Arts. Metric: Baseline data will be established via stae and district assessments in E/LA. Metric: students in all subgroups,	

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	G	oals			What will be di	fferent/improved	for students?	Related State and
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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 alternativel y, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015- 16	Year 3: 2016- 17	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.)
* Provide more opportunities for field trips to universities and arts schools. * Update and add technology to the classrooms. Metric Measurement: * CMIS Report * Master Schedule * CCCSS assessments * textbook inventories * Technology Survey Results * Professional development attendance records * Tutoring logs * Field trip records * Math proficiency rates are low * Maintain and/or increase Advanced Placement and Early Assessment Program passing rate.					for professional development in CCSS and Next Generation Science will be instituted for our certificated staff throughout the 2014-15 school year. Metric: professional development records and workshop evaluations. Students will have access and enroll in a broad course of study (EC 51220). A-G requirement Metric: Master schedule, maintain graduation rate of 97.8% or higher, maintain CAHSEE English	and opportunities for professional development CCSS and Next Generation Science will be instituted for our certificated staff throughout 2015-16 school year. Metric: Professional development records and workshop evaluations. * Students will have access and enroll in a broad course of study (EC 51220). A-G requirement. Metric: Master schedule, maintain graduation rate of 97.8% or higher, maintain	(EC 51220). A-G requirements.	
			1		proficiency rate 87% or higher, increase	CAHSEE English proficiency rate of 87% or higher,	Metric: Master schedule, maintain or	, 6 2 0



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	G	Goals				What will be different/improved for students? (based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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 alternativel y, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015- 16	Year 3: 2016- 17	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.)	
					CAHSEE math proficiency rate from 78% to 81%, maintain student attendance rate at 98% or higher. * Increased funding for arts classes. Metric: Add two sections of music classes to the master schedule and replace one class with a drumline class. * Increased tutoring for students struggling in math. Metric: CCSS math assessment baseline set, CAHSEE math proficiency rate increase from 78% to 81%, tutoring sign-in sheet of students	maintain CAHSEE math proficiency rate at 81% or higher, and maintain student attendance at 98% or higher. * Maintain funding for arts classes. Metric: Maintain the addition of two sections of music classes to the master schedule along with the addition of a drumline class. * Continue the increased level of tutoring for students struggling in math. Metric: Students in all subgroups, who are not at	maintain CAHSEE math proficiency rate of 81% or higher, maintain CAHSEE English proficiency rate of 87% or higher, and maintain student attendance rate of 98%. * Maintain funding for arts classes. Metric: Master schedule.		

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								Page 9 of 21
	G	oals				ifferent/improved		Related State and
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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 alternativel y, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015- 16	Year 3: 2016- 17	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.)
					say student achievement data). * Updated and increased technology in the classroom will allow students to do research online, write and edit papers, have more capabilities when using graphic arts software, and help more students using math intervention software. We would also update our photography and video editing classes. (electric sign to communicate with parents) * Academic software will be purchased to	level, will show an increase of 3% in the math CCSS assessment. * Continue to update and add technology for use in the classroom. Metric: Inventory lists, more creative projects, increased standardized test scores.	who are not at the proficiency level, will show an increase of 3% in the math CCSS assessment. * Continue to update and add technology for use in the classroom. Metric: Inventory lists, more creative projects, higher standardized test scores.	



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	Ge				fferent/improved		rage 10 01 21	
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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 alternativel y, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015- 16	Year 3: 2016- 17	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.)
					skills. Metric: Student achievement data. Metric: Establish baseline for 7-12 students in math at or above proficient via CCSS assessments and district benchmarks.	* Continue to purchase online software for struggling math students. Metric: Increased standardized test scores for these struggling students(subgroups).	purchase yearly online math intervention program for struggling math students. Metric: Increased standardized test scores for these struggling students.	
					Metric: Maintain AP exam passage rate of 50% or higher and increase the EAP English exam college ready rate from 35% to 37% and math from 19% to 21%.	* Metric: Maintain AP exams passage rate of 50% or higher and Early Assessment Program college ready rate in ELA from 37% to 39% and math from 21% to 23%.	* Metric: Maintain AP exams passage rate of 50% or higher and Early Assessment Program passage rates in ELA from 39% to 41% and math from 23% to 25%.	
			Schoolwide					4, 6, 7

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	G	oals				fferent/improved		Related State and
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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 alternativel y, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015- 16	Year 3: 2016- 17	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.)
As indicated by our stakeholder input meetings and survey results, there is an overwhelming desire to: * Add additional rooms to the campus. * Implement the PBIS program. * Maintain the campus in good repair. * Add running water and sinks to two existing classrooms.	Goal 2: Enhance the current learning environment to ensure that our school provides a physically and emotionally safe environment that is culturally responsive to all students.	All Groups including pupils with disabilities, low income pupils, English learners, and foster youth.			* Save funds so that we can add two portables to the campus in order to provide a room for one of our music classes and to allow for an intervention room. Metric: Addition of two rooms as seen on school site map and master schedule. Improved standardized test scores. * Provide training for both staff and students concerning ways to reduce bullying. Implement the PBIS program. Metric: As seen on discipline records, a reduction in the incidence of bullying, and a	* Continue to save funds for two portable classrooms. Metric: Addition of two rooms as seen on school site map and master schedule. Improved standardized test scores. * Continue to implement the PBIS program. Metric As seen on discipline records, a reduction in the incidence of bullying and a maintained or reduced number of suspensions and expulsions.	* Continue to save funds for two portable classrooms. Metric: Eventual addition of two rooms to to the school site map and master schedule. Improved standardized test scores. * Continue to implement the PBIS program. Metric: As seen on discipline records, a reduction in the incidence of bullying and a maintained or reduced number of suspensions and expulsions.	

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals				What will be different/improved for students? (based on identified metric)			Poleted State and
	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 alternativel y, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015- 16	Year 3: 2016- 17	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.)
					maintained or reduced number of suspensions and expulsions. * Improve the science teachers' ability to perform experiments by bringing running water, countertops, and sinks to two existing science rooms. Metric: Maintain or increase standardized test scores in science.			
As indicated by our stakeholder meetings and survey results, there is a desire to increase parent participation for unduplicated students and individuals with exceptional needs (foster youth, students with disabilities, English learners, and low performing	Goal 3: Increase parent, family, and community involvement in the education of all students.	All Groups including pupils with disabilities, low income pupils, English learners, and foster youth.	Schoolwide		* MCAA will continue to promote via newsletters and the school messenger calling system parent participation in school activities. Metric: Increased parent participation at all	MCAA will continue to promote via newsletters and the school messenger calling system parent participation in school activities. Metric: Increased parent participation at all	* Continue to promote via newsletters and the school messenger calling system parent participation in school activities. Metric: Maintain the high level of parent participation at all	3, 4, 5, 6, 8

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	Goals				What will be different/improved for students? (based on identified metric)			Related State and
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	alternativel y, all high	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015- 16	Year 3: 2016- 17	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.)
students). Metric Measurement: Stakeholder surveys, site council and PTSA sign- in logs, and translated documents.					school functions by 5%. * MCAA working with the PTSA, will save for a digital sign we can use to communicate with parents. Metric: Increased parent participation at all school events by 5%.	school functions by 5%. * MCAA will continue working with the PTSA, in order to save for a digital sign we can use to communicate with parents. Metric: Increased parent participation at al school events by 5%.	* MCAA will continue to work with the school's PTSA in order to save for a digital sign we will use to communicate with parents. Metric: Maintain the high level of parent participation at all school activities.	45



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.



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					What actions are perfe	ormed or services prov	ided in each year; and				
Goal (Include and identify all goals from Section 2)	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-wide or	Annual Update: Review of actions/	are projected to be	be provided in years 2 and 3? What are the inditures for each action: including funding source?					
nom section 2)	(from Section 2)		LEA-wide)	services	LCAP YEAR Year 1: 2014 -2015	Year 2: 2015-16	Year 3: 2016-17				
Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom	1, 2, 4, 5, 7	Action:Support the implementation of Common Core instruction through materials and professional development opportunities.	Schoolwide		Funding Source: LCFF and Common Core Funds Instructional materials for English and math \$34,000.	Funding Source: LCFF & Common Core funds Instructional materials English/Language Arts, math continued.	Funding Source: LCFF Instructional materials continued.				
instruction for all students, including support systems which meet the needs of targeted population.		Action: Send teachers to professional development to deepen their knowledge of effective Common Core instruction, including assessment.	Schoolwide		Funding Source: LCFF & Common Core funds Staff Development Days \$17,280.	Funding Source: LCFF Staff development days continued.	Funding Source: LCFF Staff Development Days continue and add \$1,000 (\$18,280).				
	1	Action: Add two music classes to the master schedule.	Schoolwide		Funding Source: LCFF Increased cost of paying a teacher to instruct two additional music classes \$36,500.	Funding Source: LCFF Cost of paying a teacher to instruct two additional music classes continued and add \$1,000 (\$37,500).	Funding Source: LCFF Cost of paying a teacher to instruct two additional music classes continue and add \$2,500 (\$40,000).				
		Action: Add a Drumline class to the master schedule and prurchase instruments.	Schoolwide		Funding Source: LCFF Cost of drumline instruments \$5,000.	Funding Source: LCFF Drumline instruments continued.	Funding Source: LCFF Drumline instruments continue and decrease by \$2,000 (\$3,000).				
9"		Action: Provide tutoring for students struggling in math	Schoolwide		Funding Source: LCFF Cost of employing a retired math teacher to tutor struggling students for 4hrs. per day, twice per week. \$8,000.	Funding Source: LCFF Cost of employing a retired math teacher to tutor struggling students for 4hrs. per day, twice per week continued.	Funding Source: LCFF Employ a retired math teacher to tutor struggling math studentsfor 4hrs. per day, twice per week. continued.				



