

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Marysville Joint Unified School District Contact (Name, Title, Email, Phone Number): Tim Malone, Principal, tamalone@mjuds.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 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. 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 carousel 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 area, circling their top 3 suggestions. * The above meetings along with the survey data was used to determine the top three areas 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).

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 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?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015-16	Year 3: 2016-17	
Need: All teachers will be Title 2 Highly Qualified per CMIS report. Need: With the implementation of the new California Common Core State Standards (CCSS), 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. * Multiple venues	* Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: VPSS data/Master schedule * 7-12 English Language Arts textbooks will be purchased for each 7-12 student. Metric: 7-12 students will have a CCSS aligned textbook in English Language Arts. Metric: Baseline data will be established via state and district assessments in E/LA. Metric: students in all subgroups, who are not at the	1, 2, 4, 5, 7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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* 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 proficiency rate 87% or higher, increase	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 CAHSEE English proficiency rate of 87% or higher,	proficiency level, will show an increase of 3% in math. * Multiple venues and opportunities for professional development in CCSS and Next Generation Science will be instituted for our certificated staff throughout the 2016-17 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 requirements. Metric: Master schedule, maintain or	

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					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 receiving math	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 the proficiency	increase graduation rate of 97.8% or higher, 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. * Continue increased level of tutoring for students struggling in math. Metric: Students in all subgroups,	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015-16	Year 3: 2016-17	
					say student achievement data). * Updated and increased technology in the classroom will allow students to do research on-line, 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 improve math	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. * Continue to	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015-16	Year 3: 2016-17	
					skills. Metric: Student achievement data. Metric: Establish baseline for 7-12 students in math at or above proficient via CCSS assessments and district benchmarks. 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%.	* Continue to purchase online software for struggling math students. Metric: Increased standardized test scores for these struggling students(subgroups). * 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%.	purchase yearly online math intervention program for struggling math students. Metric: Increased standardized test scores for these struggling students. * 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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015-16	Year 3: 2016-17	
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 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.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015-16	Year 3: 2016-17	
					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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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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 all school events by 5%.	school activities. * 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.	

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.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014 -2015	Year 2: 2015-16	Year 3: 2016-17
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.	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.
		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).
		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 purchase 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).
		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 students for 4hrs. per day, twice per week. continued.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014 -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 school provides a physically and emotionally safe environment that is culturally responsive to all students.	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.
		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).

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014 -2015	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Increase parent, family, and community involvement in the education of all students.	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.
		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 from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014 -2015	Year 2: 2015-16	Year 3: 2016-17
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.	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 Continued	Funding Source: LCFF Extra tutoring help. Continued
		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 struggling 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. Continued	Funding Source: LCFF Cost of paying a teacher to tutor Continued

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014 -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. Continued	Funding Source: LCFF Start-up funds for portables. Continued
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. Continued	Funding Source: LCFF Cost of School Messenger system Continued
		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 emotionally 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 allow us to add the music classes mentioned previously and also allow other areas 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.