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Goal (Include and identify all goals	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if	Annual Update: Review of actions/	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?						
from Section 2)	(from Section 2)		school-wide or LEA-wide)	actions/ services	LCAP YEAR Year 1: 2014 -2015	Year 2: 2015-16	Year 3: 2016-17				
		Action: Provide struggling math students with math intervention software.	Schoolwide		Funding Source: LCFF Cost of purchasing the math intervention software \$2,000.	Funding Source: LCFF Cost of renewing the math intervention online program. continued.	Funding Source: LCFF Renew math intervention online program continue and add \$1,000 (\$3,000).				
		Action: Begin replacing outdated and damaged computers used in the Graphic Arts class with refurbished computers.	Schoolwide		Funding Source: LCFF & Common Core funds Purchase 10 refurbished MAC computers for use in the Graphic classes. \$5,000.	Funding Source: LCFF Purchase 10 more refurbished MAC computers for use in Graphic Arts classes continued.	Funding Source: LCFF Purchase 10 refurbished MAC computers for Graphic Arts classes continued.				
		Action: Purchase 10 chromebooks for students' use in the classroom.	Schoolwide		Funding Source: LCFF & Common Core funds Purchase 10 chromebooks and a computer cart \$5,050.	Funding Source: LCFF Purchase 10 more chromebooks. reduce by \$1,550 (\$3,500).	Funding Source: LCFF Purchase 10 chromebooks continue \$3,500 and add \$300 (\$3,800).				
Goal 2: Enhance the current learning environment to ensure that our	4, 6, 7	Action: Add a music room and an intervention room to our campus.	Schoolwide		Funding Source: LCFF Startup fund for additional classrooms \$45,000.	Funding Source: LCFF Saving for additional classrooms continued.	Funding Source: LCFF Save for additional classrooms continued.				
school provides a physically and emotionally safe environment that is culturally responsive to all students.		Action: Add running water, countertops and sinks to two science classrooms.	Schoolwide		Funding Source: LCFF Cost of adding running water, countertops, and sinks to existing two classrooms \$6,000.						
		Action: Implement the PBIS program	Schoolwide		Funding Source LCFF Cost of purchasing the PBIS program \$3,000.	Funding Source: LCFF Cost of renewing the PBIS program continued.	Funding Source: LCFF Renew PBIS program continue and reduce by \$1,000 (\$2,000).				

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Goal (Include and identify all goals	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	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?					
from Section 2)	(from Section 2)		school-wide or LEA-wide)	actions/ services	LCAP YEAR Year 1: 2014 -2015	Year 2: 2015-16	Year 3: 2016-17			
Goal 3: Increase parent, family, and community involvement in the education of all	3, 4, 5, 6, 8	Action: Promote parent participation in school activities by continuing to purchase the School Messenger System	Schoolwide		Funding Source: LCFF Purchase School Messenger System \$2,000.	Funding Source: LCFF Renew school messenger system. continued.	Funding Source: LCFF Renew School Messenger system continued.			
students.		Action: Increase parent communication by purchasing a digital sign.	Schoolwide		Funding Source: Startup fund for a DSA approved digital sign \$3,000.	Funding Source: LCFF Continue saving for digital sign. continued.	Funding Source: LCFF Save for a DSA approved digital sign. continued.			

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.

Goal (Include and identify all goals	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if	Annual Update: Review of actions/	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?						
from Section 2)	(from Section 2)		school-wide or LEA-wide)	services	LCAP YEAR Year 1: 2014 -2015	Year 2: 2015-16	Year 3: 2016-17				
Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom	1, 2, 4, 5, 7	Action: Provide extra tutoring help for all struggling students in math, including foster youth, EL learners, Redesignated Fully English Proficient, and low income students.	Schoolwide		Funding Source: LCFF Extra tutoring help. \$8,000.	Funding Source: LCFF Extra tutoring help \$8,000.	Funding Source: LCFF Extra tutoting help. \$8,000.				
instruction for all students, including support systems which meet the needs of targeted population.		Action: The counselor will monitor RFEP students to ensure academic success in meeting grade level CCSS.	Schoolwide		No LCFF funds needed.	No LCFF funds needed	No LCFF funds needed				
		Action: Provide foster youth with a staff member who will mentor them throughout the year.	Schoolwide		No LCFF funds needed.	No LCFF funds needed.	No LCFF funds needed.				
		Action: Provide all EL, foster youth, RFEP students, and low-income students who are steruggling with a Study Skills class in order to help them complete their homework and gain organization skills.	Schoolwide		No LCFF funds needed.	No LCFF funds needed	No LCFF funds needed				
×		Action: EL students struggling in English will be provided with tutoring in English after school.	Schoolwide		Funding Source: LCFF Cost of a tutoring teacher. \$3600.	Funding Source: LCFF Cost of paying a teacher to tutor. \$3,600.	Funding Source: LCFF Cost of paying a teacher to tutor \$3,600.				



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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if	Annual Update: Review of actions/	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?						
nom section 2)	(from Section 2)		LEA-wide)	services	LCAP YEAR Year 1: 2014 -2015	Year 2: 2015-16	Year 3: 2016-17				
Goal 2: Enhance the current learning environment to ensure that our school provides a physically and emotionally safe environment that is culturally responsive to all students.	4, 6, 7	Action: Save funds to purchase two portable classrooms, one to be used as an intervention room. This room will provide a location for our EL, foster youth, RFEP, and low-income students to receive extra help.	Schoolwide		Funding Source: LCFF Start-up fund for portables \$45,000.	Funding Source: LCFF Start-up funds for two portables. \$45,000.	Funding Source: LCFF Start-up funds for portables. \$45,000.				
Goal 3: Increase parent, family, and community involvement in the education of all students.	3, 4, 5, 6, 8	Action: Continue to communicate important meetings and events with all parents through the school newsletter and the school messenger calling system. Translate the newsletter into Spanish or Hmong for EL parents with these languages as their first language.	Schoolwide		Funding Source: LCFF Cost of School Messenger system \$2,000.	Funding Source: LCFF Cost of School Messenger system. \$2,000.	Funding Source: LCFF Cost of School Messenger system \$2,000.				
		Action: Increase the number of EL, low-income, RFEP, and foster parents in the PTSA and/or site council.	Schoolwide		No LCFF funds needed.	No LCFF funds needed	No LCFF funds needed				



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.)

MCAA has a student population consisting of 49% socio-economically disadvantaged and 4% English Learners. We are making much more of an attempt to reach the parents of these students through our newsletter, school messenger calling system, through orientation, and through the eventual purchase of a digital sign, which will communicate important events and meetings.

We are also targeting these students for additional academic help, when needed, by giving them a study skills class so they have extra time to get help and to get their work done. We are purchasing an online intervention program and paying for a retired math teacher to tutor them in order to help them achieve proficiency in math.

All of the above will be paid with LCFF funds.

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.

Marysville Charter Academy for the Arts (MCAA) will engage in several actions designed to provide learning opportunities that result in increased academic achievement and ensure quality instruction for all students, including support systems, which meet the needs of targeted populations. The LCFF funds and Common Core money will help us accomplish this.

MCAA will support the implementation of Common Core instruction by providing teacher training, increase collaboration time, and materials adoptions. English and math teachers will observe each other, while making note of effective and engaging teaching practices, and team teach at least once during the school year.EL and other at-risk students will be discussed at these collaborative meetings in order to find ways to engage them, relate lessons to them, and to provide them with needed scaffolding, including help from both student and adult tutors.

MCAA will add two additional music classes by paying a teacher to instruct two more music classes. We will also add a drumline class. We, at MCAA, believe this will help keep even more of our students engaged in academics because they will be able to gain more pleasure and self-esteem from taking the classes they love, building more of a connection to school. This is developing the "whole person."

Math is the one area that many of our students have difficulty. In order to help students struggling in math, we will hire a retired math teacher to work with many of these students. He will come twice per week for 4 hours each day. The math teachers will identify struggling students and use a math online intervention program, strategically, in order to help these students become proficient.

Again, because we believe the arts engages our students in what they love, and because it is time to replace our MAC computers used in our Graphic Arts classes, we will purchase 10 refurbished MAC computers each year for the next 3 years. We will also purchase 10 chromebooks so that students can research topics, create presentations, write and edit their work, and use an intervention online math program.



We will know we have been successful when our CAHSEE math proficiency rate for 10th graders is at 81% or higher, our CAHSEE English proficiency rate for 10th graders is at 87% or higher, and standardized test scores in math increase, for all subgroups, each year after the baseline is set in 2014-15. We also expect our AP exams passage rate to remain at 50% or higher. The EAP English college ready rate is at 41% or higher and our EAP math college ready rate is at 25% or higher.

MCAA also needs to enhance the current learning environment to ensure that our school provides a physically and emotionallyy safe environment that is culturally responsive to all students. MCAA will save funds, over the next several years, so that we can add two additional rooms to the campus. This will alllow us to add the music classses mentioned previously and also allow other ares of music to expand. Again, this will give all students, but particularly those struggling, a reason to come to school and love it. We also need to add running water, countertops, and sinks to two existing science classrooms. This will allow teachers and students to conduct more engaging experiments, thus increasing student achievement for all.

Bullying is a problem, especially with middle school students, so in order to reduce the occurrence of this and to reduce all negative behavior, we will purchase and implement the PBIS program.

Our stakeholders have also said they want to increase parent, family, and community involvement in the education of all of our students. In order to do this, MCAA and the PTSA will save money each year in order to eventually purchase a digital sign. MCAA will save half the funds needed for a digital sign and the PTSA will fundraise and save the other half. The digital sign will communicate important meetings, events, and fundraisers. MCAA will also continue to communicate to parents through its newsletter, the school messenger system, and its web site. Parent involvement is a crucial part of life at MCAA.

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.





Phone Number: (916) 481-7695 Fax Number: (916) 483-7695

ANNUAL RENTAL AGREEMENT

Minimum Term Commitment: 12 Months - See General Terms and Conditions on reverse.

	Vicki Favela, Secretary e-mail: vfavela@mjusd.com	CONTACT:
OVERAGE RA	530-741-6144 EXT 4201	PHONE:
	MARYSVILLE, CA 95901	
COPIES / PRI	5150 Fruitland Road	ADDRESS:
	Loma Rica Elementary School	
BASE MONTH	(LOCATION OF EQUIPMENT IF DIFFERENT FROM ABOVE)	(
	KATHY CARTWRIGHT	CONTACT:
	KCARTWRIGHT@MJUSD.K12.CA.US	EMAIL:
	530-749-6130	PHONE:
OLY NO.	1919 B STREET MARYSVILLE, CA 95901	ADDRESS:
DESCRIPTION ABLANTSON SO	AN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT	COMPANY NAN
	CUSTOMER INFORMATION	

DENTAL TERMS
ESCRIPTION OF EQUIPMENT RENTED:
R-M550N SCANNING, PRINTING, STAPLE FINISHER
ASE MONTHLY FEE: 166.66 per month, billed quarterly
OPIES / PRINTS INCLUDED IN BASE FEE: 10,000 per month, 30,000 per quarter
O.0045
(AMOUNTS ABOVE EXCLUDE APPLICABLE SALES TAX)

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	This agreement covers any issues with regard to the Customer's fithe Customer requests network operating system, server reports the Customer will be charged a labor rate of \$150.00 per hour. Applicable provisions of Smile Business Products, Inc.'s General	nent cor	ment co	nent co		ue the r	ustome	er. As	nent und	nent pri	s are su	nent ma	ible for	Separa	repairs	nent sha	nd trave	s on ave	alls und	and are	ring the	ement o	
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APPLICANT'S STATEMENT

Please read the following statement carefully before signing this agreement. Only those agreements that are signed, dated and accepted by an authorized Smile Business Products, Inc. official are considered valid. By signing this agreement, the Customer agrees to make rental payments to Smile Business Products, Inc. in the amount agreed upon and for the term indicated in this document. The Customer shall pay the final rental charges 10 days of the pick- up of the rented equipment

Date		Smile Official Signature
Date		Smile Sales Rep.'s Signature
Date June 17, 2014	Superintendent Gay Todd	Customer's Signature

1. NELATIONSHIP OF PARTIES, Smills Business Freduced, Inc. (SMILE) is an independent contractor. No employment, agency or joint venuor relationship is created by may agreement for products or services (Agentual) with SMLIE. Parties, (1) SMLIE smill retain independent professional stratus; throughout the term of may agreement and sinfl used its way tools and discretion the preferred to the sale assigned, indeding manners, methods and times of such performance, (1) SMLIE's small retain independent professional stratus; throughout the term of one year caused in the production of the property of the professional stratus; throughout the term of the property of the control of the property of the professional stratus; throughout the term of the property of the pr

GOLDRIAMTERS AND ASSUMPTION OF LLABILITY. In its delivery of services, SMILIA 6, GUARAMTERS AND ASSUMPTION OF LLABILITY. In its delivery of services, SMILIA 6, GUARAMTERS an average annual response time of between the hours of 800 am and 500 pm. To request response time and uptime verifications, please email your request to servicesve@@miniephyl.com. SMILIA also guerantees an annual per copy ratio increase of no more than 10% per year for the first five years (applies solely to equipment purchased new from Smile). If SMILIA fails to perform on the above guarantees, the Costomer may canced any agreement (see type in free n) thomesiacely, witchout providing in thirty (30) day written notice. SMILIA shall not be responsible for, nor should SMILIA have any liability fire, flood, storm, Acts of Ocd or other causes beyond its control, in no event shall SMILIA have any liability for my direct, indirect, horicetinal, special or consequential damages, however caused and on any theory of liability, arising out of any agreement, including but not limited to loss of anticipated profits. SMILIA assumes no liability of personal or proporty domage upon cutering Customer's permises for repair of covered Equipment, 7, CANCELLATION, Customer shall have the right to enseel any agreement type in Item 4 at any time by providing a 30 day written notice, a final meter reading (if applicable), and paying all final charges. If any agreement is cancelled prior to its annual namiversary date, clustomer shall be obligated to pay the any greener of (i) the pro-rated Maintenance Agreement, or (ii) service onle, and parts and supplies ordered (reas any nunsed toner that is returned to SMILE), since the fast annivorary date, blinded all Smiles of the and material trees them in affect. SMILIA reserves the right to cancel any agreement with a written notice to Coustomer. Warmatics are not pro-rateable on cancel any agreement with a written notice to Coustomer. Warmatics are not pro-rateable on cancel and warmaty service provided by SMILB under

type of service agreement does not include:

a) Repair of damage or increase in service time due caused by fallure of the Customer to provide i) a continually sullable environment for covered Equipment as prescribed by the manufacturer in the covered Equipment operating manual, or ii) failure to provide appropriate electrical power, air conditioning, or humidily control.

humidity control.

b) Repair of change or increase in service caused by: accident (including but not limited to power surges (unless methine has a Smile approved power lifter installed), abuse, misuse, moving, etc.), diseaster (unless methine has a Smile approved power lifter installed), abuse, misuse, moving, etc.), diseaster (including but not limited to vandulism, fire, thood, water, wind, etc.), use of covered Equipment contrary to the manufacturer's operating guide or the purposes other than for which dosigned, and unauthorized modifications or repair by persona other than authorized SMLIE representatives.

c) Painting or refinishing the covered Equipment, trapecting aftered equipment, performing services connected with relocation of Equipment, or adding or removing accessories, attachments or other devices.

d) Repair of change, replacement of praist (due to other than unornal wear) or repetitive service cells caused by use of incompatible supplies, toner brands not approved by SMILE, or copy paper not in compliance with manufacturer's specification.

e) Compliance with manufacturer's specification.

f) Electrical work external to the covered Equipment or maintenance of accessories, attachments or

other devices not furnished by SMILE.
g) Increase in service often or repeat cells caused by Customer denial of full and free access to the Equipment or denial of departure from Customer's site.

A) Connectivity, application, printer drivet, or any network device support in relation to any product sold by Smile (unless otherwise apecified).

Sintle (unless otherwise apecified).

Connectivity, application, printer driver, any networked device, any locally connected printer or copier, including system, network operating system or software not sold by SMILE (unless otherwise specified).

J) Training beyond the initial key operator training given upon installation of the Equipment (unless otherwise confidence confidence).

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Trainina beyond the Intitial key operation training given upona installation of the Equipment (micks otherwise specifically). To control the writing and on the invoice of the Control of the Equipment (micks of the Equipment (micks)). When the Control of the Control of

In more independent contractors. This Agrocument is also fully assignable by Smile without prior written consent of Customer.

17. DATA SECTRATY. In order to protect Customer's and Customer's client's confidential information and comply with applicable laws, SMILE strongly recommends that all dead from all disk drives or magnetic mode in computers and multifunction equipment be securely removed prior to the disposal of such equipment. Customer's responsible for selecting the appropriate removal stondard to meet their business needs. SMILE is not responsible or liable for any damages that may arise from Customer's failure to comply with this provision. SMILE ofters certain nuchoods of data removal at chingselde rates. Data removal is not thouled as part of any SMILE agreement (see Band 4 for types).

18. SMTINE AGREEMMENT. This agreement to general terms and conditions supercedes and terminates any and all prior terms and conditions agreement, is any, whether written or rust, and all communications between the parties with respect to the subject matter of this agreement. The Customer agrees that the snot relief on any representation, were made to subject matter of this agreement. The Customer agrees that the snot relief on any representation, were made to subject matter of this agreement. The Customer agrees that the snot relief on any representation, were made to the subject matter of this agreement. The Customer agrees that the snot relief on any representation, were made to subject matter of this agreement. The Customer agrees that the snot relief on any representation, were made and exclusive say of the terms or conditions of the agreement, and that it is agreement agree to the services and conditions of the agreement, and that the snot relief to the services to be provided herounder. No variation or modification or of this Agreement, wholler by the Customer's purchase order or other decement agreed to the provided herounder. No variation or modification of this Agreement, wholler by the Customer's purchase

 SEYBBIABILITY; SURVIVAL OF TERMS. Should any term in this document be deemed unanforceable, that fact shall not preclude the enforceability of all remaining terms. Terms 1,2,3,4,5,6,8,14,17,18,19,20 shall survive the cancellation or termination of any agreement with S agreement with SMILE



Phone Number: (916) 481-7695 Fax Number: (916) 483-7695

ANNUAL RENTAL AGREEMENT

Minimum Term Commitment: 12 Months See General Terms and Conditions on reverse.

	CUSTOMER INFORMATION
COMPANY NAN	MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
ADDRESS:	1919 B STREET MARYSVILLE, CA 95901
PHONE:	530-749-6130
EMAIL:	KCARTWRIGHT@MJUSD.K12,CA.US
CONTACT:	KATHY CARTWRIGHT
(ונ	(LOCATION OF EQUIPMENT IF DIFFERENT FROM ABOVE)
	INDEPENDENT STUDY PROGRAM
ADDRESS:	1919 B STREET
	MARYSVILLE, CA 95901
PHONE:	530-740-6489
CONTACT:	Grace Inman, Secretary e-mail: ginman@mjusd.com

(AMOUNIS ABOVE EXCLUDE APPEICABLE SALES I BX)	(AMOUNIS ABOVE EXCLU
70	
0.0045	VERAGE RATE:
10,000 per month, 30,000 per quarter	OPIES / PRINTS INCLUDED IN BASE FEE:
166.66 per month, billed quaterly	ASE MONTHLY FEE: 166.
NISHER	R-M550N SCANNING, PRINTING, STAPLE FINISHER
	ESCRIPTION OF EQUIPMENT RENTED:
RENTAL TERMS	RENTA

1. Rental agreement charges are payable net ten (10) days of invoice for the services described below. First payment due prior to or upon delivery. 2. Payable during the term of this agreement, Smile will provide, without additional charge, supplies, (excluding paper. and parts which have been broken or worn through 4. This agreement shall not apply to service or repairs made necessary by accident, misuse, abuse, neglect, theft, riot, vandalism, electrical power failure, fire, water or other 3. All service calls under this agreement will be made by Smile during normal business hours solely on the equipment described above. Response time to rental service calls casualty or repairs made necessary as a result of elther service by personnel other than Smile or repeated use of supplies not meeting Smile's supply specification for 2 to 4 hours on average. Service at times other than during Smile's normal business hours shall be furnished upon request on a chargeable basis at the established rates be responsible for delays or its inability to provide service calls due to strikes, accidents, embargoes, Acts of God, or any other event beyond its control equipment. Separate charges for repairs & replacements due to the foregoing shall be borne by the Customer, at Smile's published rates for parts & labor. Smile shall not normal use and are necessary for servicing and maintenance adjustments. Drum replacement due to abuse will be charged to customer on a prorated basis. RENTAL TERMS & CONDITIONS

- a, this agreement may not be assigned by the Customer.

 A ETER

 6. Rental rates are subject to an annual rate increase of no more than 10% partyaat locate first five years of service.
- This agreement pricing excludes applicable sales taxes
- 8. The equipment under this agreement at the Customer's location shall remain that of Smile Business Products, Inc. This agreement does, not, at any time, transfer title to As such, property taxes will be borne by Smile Business Products,
- 9. Upon the customer signing the agreement & accepting delivery of the equipment listed above, the agreement is non-cancellable for 1 year. At the end of 1 year, Customer may continue the rental, or cancel & arrange pickup of equipment by giving 30 days written notice prior to the anniversary date. Fax requests may be sent to (916) 483-7695
- 10 This agreement covers any issues with regard to the Customer's computer network with respect to printing, copying, scanning or faxing to and from the equipment above If the Customer requests network operating system, server repair or desktop computer repair from Smile Business Products, Inc.'s network services division
- 11 Applicable provisions of Smile Business Products, Inc.'s General Terms and Conditions are hereby incorporated by reference into this agreement. the Customer will be charged a labor rate of \$150.00 per hour.
- 12 This is the entire agreement between the Customer & Smile with respect to the rental of the above equipment. The provisions herein shall be deemed to accurately represent the intent of the parties, notwithstanding any variance with the terms & conditions of any order submitted by the Customer in respect to Smile service

APPLICANT'S STATEMENT

Smile Business Products, Inc. official are considered valid. By signing this agreement, the Customer agrees to make rental payments to Smile Business Products, Inc. in the amount agreed upon and for the term indicated in this document. The Customer shall pay the final rental charges 10 days of the pick-up of the rented equipment. Please read the following statement carefully before signing this agreement. Only those agreements that are signed, dated and accepted by an authorized

Smile Official Signature Date	Smile Sales Rep. 's Signature Date	Customer's Signature Gay Todd Date June 17, 21 Superintendent
Date	Date	June 17, 2014

In RELATIONSHIP OF PARTIES. Smillo Business Products. Inc. (SMILE) is at independent contractor. No employment, agency or joint venture relationship is created by any agreement of products or services (& general) with SMILE. Further, (a) SMILE shall retain independent portesion of a relative to the product of the produc

conditions. a symmal of a second conditions.

6. GUARANTEES AND ASSUMPTION OF LIABILITY. In its delivery of services, SMILE guarantees an average annual response time of between 2 and 4 hours and an average upitine of 95% between the hours of 8:00 am and 5:00 pm. To request response time and upitine verifications, please email your request to servicew26262116260m. SMILE also guarantees an annual per copy rato increase of cor more than 10% per year for the fast five years (applies adely to enjurined promet purchased new from Smile). If SMILE falls to perform on the above guarantees, the Customer may cancel any agreement (see type in Itea 4) immediately, without providing a futury (30) day written motice. SMILE shell not be responsible for, more should SMILE have any liability for may direct, indirect, incidental, appeal of consequential damage, however caused and on any theory of liability, attaining out of any agreement, including but not limited to less of anticipaned profits. SMILE assumes no liability of personal or property damage inpotent catering Customer's premises for repair of covered Equipment.

7. CANCELLATION. Customer shall have the right to cancel any agreement type in fleen 4 at any time by providing a 50 day written tolice, a final meter reading (feaphicable), and paying all final changes. If any agreement is cancelled prior to its annual anniversary date, Customer shall be obligated to pay the greater of (f) the pro-rated Maintenance Agreement, or (f) service calls, and parts and supplies ordered (less any unused toner that is returned to SMILE), since the fast anniversary date, but the any agreement with a written notice to Customer. Warunties are not pro-rateable on cancellation.

8. EXCLUSIONS TO SERVICE. Maintenance and warranty service provided by SMILB under any type of service agreement does not include:

9. Repair of damage and market of provide appropriate electrical power, air conditioning, or humidily control.

continually satisfied environment for covered Equipment as prescribed by the manufacturer in the covered Equipment operating manual, or if) failure to provide appropriate electrical power, air conditioning, or hundridy control.

b) Repair of damage or increase in sorvice caused by: accident (including but not limited to power surges (including but not limited to wandlism, fire, flood, where, wind, etc.), use of covered Equipment contary to the manufacturer's operating guide or for purposes other than for which designed, and unauthorized modifications or repair by persons other than authorized SMLLB representatives.

c) Painting or refinishing the covered Equipment, inspecting altered equipment, performing services connected with reforation of Equipment, or adding or removing accessaries, attachments or other devices.

c) Repair of damage, replacement of paints (alue to there than onand were) or repair the service colls caused by use of incompatible applies, more brands not approved by SMLLE, or copy paper not in compliance with mentificativer's specification.

c) Complete unit replacement or workstanding the covered Equipment (unless otherwise specified).

f) Electrical work external to the covered Equipment or maintenance of necessories, attachments or

other devices not famished by SMILE.

g) Increase in sarylor time or repeat cells caused by Customer denial of full and free access to the Equipment or denial of departure from Customer's site.

h) Connectivity, application, printer driver, or my network device support in relation to my product sold by Smile (unless attherwise specified).

Connectivity, application, printer driver, my networked device, my locally connected printer or copier, desktop operating system, network operating system or software not sold by SMILE (unless otherwise specified).

Training beyond the initial key one-months training.

oldurative prediction).

(a) Regularizations of closure, nipsic estricitizate or prayer, companying tone calculation boldes, and place on paper (unless appendicable) predict in writing and on the knowless.

(b) Maintenance appresentation do not included our work of the production of the companying tone calculation boldes.

(c) Regularizations of our the companying control of the production of the companying control of the companyi

20, SEVERABILITY; SURYIVAL OF TERMS. Should any tenn in this document be decomed unenforceable, that fact shall not proclude the enforceability of all remaining teams. Terms 1,23,4,5,6,8,9,14,17,18,19,20 shall survive the cancellation or termination of any agreement with SMILE.



Phone Number: (916) 481-7695 Fax Number: (916) 483-7695

ANNUAL RENTAL AGREEMENT

Minimum Term Commitment: 12 Months • See General Terms and Conditions on reverse.

	CUSTOMER INFORMATION
COMPANY NAN MJUSD	IN MJUSD
ADDRESS:	1919 B Street
PHONE:	530-749-6107
EMAIL:	kcartwrlght@mlusd.k12.ca.us
CONTACT:	Kathy Cartwright
	(LOCATION OF EQUIPMENT IF DIFFERENT FROM ABOVE)
	Nutrition Services
ADDRESS:	1919 B St.
PHONE:	530:749-6178
CONTACT:	Amber watson

(AMOUNTS ABOVE EXCLUDE APPLICABLE SALES TAX)	EXCLUDE APPLIC	(AMOUNTS ABOVE
0,0055		OVERAGE RATE:
5,000 per month 1,500 per quarter		COPIES / PRINTS INCLUDED IN BASE FEE:
106.25 per month, billed quaterly	106.25 per mo	BASE MONTHLY FEE:
	ple finisher	Sharp AR-M355 scanning, printing, staple finisher
	Ċ.	DESCRIPTION OF EQUIPMENT RENTED:
S	RENTAL TERMS	R

RENTAL TERMS & CONDITIONS

1. Rental agreement charges are payable net ton (10) days of invoice for the services described below. First payment due phor to or upon delivery.
normal use and are necessary for servicing and maintenance adjustments. Drum replacement due to abuse will be charged to customer on a prorated basis.
3. All service calls under this agreement will be made by Smile during normal business hours solely on the equipment described above. Response time to rental service calls
2 to 4 hours on average. Service at times other than during Smile's normal business hours shall be furnished upon request on a chargeable basis at the established rates
for labor and travel then in effect.
4. This agreement shall not apply to service or repairs made necessary by accident, misuse, abuse, neglect, theft, riot, vandalism, electrical power failure, fire, water or other
casualty or repairs made necessary as a result of either service by personnel other than Smile or repeated use of supplies not meeting Smile's supply specification for
equipment. Separate charges for repairs & replacements due to the foregoing shall be borne by the Customer, at Smile's published rates for parts & labor. Smile shall not
be responsible for delays or its inability to provide service calls due to strikes, accidents, embargoes, Acts of God, or any other event beyond its control.
5. This agreement may not be assigned by the Customer. (\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
6, Rental rates are subject to an annual rate increase of no more than 10% pa cyasorfor the firs t five years of service.
7. This agreement pricing excludes applicable sales taxes.
8. The equipment under this agreement at the Customer's location shall remain that of Smile Business Products, Inc. This agreement does, not, at any time, transfer title to
the Customer. As such, property taxes will be borne by Smile Business Products, Inc.
9. Upon the customer signing the agreement & accepting delivery of the equipment listed above, the agreement is non-cancellable for 1 year. At the and of 1 year, Customer
may continue the rental, or cancel & arrange pickup of equipment by giving 30 days written notice prior to the anniversary date. Fax requests may be sent to [916] 483-7695
10 This agreement covers any issues with regard to the Customer's computer network with respect to printing, copying, scanning or faxing to and from the equipment above.
If the Customer requests network operating system, server repair or desktop computer repair from Smile Business Products, Inc.'s network services division,
the Customer will be charged a labor rate of \$150,00 per hour.
1.1 Applicable provisions of Smile Business Products, Inc.'s General Terms and Conditions are hereby incorporated by reference into this agreement.
12 This is the entire agreement between the Customer & Smile with respect to the rental of the above equipment. The provisions hercin shall be deemed to accurately
represent the intent of the parties, notwithstanding any variance with the terms & conditions of any order submitted by the Customer in respect to Smile service.

APPLICANT'S STATEMENT

Please read the following statement carefully before signing this agreement. Only those agreements that are signed, dated and accepted by an authorized Smile Business Products, Inc. official are considered valid. By signing this agreement, the Customer agrees to make rental payments to Smile Business Products, Inc. In the amount agreed upon and for the term indicated in this document. The Customer shall pay the final rental charges 10 days of the pick- up of the rentad equipment.

Customer's Signature	Gay Todd	Date June 17, 2014
	Superintendent	
Smile Sales Rop.'s Signature		Date
Smile Official Signature		Date

1. RELATIONSEIP OF RARTERS. Smills Bushiest Products, Inc. (SMILE) is an independent contracted. The exployment, agency of plant venture redulently in the contract by may uprement for products in the contract of the contra

conditions. Payment of a reasowal involve verifies customer stocyphines of any revinest rates, herms and couldings.

6. GUARANTEES AND ASSUMPTION OF LIABILITY. In its delivery of services, SMILH guarantees an average summit responses time of between the de house and as an average summit responses time of between the thouse of \$6.00 and \$5.00 pm., To request response time and upon a service special control that the bound of \$6.00 and \$5.00 pm., To request response the and upon the other of \$6.00 pm. To the first five years for the first five years (against solely to equipment justimes of the responsible first part when the SMILB have year for the first five years (against solely to equipment justimes at the responsible first part when the statices, indeed the statices, indeed the statices, there is control. In no overal shall SMILE have years (against adoly a criticum acide. SMILB that a special or convergential damages, however council and on my thosy of liability articles and the representations of the statics, indeed the statics, and the static part of the st

other devices not finnished by SMILE.

g) Increase in service (time or repost culis caused by Cantomer devide for fall and free access to the Equipment or decidal of eigentain them. Cantomer's site.

g) Connectivity, application, printer driver, or any networked devices, any locally connected printer or copier, Smile (suitess otherwise specified).

1) Connectivity, application, printer driver, any networked device, any locally connected printer or copier, (dexicop operating system, printer driver, any networked device, any locally connected printer or copier, (dexicop operating system, network operating system or software and sold by SMILE (unless otherwise specified).

1) Training beyond the initial key operator training given upon installation of the Equipment (unless otherwise specified).

2) Medicinence agreement do not include tongr collection bottles, swplets or paper (unless specified).

3) Abplications of a crist incomer, simple cantidges or paper, or emptying toner collection bottles, specified).

and the Writing Edd and hairweight.

The Grouping lines accounted do an administration of accounted with the good of the indistration of the Grouping lines accounted from an administration of the Grouping lines accounted from a maintained part of the Grouping lines accounted from a maintained part of the Grouping lines accounted from the Grouping lines and maintained from the Grouping accounted from the Grouping lines and the Grouping lines accounted from the Grouping lines and the Grouping lines accounted from the Grouping lines and the Grouping lines accounted from the Statistical lines accounted from the Grouping lines accounted from the Grouping lines accounted to the Grouping lines accounted to the Grouping lines accounted to the Grouping lines

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31. SEVERAPELTEY, SURVIVAL OF TERMS, Should my term in this document be downed the SEVERAPELTEY, SURVIVAL OF TERMS, Should my term in this document be downed unemforeably of all remaining forms. Terms unemforeably of all remaining forms. Terms 1,3.3,4.5,6.8,9,14,17,18,19,20 shall survive the cancelletten of termbutton of any agreement with SMILE.



Phone Number: (916) 481-7695 Fax Number: (916) 483-7695

ANNUAL RENTAL AGREEMENT

Minimum Term Commitment: 12 Months · See General Terms and Conditions on reverse.

		_		7.7.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1	
	COSTOMER INFORMATION			RENTAL TERMS	
COMPANY NAN MJUSD	DSULM NA		DESCRIPTION OF EQUIPMENT RENTED:	NT RENTED:	
ADDRESS:	1919 B Street		Sharp AR-M355 scanning, printing, staple finisher	rinting, staple finisher	
PHONE:	530-749-6107				
EMAIL:	kcartwright@mjusd.k12.ca.us				
CONTACT:	Kathy Cartwright				
	(LOCATION OF EQUIPMENT IF DIFFERENT FROM ABOVE)		BASE MONTHLY FEE:	106.25 per month, billed quaterly	y
- 1	Facilities Dept.			15,000	(8B)
ADDRESS:	1919 8 St.		COPIES / PRINTS INCLUDED IN BASE FEE:	O IN BASE FEE: 5,000 per month, 1,500 quarterly	
PHONE:	530-7496107		OVERAGE RATE:		0.0055
CONTACT:				(AMOUNTS ABOVE EXCLUDE APPUCABLE SALES TAX)	
1. Rental agree	1. Rental agreement charges are payable net ten (40) days of invoice for the services described below. First payment due prior to or upon delivery.	s described	rylces described below. First payment due prior to	o or upon delivery.	
2. Payable dur	Payable during the term of this agreement, Smile will provide, without additional charge, supplies, (excluding paper-BENES), and parts which have been broken or worn through normal use and are necessary for servicing and maintenance adjustments. Drum replacement due to abuse will be charged to customer on a provisted basis.	charge, sup	plies, (excluding paper: Surrept es), it due to abuse will be charged to	, and parts which have been broken or worn through customer on a prorated basis.	
3. All service of the control of the	All service calls under this agreement will be made by shille during normal business hours solely on the equipment described above, itesponse time to rental service calls to 4 hours on average. Service at times other than during Smile's normal business hours shall be furnished upon request on a chargeable basis at the established rates for labor and travel then in effect.	ess hours sh	all be furnished upon request on	above. Response time to rental service calls a chargeable basis at the established rates	
casualty or equipment.	4. Init agreement shall not apply to service or repairs made necessary by accident, histase, aduse, neglect, then, not, vanualism, electrical power nature, inc, water or other casualty or repairs made necessary as a result of either service by personnel other than Smile or repeated use of supplies not meeting Smile's supply specification for equipment. Separate charges for repairs & replacements due to the foregoing shall be borne by the Customer, at Smile's published rates for parts & labor. Smile shall not have control.	misuse, and er than Smill all be borne	ise, negiect, thert, riot, vanualism, e or repeated use of supplies not by the Customer, at Smile's public by the Customer, at Smile's public by the Customer.	, electrical power failure, irre, water or other meeting Smile's supply specification for lished rates for parts & labor. Smile shall not revent heword life control.	
5. This agreen	5. This agreement may not be assigned by the Customer.	1-CV			
5. Rental rate 7. This agreen	 Rental rates are subject to an annual rate increase of no more than 10% pervear locative first five years of service. This agreement pricing excludes applicable sales taxes. 	for the first	I five years of service.		
8. The equipm	The equipment under this agreement at the Customer's location shall remain that of Smile Business Products, Inc. This agreement does, not, at any time, transfer title to the Customer. As such, property taxes will be borne by Smile Business Products, Inc.	at of Smile B	usiness Products, Inc. This agreen	ment does, not, at any time, transfer title to	
9. Upon the comay contin	Upon the customer signing the agreement & accepting delivery of the equipment listed above, the agreement is non-cancellable for 1 year. At the end of 1 year, Customer may continue the rental, or cancel & arrange pickup of equipment by giving 30 days written notice prior to the anniversary date. Fax requests may be sent to [916] 483-7695	t listed abov	re, the agreement is non-cancellal notice prior to the anniversary da	ible for 1 year. At the end of 1 year, Customer ite. Fax requests may be sent to (916) 483-7695	
10 This agreen	10 This agreement covers any issues with regard to the Customer's computer network with respect to printing, copying, scanning or faxing to and from the equipment above. If the Customer requests network operating system, server repair or desktop computer repair from Smile Business Products, Inc.'s network services division, the functioner will be charged a labor rate of \$150 00 nor hour.	ork with resp	pect to printing, copying, scanning air from Smile Business Products,	g or faxing to and from the equipment above. Inc.'s network services division,	
11 Applicable	11 Applicable provisions of Smile Business Products, Inc.'s General Terms and Conditions are hereby incorporated by reference into this agreement. 17 This is the police agreement between the Customer & Smile with respect to the rental of the above equipment. The provisions herein shall be deemed to accurately	itions are he	above equipment. The provision	nto this agreement.	
represent t	represent the Intent of the parties, notwithstanding any variance with the terms & conditions of any order submitted by the Customer in respect to Smile service. APPLICANT'S STATEMENT	& condition	s & conditions of any order submitted by the C APPLICANT'S STATEMENT	Customer in respect to Smile service.	
	Please read the following statement carefully before signing this agreement. Only those agreements that are signed, dated and accepted by an authorized Smile Business Products, Inc. official are considered valid. By signing this agreement, the Customer agrees to make rental payments to Smile Business Products, Inc. in the amount agreed upon and for the term indicated in this document. The Customer shall pay the final rental charges 10 days of the pick- up of the rental equipment.	this agreem ng this agree ent. The Cus	ient. Only those agreements that sment, the Customer agrees to m tomer shall pay the final rental ch	are signed, dated and accepted by an authorized take rental payments to Smile Business Products, inc. take 10 days of the pick- up of the rented equipment.	
Customer's Signature	gnature Superintendent	Gay Todd	odd Date	June 17, 2014	
Smile Sales Re	Smile Sales Rep.'s Signature		Date	£6	

Date_

Smile Official Signature

1. RELATIONSHIP OF PARTIES. Smile Bushess Products, Line, (20MLES) is an independent contaction for application, agency of plott ventions of substands his accessed by my appreciated products or exercises (Agentuminal Vision). A state of the products of t

conditions. Exprinct of a retired in condense continue acceptance of early revised rates, terms and conditions.

6. GIJATA,NYTEES AND ASSIMPTION OF LABILITY. In its delivery of services SMAILB guranices an average annual response lime of between the authors of 8:00 than and 5:00 pm. To request response them and update verifications, please small your request to gen-keen-significable.

5. Services the hours of 8:00 than and 5:00 pm. To request response them and update verifications, please small your request to gen-keen-significable.

6. SMAILB and a none than 19% per year to the first five your depulled solely to equipone particle down from Smile). It SMAILB that to perform on the above guarantees, the Custom rates of fide or other cannot be produced to the strength of th

other doubes not humbric by SMLE.

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Phone Number: (916) 481-7695 Fax Number: (916) 483-7695

ANNUAL RENTAL AGREEMENT

Minimum Term Commitment: 12 Months - See General Terms and Conditions on reverse.

				DENITAL TERMAS	1
COMPANY NAN	IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT	DESCRIPTION	DESCRIPTION OF EQUIPMENT RENTED:	ED:	
ADDRESS:	1919 B STREET MARYSVILLE, CA 95901	AR-M355N	AR-M355N SCANNING, PRINTING, STAPLE FINISHER	APLE FINISHER	
HONE:	5-0-749-6190				
EMAIL:	KCARTWRIGHT@MJUSD.K12.CA.US				
CONTACT:	KATHY CARTWRIGHT				
-	(LOCATION OF EQUIPMENT IF DIFFERENT FROM ABOVE)	BASE MONTHLY FEE:	NTHLY FEE:	106.25 per month, billed quarterly	
	SARB Office - District Office			- 1	
ADDRESS:	1919 B Street, Room 212	COPIES / P	COPIES / PRINTS INCLUDED IN BASE FEE:	FEE: 5,000 per month, 15,000 per quarter	Ter
	MARYSVILLE, CA 95901)
PHONE;	530-749-6107	OVERAGE RATE:	RATE:		ļ
CONTACT:	Kathy Cartwright, e-mail: kcartwright@mjusd.k12.ca.us	TEBRAC & COND.		(AMOUNTS ABOVE EXCLUDE APPLICABLE SALES TAX)	
	3O RENTA	RENTAL TERMS & CONDITIONS	TIONS		
 Rental agree Payable duri 	1. Rental agreement charges are payable net ten-400 days of invoice for the services described below. First payment due profit to or open below the profit of the agreement, Smile will provide, without additional charge, supplies, (excluding paper & staples), and parts which have been broken or worn through	rge, supplies, (excludir	ng paper & staples), and part	s which have been broken or worn through	
3. All service ca	All service calls under this agreement will be made by Smile during normal business hours solely on the equipment described above. Response time to rental service calls	ours solely on the equ	ipment described above. Res	sponse time to rental service calls	
for labor and	for labor and travel then in effect.	abice pedart th	oft riot wandalism electrical	nower falling fire water or other	1
casualty or requipment.	casualty or repairs made necessary as a result of either service by personnel other than Smile or repeated use of supplies not meeting Smile's supply specification for equipment. Separate charges for repairs & replacements due to the foregoing shall be borne by the Customer, at Smile's published rates for parts & labor. Smile shall not	an Smile or repeated use borne by the Custon	use of supplies not meeting S ner, at Smile's published rate	Smile's supply specification for ss for parts & labor. Smile shall not	
This agreem	the agreement may not be accioned by the Customer.				
6. Rental rates 7. This agreem	 Initial of content may not be adaptate by the content. Rental rates are subject to an annual rate increase of no more than 10% par-war-for. This agreement pricing excludes applicable sales taxes. 	par-for the first five years of service.	service.		
8. The equipm	The equipment under this agreement at the Customer's location shall remain that of Smile Business Products, Inc. This agreement does, not, at any time, transite equipment of the property taxes will be harne by Smile Business Products. Inc.	Smile Business Produ	cts, Inc. This agreement does	s, not, at any time, transfer title to	
9. Upon the cu	9. Upon the customer signing the agreement & accepting delivery of the equipment listed above, the agreement is non-cencellable for 1 year. At the end of 1 year, Customer	ted above, the agreem	ent is non-cancellable for 1 y	year. At the end of 1 year, Customer	
10 This agreem	This agreement covers any issues with regard to the Customer's computer network with respect to printing, copying, scanning or faxing to and from the equipment above.	with respect to printing	g, copying, scanning or faxing	g to and from the equipment above.	- 1
the Custom	The Customer requests network oberating system, server repair of desktop computer repair of a similar publication of the customer will be charged a labor rate of \$150.00 per hour.	repair nom omine	promises a control more a new	A CONTRACTOR OF THE CONTRACTOR	
11 Applicable I	11 Applicable provisions of Smile Business Products, Inc.'s General Terms and Conditions are hereby incorporated by reference into this agreement. 17 This is the earling agreement between the Customer & Smile with respect to the rental of the above equipment. The provisions herein shall be deemed to accurately	as are hereby incorpor al of the above equipn	ated by reference into this agnerit. The provisions herein s	greement. shall be deemed to accurately	
represent t	represent the Intent of the parties, notwithstanding any variance with the terms & conditions of any order submitted by the Customer in respect to Smile ser APPLICANT'S STATEMENT	& conditions of any order subm	submitted by the Customer	In respect to Smile service.	
	Please read the following statement carefully before signing this agreement. Only those agreements that are signed, dated and accepted by an authorized Smile Business Products, Inc. official are considered valid. By signing this agreement, the Customer agrees to make rental payments to Smile Business Products, Inc. in the amount agreed upon and for the term indicated in this document. The Customer shall pay the final rental charges 10 days of the pick- up of the rented equipment.	agreement. Only thos his agreement, the Cus The Customer shall pa	e agreements that are signed stomer agrees to make rental by the final rental charges 10 i	d, dated and accepted by an authorized il payments to Smile Business Products, Inc. days of the pick- up of the rented equipment.	
Customer's Slenature	nature	Gay Todd	Date		
	Superintendent				
Smile Sales Rep.'s Signature	p,'s Signature		Date		

0.0055

Date

Smile Official Signature

1. RELATIONSHIP OF PANTIES. Smills Bushness Products, Inc. (SMILLS) is an independent contractor. No employment, agazary or juint wenture relationship is revaled by any agreement for products or services (Aperdum) with SMLE. Further, (SMILLS) is sufficiently the probasional status throughout the term of any agreement and shall use its sown tools and discretion in performing the track employees of Client and are ineligible for any Client employees of any apprending product and excellent in the product of the purpose of Client and are ineligible for any Client employees of the product and are ineligible for any Client employees of the purpose of Emancing its and the product of the purpose of Emancing its and the contract of the purpose of Emancing the purpose of Emancing its and the contract of the contra

6. GUARMATIERS AND ASSUMPYION OF YLABILITY. In its delivery of services, SMILB gurantees an average annual response time of between 2 and 4 hours and an average uptime of 95% between the hours of 8:00 am and 3:00 pm. To request response time and uptime verifications, please carell your request to serviceweb@anlightbl.com. SMILB step guarantees an annual per cupy rate increase of no more than 10% per year for the first five years (applies solely to equipment purchased new from Smile). If SMILB fails to perform on the above guarantees, in clustomer may cancel any agreement (see type In them 4) immediately, without providing a thirty (30) day written notice. SMILB shall not be responsible for, nor should SMILB have any liability arising from delays or failure to reader service due to strikes, labor disputes, accidents, war, riots, eith commodies, fire, flood, storm, Asts of God or other causes boyond its conirol. At no event shall SMILB have any liability for any direct, indicatal, special or consequential damages, however caused and on any theory of liability, arising out of any agreement, including but not limited to loss of antispited profits, SMILB assumes no liability of personal our property damage upon entering Customer's premises for repair of covered Equipment.

7. CANCELLATION. Cantomer shall have the right to caused any agreement lying in free damages. If my gyreament is causelled prior to the annual nuniversary date, Customer shall be obligated to pay the greater of (1) the provinted Maintenance Agreement, or (1) service calls, and parts and supplies ordered (less any manual tour that is returned to SMILB, since the last environment and supplies ordered (less any manual tour that is returned to SMILB, since the last environment and supplies ordered (less any manual tour that is returned to SMILB, since the last environment and applies ordered (less any manual tour that is returned to SMILB, since the last environment and applies ordered (less any manual tour that is returned to SMILB, since the last en

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Repair of denoage or increase in service ounsed by: needeat (including but not limited to power surges (unless machine has a Smile approved power filter installed), abuse, misuse, moving, etc.), disaster (including but not limited to power surges (unless machine has a Smile approved power filter installed), abuse, misuse, moving, etc.), disaster (including but not limited to owndulars, fire, flood, water, wind, etc.), use a fewered Equipment contrary to the manufacturer's operating guide or for purposes other than for which designed, and manufacturer of presions other than authorized SMLE representatives.

Painting or refinishing the covered Equipment, inspecting altered equipment, performing services councited with relocation of Equipment, or adding or removing accessories, attachments or other devices.

A) Repair of chanage, rejudencement of parts (date to other than normal wear) or repair thouse sortice calls caused by use of incompatible supplies, more brands not approved by SMLEs, or copy paper not in compliance with manufacturer's specification.

B) Complete unit replacement or overstanding the covered Equipment (unless otherwise specified).

B) Electrical work external to the covered Equipment or maintenance of accessories, altachments or

other devices not furnished by SMILE.

g) Increase in service time or repeated is caused by Clastomer denial of full and free access to the Equipment or denial of departure from Customer's site.

h) Connectivity, application, printer driver, or any network device support in relation to any product sold by Smile (miless otherwise specified).

classified the supplication, printer driver, any networked device, any locally connected printer or copier, deckrop operating system, network operating system or software not sold by SMILE (unless otherwise specified).

Training beyond the initial key operator training given upon installation of the Equipment (unless otherwise specified).

By Thirding beyond the billul key operator briging given upon installation of the Suphrent (incluses otherwise peptified).

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ADVENDED AND TABLE TYPE, SURVIVAL OF TERMS. Should any term in this document by decined 20. SEVERABILITY; SURVIVAL OF TERMS. Should any term in this document by decined unenforceable, that fact shall not preclude the enforceability of all remaining terms. Terms 1,23,4,5,6,8,9,14,17,18,19,20 shall survive the cancellation or termination of any agreement with SMILE



Phone Number: (916) 481-7695 Fax Number: (916) 483-7695

ANNUAL RENTAL AGREEMENT

Minimum Term Commitment: 12 Months . See General Terms and Conditions on reverse

	CUSTOMER INFORMATION
COMPANY NAN MJUSD	AN MJUSD
ADDRESS:	1919 B Street
PHONE:	530-749-6107
EMAIL:	kcartwright@m]usd.k12.ca.us
CONTACT:	Kathy Cartwright
	(LOCATION OF EQUIPMENT IF DIFFERENT FROM ABOVE)
	Edgewater Elem.
ADDRESS:	5715 Oakwood. Dr
PHONE:	530-741-0866
CONTACT:	Ana Correa

(AMOUNTS ABOVE EXCLUDE APPLICABLE SALES TAX)	(AMOU
0.0055	OVERAGE RATE:
IN BASE FEE: 5,000 per month, 1,500 per quarter	COPIES / PRINTS INCLUDED IN BASE FEE:
105.25 per month, billed quaterly	BASE MONTHLY FEE:
rinting, staple finisher	sharp AR-M355 scanning, printing, staple finisher
NT RENTED:	DESCRIPTION OF EQUIPMENT RENTED:
RENTAL TERMS	

RENTAL TERMS & CONDITIONS
Rental agreement charges are payable net ten 10 hdays of Invoice for the services described below. First payment due prior to or upon delivery.
Payable during the term of this agreement, Smile will provide, without additional charge, supplies, (excluding paper & ATA News); and parts which have been broken or worn through
normal use and are necessary for servicing and maintenance adjustments. Drum replacement due to abuse will be charged to customer on a prorated basis.
All service calls under this agreement will be made by Smile during normal business hours solely on the equipment described above. Response time to rental service calls
2 to 4 hours on average. Service at times other than during Smile's normal business hours shall be furnished upon request on a chargeable basis at the established rates
for labor and travel then in effect.
This agreement shall not apply to service or repairs made necessary by accident, misuse, abuse, neglect, theft, riot, vandalism, electrical power failure, fire, water or other
casualty or repairs made necessary as a result of either service by personnel other than Smile or repeated use of supplies not meeting Smile's supply specification for
equipment. Separate charges for repairs & replacements due to the foregoing shall be borne by the Customer, at Smile's published rates for parts & labor. Smile shall not
be responsible for delays or its inability to provide service calls due to strikes, accidents, embargoes, Acts of God, or any other event beyond its control.
This agreement may not be assigned by the Customer. A L L Q Z
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- Kental rates are subject to an annual rate increase of no more than 10% per-year BHIST TIVE YEARS OF SERVICE
- 7. This agreement pricing excludes applicable sales taxes.
- The equipment under this agreement at the Customer's location shall remain that of Smile Business Products, Inc. This agreement does, not, at any time, transfer title to the Customer. As such, property taxes will be borne by Smlle Business Products, Inc.
- Upon the customer signing the agreement & accepting delivery of the equipment listed above, the agreement is non-cancellable for 1 year. At the end of 1 year, Customer
- may continue the rental, or cancel & arrange pickup of equipment by giving 30 days written notice prior to the anniversary date. Fax requests may be sent to (916) 483-7569; 10 This agreement covers any Issues with regard to the Customer's computer network with respect to printing, copying, scanning or faxing to and from the equipment above. If the Customer requests network operating system, server repair or desktop computer repair from Smile Business Products, Inc.'s network services division,
- the Customer will be charged a labor rate of \$150,00 per hour
- 11 Applicable provisions of Smile Business Products, Inc.'s General Terms and Conditions are hereby incorporated by reference into this agreement.
- 12 This is the entire agreement between the Customer & Smile with respect to the rental of the above equipment. The provisions herein shall be deemed to accurately represent the Intent of the parties, notwithstanding any variance with the terms & conditions of any order submitted by the Customer in respect to Smile service.

APPLICANT'S STATEMENT

in the amount agreed upon and for the term indicated in this document. The Customer shall pay the final rental charges 10 days of the pick- up of the rented equipment Smile Business Products, Inc. official are considered valid. By signing this agreement, the Customer agrees to make rental payments to Smile Business Products, Inc. Please read the following statement carefully before signing this agreement. Only those agreements that are signed, dated and accepted by an authorized

Customer's Signature Smile Sales Rep.'s Signature	Superintendent Gay Todd	Date June 17, 2014
Smile Sales Rep.'s Signature		Date
Smile Official Signature		Date

1. A.B.LA.TIONNSHIP OIF PARTITES. Smills Bushness Preticents, Inc. (2876LES) is an independent controlor, No enriphyment, legacy of bint venture relationship is created by any agreement for produce or reviews (Agreement) with SMILEs. Further, (b) SMILEs and Irealm independent protections status in requirements for the produced or reviews (Agreement) with SMILEs. Further, (b) SMILEs and Irealm independent protections status in requirements are supplied to the produced protection of the properties of the produced protection of the produced produced produced

conditions. Phyrment of a renowal invoice verifies customer acceptance of any revised rates, (cents and conditions.)

6. GULARANTEZES AND ASSUMPTUON OFF JAMBLETY. In Its address yof earliers, please in conditions.

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9. GULARANTEZES AND ASSUMPTUON OFF JAMBLETY. In Its address yof earliers of conditions in the bours of \$5.00 cm and \$5.00 pm. To request response him and uptions written, please in the analysis of the following please entail your request to earlier of the third for yearn (applied anoley to equipment purchased new from Smid), If SMILE falls to perform on the above ganerates, the Customer may cancel any greentest (see type in time 4) immediately, without providing a thirty (30) day written arises. SMILE that the interest provides the responsible for, nor should SMILE have any lithiffy using from daily or failure to render any enterest purchased new from Smid). It is a surprised to the contemporarial damages, however caused and on any though of the statement of any agreement, including the indirect to less of anticipated profits. SMILE assumes an liability of personal for propary defining of an any finne by providing a 30 day written notice, a finnt noter reading (It applicable), and paying all final changes. If my agreement is cancelled prior to its manual analyterates for repolic of covered Equipment.

7. CANCELLAVION. Customer shall have the right to cancel any agreement type in Head any finne by providing a 30 day written notes, a finnt noter reading (It applicable), and paying all final changes. If my agreement is cancelled prior to its manual analyteration of the any agreement is cancelled prior to its moral manual analyteration of the provided and any agreement is cancelled prior to its moral manual analyteration to any agreement with a written and provided provided in a contract of them to provide any agr

other davious not farnished by SMILE.

a) Increase in near-loc time or repeat cult caused by Constorner dealst of full and free necess to the Equipment or dealst of departure from Contenner's alto.

Connectivity, application, printer driver, or any networked davice support in telation to any product sold by Smile (unless otherwise specified).

Connectivity, application, printer driver, any networked davice, any locally connected printer or capier, identity operating system, network offered, any setworked device, any locally connected printer or capier, descript operating system, network offered, any networked device, any locally connected printer or capier, descript operating system or software not sold by SMILE (unless otherwise specified).

Training beyond the initial key operator mining given upon installation of the Equipment (unless otherwise specified).

Kreptenisment of train, studio outridges or paper, or amplying toner collection bortles.

Kreptenisment of greenman do not he invoke).

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Phone Number: (916) 481-7695 Fax Number: (916) 483-7695

ANNUAL RENTAL AGREEMENT

Minimum Term Commitment: 12 Months - See General Terms and Conditions on reverse.

	CUSTOMER INFORMATION		RENTAL TERMS
COMPANY NAN MJUSD	- 4	DESCRIPTION	DESCRIPTION OF EQUIPMENT RENTED:
ADDRESS:	1919 B Street	Sharp AR-M3	Sharp AR-M355 scanning, printing, staple finlsher
PHONE:	530-749-6107		
EMAIL:	kcartwrlght@m usd.k12.ca.us		
CONTACT:	Kathy Cartwright		
	(LOCATION OF EQUIPMENT IF DIFFERENT FROM ABOVE)	E) BASE MONTHLY FEE:	HLY FEE: 106.25 per month, billed quaterly
	Johnson Park Elem.		
ADDRESS:	4364 Lever ave.	COPIES / PRI	COPIES / PRINTS INCLUDED IN BASE FEE: 5000 per month, 1,500 per quarter
PHONE:	530-741-6133x4801	OVERAGE RATE:	NTE:
CONTACT:	Bao Yang		(AMOUNTS ABOVE EXCLUDE APPLICABLE SALES TAX)
	200	RENTAL TERMS & CONDITIONS	ONS.
Rental agr Payable du	1. Rental agreement charges are payable net ten (18) days of invoice for the services described below. First payment due prior to or upon delivery. 2. Payable during the term of this agreement, Smile will provide, without additional charge, supplies, (excluding paper & assigned); and parts which h	e for the services described below. First pay hout additional charge, supplies, (excluding)	1. Rental agreement charges are payable net ten (148) days of invoice for the services described below. First payment due prior to or upon delivery. 2. Payable during the term of this agreement, Smile will provide, without additional charge, supplies, (excluding paper 8-45-9-165), and parts which have been broken or worn through
3. All service	All service calls under this agreement will be made by Smile during normal business hours solely on the equipment described above. Response time to renta 2 to 4 hours on average. Service at times other than during smile's normal business hours shall be furnished upon request on a chargeable basis at the estab	s normal business hours solely on the equip s normal business hours solely on the equip	3. All service calls under this agreement will be made by Smile during normal business hours solely on the equipment described above. Response time to rental service calls You hours on average. Service at times other than during Smile's normal business hours shall be furnished upon request on a chargeable basis at the established rates
for labor a	for labor and travel then in effect. This agreement shall not apply to service or renairs made neces	ary by accident mississ abuse neglect theft	for labor and travel then in effect. A This agreement shall not apply to service or repairs made necessary by arrident misuse abuse applied theft riot vandalism, electrical nower failure, fire, water or other
casualty o	or repairs made necessary as a result of either service t tt. Separate charges for repairs & replacements due to	personnel other than Smile or repeated use he foregoing shall be borne by the Customer	casualty or repairs made necessary as a result of either service by personnel other than Smile or repeated use of supplies not meeting Smile's supply specification for equipment. Separate charges for repairs & replacements due to the foregoing shall be borne by the Customer, at Smile's published rates for parts & labor. Smile shall not
5. This agree	be responsible for delays of its inability to provide service cans due to strikes, accidents, embargoes, Acts of God, of any other event beyond its control This agreement may not be assigned by the Customer.	ie to strikes, accidents, empargoes, Acts of G	sod, or any other event beyond its control.
	Rental rates are subject to an annual rate increase of no more than 10% per pusation that first five years of service. This agreement pricing excludes applicable sales taxes.	an 10% per ugas for the first five years of ser	vice.
8. The equip	The equipment under this agreement at the Customer's location shall remain that of the Customer. As such, oroperty taxes will be borne by Smile Business Products, inc.	shall remain that of Smile Business Products siness Products, inc.	The equipment under this agreement at the Customer's location shall remain that of Smile Business Products, Inc. This agreement does, not, at any time, transfer title to the Customer. As such, property taxes will be borne by Smile Business Products, Inc.
9. Upon the	customer signing the agreement & accepting delivery inue the rental, or cancel & arrange pickup of equipme	f the equipment listed above, the agreemen t by giving 30 days written notice prior to th	Upon the customer signing the agreement & accepting delivery of the equipment listed above, the agreement is non-cancellable for 1 year. At the end of 1 year, Customer may continue the cental, or cancel & arrange pickup of equipment by giving 30 days written notice prior to the anniversary date. Fax requests may be sent to (916) 483-7695
10 This agree	This agreement covers any issues with regard to the Customer's computer network with respect to printing, copying, scanning or faxing to and from the equil if the Customer requests network operating system, server repair or desktop computer repair from Smile Business Products, inc.'s network services division the Customer will be theread a labour say of stropping the form.	computer network with respect to printing, c or desktop computer repair from Smile Bu	10 This agreement covers any issues with regard to the Customer's computer network with respect to printing, copying, scanning or faxing to and from the equipment above. If the Customer requests network operating system, server repair or desktop computer repair from Smile Business Products, inc.'s network services division, the Customer will be charged a labor state of \$150 00 cac hour.
11 Applicable	11 Applicable provisions of Smile Business Products, Inc.'s General Terms and Conditions are hereby incorporated by reference into this agreement	erms and Conditions are hereby incorporate	ed by reference into this agreement.
12 This is the represent	This is the entire agreement between the Customer & Smile with respect to the rental of the above equipment. The provisions herein shall be deemed to accurate represent the intent of the parties, notwithstanding any variance with the terms & conditions of any order submitted by the Customer in respect to Smile service.	respect to the rental of the above equipmen with the terms & conditions of any order su	12 This is the entire agreement between the Customer & Smile with respect to the rental of the above equipment. The provisions herein shall be deemed to accurately represent the intent of the parties, notwithstanding any variance with the terms & conditions of any order submitted by the Customer in respect to Smile service.
		APPLICANT'S STATEMENT	NT
	Please read the following statement carefull Smile Business Products, Inc. official are consider in the amount agreed upon and for the term indicat	before signing this agreement. Only those a d valid. By signing this agreement, the Custo d in this document. The Customer shall pay t	Please read the following statement carefully before signing this agreement. Only those agreements that are signed, dated and accepted by an authorized Smile Business Products, Inc. official are considered valid. By signing this agreement, the Customer agrees to make rental payments to Smile Business Products, Inc. in the amount agreed upon and for the term indicated in this document. The Customer shall pay the final rental charges 10 days of the pick- up of the rented equipment.
Customer's Signature	Superintendent	Gay Todd	DateJune 17, 2014
Smile Sales i	Smile Sales Rep.'s Signature		Date

Smlle Official Signature

1. RELIA ATIONSELIP OF VANTUES, Smile Database Problech, Inc. (SSILLI) is an independent excitosor. No employments, apeary of pills venders without policy of the policy of the problech of th

other devious not furnished by SMILE.

g) Increase in service time or repeat calls exament by Chatcher's devide of full and free access to the g) Increase in service time or repeat calls exament by Chatcher's atta.

Equipment or Caulal of edgendrue from Chatcher's atta.

() Connectivity, application, printer driver, or any networked devices any locally connected printer or copies, Smile (indices charvers expectified), printer driver, any networked devices, any locally connected printer or copies, (Connectivity, application, printer driver, any networked devices, any locally connected printer or copies, (Indices or printer), application, printer driver, any networked devices, any locally SMILE (unless otherwise specified).

(June 1997), application, printer driver, and printer or printer or printer contents of contents of contents of control facility or printer.

(I) Maintenance agreements do not include some collection bottles, staples or paper (unless specifically proved to maintenance agreements do not include some collection bottles, staples or paper (unless specifically proved to maintenance agreements do not include some collection bottles, staples or paper (unless specifically proved to maintenance agreements do not include some collection bottles, staples or paper (unless specifically proved to maintenance agreements do not include some collection bottles, staples or paper (unless specifically proved to maintenance agreements do not include some collection bottles, staples or paper (unless specifically proved to maintenance agreements do not include the proved to maintenance agreements and proved to maintenance agreements and proved to maintenance agreements and proved to maintenance agreements and

In administration spreaments do and include bouser existed to kinding, studyed as paper (simins) specifically inside in wilding and multi her low-down and multi-color and the wilding and multi-color and color and color and the color and the color and color

20. SEVERADIYLYIY, SURVIVAL OF TERMS. Should any term in this document be decimed unenforceable, that fact shall not preclude the enforceability of all venulating terms. Terms 1,23,4,5,6,8,9,1,4,17,18,19,20 shall survive the earcethair or termination of any systemory whit SMJLE,



Marysville Joint Unified School District

1919 B Street Marysville, CA 95901

(530) 741-6000 • FAX (530) 742-0573

June 4, 2014

The County of Yuba Treasurer and Tax Collector 915 8th Street, Suite 103 Marysville, CA 95901-5273

Re: Authorized Signers

Attn: Lorraine Daggett, Chief Deputy

The following individuals are authorized to request or submit Wire, ACH or other transfers on behalf of Marysville Joint Unified School District:

Gay Todd Name: Title: Superintendent

Ramiro Carreón Assist. Supt. Personnel Services

Ryan DiGiulio

Assist. Supt. Business Services

Please advise if you need any additional information.

Thank you,

Gay Todll Superintendent

Anditue-Controller

MARYSVILLE JOINT UNIFIED SCHOOL, 430-443, 446-449, 479, 508-509

AUTHORIZED SIGNATURE (S) FOR TRANSFERRING FUNDS:

- Lay Tedd

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5.

EFFECTIVE DATE 4)4)14

E SIGN AND TYPE YOUR NA