

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Marysville Joint Unified School District		
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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Marysville Joint Unified School District (MJUSD) runs 75 miles north to south serving more than 9,675 students in pre-school through grade 12. The student population is extremely diverse, representing more than 10 ethnic groups and more than 7 languages and dialects.

Currently, the MJUSD includes over 2,300 employees. Nearly 450 teachers are in classrooms at the district's various educational facilities which include 14 traditional elementary schools, 3 intermediate schools, 2 comprehensive high schools, 1 dependent charter school, and 2 atypical/ alternative schools.

The MJUSD is proud to serve a wide-ranging population of students. Measures include leadership in areas such as technology, curriculum, neighborhood and specialty schools, career-technical education, and food services.

Quick Facts:

Ethnic diversity (students):

- 42% Hispanic
- 37.5% White
- 2% African-American
- .05% Filipino
- 9% Asian
- 3% Native American
- .05% Pacific Islander
- 4% Multi Racial/Ethnicities

24% English learners

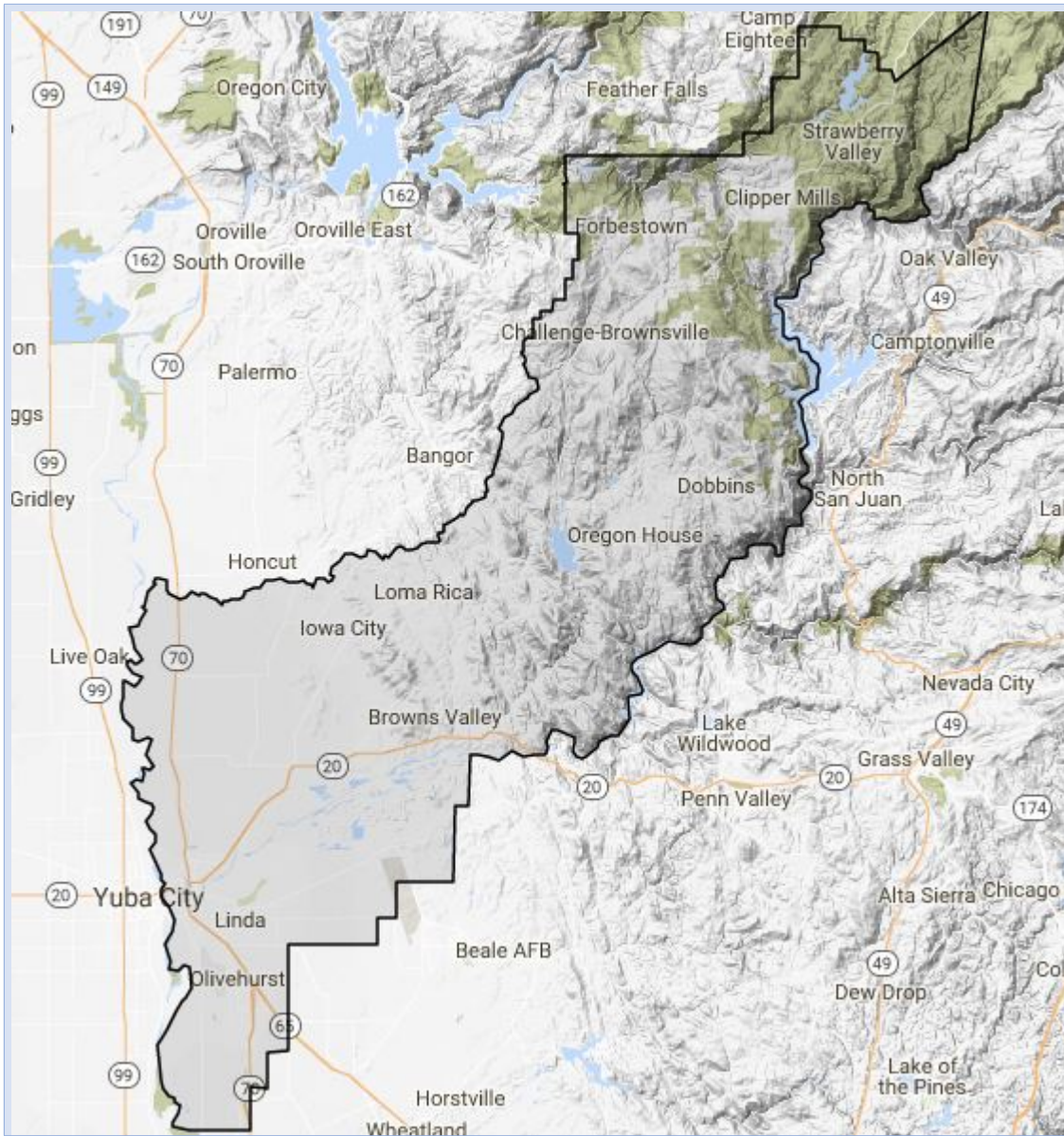
81% eligible for free or reduced meals

1,285 students receive Special Education services

Approximately 400 students are designated for the Gifted and Talented Education (GATE) program

260 Foster youth enrolled

\$114,000,000 annual operating budget



## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Based on Stakeholder input key features of this year's LCAP include maintaining the goals, activities, and funding from the 2016-17 LCAP. These features include: professional development, instructional materials, athletics, Air Force Junior ROTC, libraries, music, ROP/CTE, technology, safe environment, student attendance, counseling, deferred maintenance, and communication with families.



## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

Based on stakeholder review of performance on the state indicators, success is evident in our increasing graduation rate, decreasing suspension rate, and increasing performance in English Language Arts and Mathematics. Our graduation rate for English Learners has increased from 80% to 92.7%, for Socioeconomically Disadvantaged students from 82.7% to 86.7%, for Students with Disabilities from 62.7% to 65.7%, for African American students from 85.5% to 91.7%, for Hispanic students from 82.5% to 91%. Overall suspensions have declined by 1.3%. Overall English Language Arts performance has increased by 4.5%, and Mathematics has increased by 5.7%. Our reclassified English Learners continue to perform above the median. (Student Achievement, Priority 4)

Based on review of local performance indicators (Priorities 1, 2, 3, and 6), MJUSD takes pride in:

- Meeting all Williams settlement requirements at 100% (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities, Priority 1)
- Implementation of State Academic Standards Priority 2, please see Reflection Tool below.
- LCAP Stakeholder Satisfaction Survey and D/ELAC Survey results showing parents reporting overall satisfaction with ongoing district activities. District Advisory Committee, District English Language Advisory Committee, School Site Council agendas and minutes, School Messenger logs, and increased number of translations evidence district outreach and parent engagement strategies (Parent Engagement, Priority 3)
- The MJUSD administered the California Healthy Kids Survey to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12) and awaits CDE to release the results. See 2014-15 results below. (School Climate, Priority 6)

The district plans to maintain and increase this success by maintaining 2016-17 LCAP expenditures into the next three years. These activities include: professional development, instructional materials, athletics, Air Force Junior ROTC, libraries, music, ROP/CTE, technology, safe environment, student attendance, counseling, deferred maintenance, and communication with families.

## Self-Reflection Tool for Implementation of State Academic Standards – Priority 2

## OPTION 2: Reflection Tool

## Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA			x		
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards	x				
History-Social Science	x				

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA			x		
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards	x				
History-Social Science	x				

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA			x		
ELD (Aligned to ELA Standards)		x			
Mathematics – Common Core State Standards for Mathematics			X		
Next Generation Science Standards	x				
History-Social Science	x				

## Self-Reflection Tool for Implementation of State Academic Standards – Priority 2

## Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					x
Physical Education Model Content Standards					x
Visual and Performing Arts					x
World Language					x

## Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015), rate the activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

## 2. Summary of Key Indicators

Table A2.1

## Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>School Engagement and Supports</b>					
School connectedness (high)	52	36	41	64	A.4.4
Academic motivation (high)	31	21	25	17	A.4.4
Traumatized more than a few times <sup>1</sup>	6	6	8	24	A.4.2
Caring adult relationships (high)	32	23	35	25	A.4.4
High expectations (high)	51	37	44	31	A.4.4
Meaningful participation (high)	16	11	10	3	A.4.4
<b>School Safety and Substance Use</b>					
School perceived as very safe or safe	63	48	58	91	A.5.1
Experienced any harassment or bullying <sup>2</sup>	41	40	30	29	A.5.4
Had heard rumors or lies spread about you <sup>1</sup>	43	45	39	33	A.5.2
Been afraid of being beaten up <sup>1</sup>	22	17	13	14	A.5.3
Been in a physical fight <sup>1</sup>	19	16	9	14	A.5.3
Seen a weapon on campus <sup>1</sup>	20	22	17	35	A.5.6
Been drunk or "high" on drugs at school, ever	2	17	21	38	A.6.10
<b>Mental and Physical Health</b>					
Current alcohol or drug use <sup>1</sup>	13	33	32	61	A.6.5
Current binge drinking <sup>2</sup>	4	15	19	32	A.6.5
Very drunk or "high" 7 or more times	4	16	18	27	A.6.7
Current cigarette smoking <sup>2</sup>	2	7	8	23	A.7.4
Experienced chronic sadness/hopelessness <sup>1</sup>	29	38	37	38	A.8.4
Considered suicide <sup>1</sup>	na	23	19	12	A.8.5

Notes: Cells are empty if there are less than 25 respondents.

<sup>1</sup> Past 12 months; <sup>2</sup> Past 30 days; na – Not asked of middle school students.



Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

In reference to the state's current LCFF Evaluation Rubrics in regards to suspension rates, although the district decreased suspension rates overall, 7 out of 18 sites evidenced increased suspension rates with 6 of the 7 rated in high or above category for number of suspensions, 2 out of 18 sites evidenced decreased suspension rates, however are still rated in the high and very high category for number of suspensions. Sites monitor and collaborate to improve these rates via monthly suspension/expulsion reports. Through the LCAP, the district continues to provide technical support to these sites via PBIS, SARB secretary, onsite attendance clerks, counselors, and school resource officers.

English Language Arts achievement need is greatest at 6 out of 16 of our sites consisting of 5 elementary sites and 1 intermediate site. 3 out of these 6 sites show the majority of all student groups maintaining a rating of more than 70 points below the state average. The other 3 demonstrate the majority of all students more than 5 points below the state average. These 3 sites show a decline in academic achievement for all students with the exception of English learners and Hispanic students maintaining a rating of 5 or more points below the state average. Local indicators represented through district benchmarks and Renaissance learning software corroborate this evidence.

Mathematics achievement need is greatest at 4 out of 16 of our sites consisting of 3 elementary sites and 1 intermediate site. These 4 sites show the majority of all student groups maintaining a rating of more than 25 points below the state average. These 4 sites show a decline in academic achievement for all students with the minor exception of English learners, Hispanics, and Whites at various school sites maintaining this rating. Local indicators represented through district benchmarks and site based program assessments corroborate these ratings.

The state's current LCFF Evaluation Rubrics compare data from 2012-13 to 2014-15 showing English learners continuing to be challenged in exhibiting ongoing progress on the state English language development test coupled with reclassification at 5 out of our 13 school sites providing services to a significant population of English learners. With this need in mind, the district will continue to provide research based professional development, technical support, and parent engagement strategies to ensure these sites make adequate progress. District local indicators include our D/ELAC stakeholder surveys, Professional Learning Communities, and site based formative assessments. Current surveys show overall parent satisfaction in school environment, safety, and academic support of students.

To improve and identify need in a timely manner for English Learner Progress, English Language Arts and Mathematics Academic Achievement, the MJUSD is in the process of developing strong Professional Learning Communities at each of our sites. Professional development focuses on teacher collaboration by grade level as well as vertical collaboration amongst grade spans. The understanding of state standards and subsequent development of formative assessments leading to stronger collaborative discussions centered around current student academic data and support immediate intervention. The district is in the process of developing a plan for pulling formative assessment data from the sites to create an overall picture of student achievement within the district, and at the same time providing sites local autonomy to make the best decision in regards to assessment development and evaluation that best meets the needs of their student populations. In addition, the MJUSD governing board approved state adopted K-8 ELA/ELD and Mathematics curriculum for all students in the district. With full implementation and professional development, the district foresees immediate improvement in instruction and student learning. At present, the district's professional development evaluations show an ongoing 4.8 or higher out of 5 rating for presenters aligning the objectives of the program activities with professional needs towards teaching the California State Standards, presenters preparing attendees in implementing new ideas or strategies for the California State Standards, and presenters supporting the same course of study for all students through pacing, benchmarks, and Professional Learning Communities.

## GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

The American Indians student group demonstrated a performance rating of 2 levels below the "All Student" group for suspensions with a Very High Suspension rate of 14.1%. At this time, the MJUSD is developing a plan to better support this subgroup through PBIS, SARB support, and site level collaboration.

Although they have shown increased improvement, currently our Students with Disabilities subgroup demonstrates a performance rating of more than 2 levels below the "All Student" group for graduation rate with a Very Low rate of 65.7%. The MJUSD continues to maintain high expectations for students with disabilities and makes every effort to provide them with opportunities to take classes alongside their typically developing peers. Sites are beginning to provide multi-tiered systems of intervention and Universal Design for Learning. The MJUSD through Professional Learning Communities is diligently working to ensure that all staff members demonstrate an unflinching commitment to ensuring "all means all" when it comes to preparing each and every student to graduate and be a successful member of society.

Our Students with Disabilities and African American subgroups demonstrate a performance rating of more than 2 levels below (118.7 points below level 3) the "All Student" group in English Language Arts. English Language Arts curriculum has been purchased that meets the intervention and acceleration needs of students through a 3 tiered program.

Our Students with Disabilities subgroup demonstrates a performance rating of more than 2 levels below (129.3 points below level 3) the "All Student" group in mathematics. Mathematics curriculum has been purchased that provides intervention and acceleration materials. Teachers need to be supported in collaborating on how to best use these materials in a 3 tiered program.

For English language arts and mathematics, teachers are receiving ongoing professional development in the implementation of this curriculum. Professional development focuses on the understanding and pacing of standards leading to the development of formative assessments and timely data analysis and intervention. All sites are receiving professional development in the implementation of Professional Learning Communities.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

With an unduplicated count of 81.99%: all MJUSD goals are designed to close the achievement gap and meet the needs of these targeted students. With the established goal and programs defined in the LCAP, all students will benefit from these services. The expenditures of these funds are outlined in the activities and allocations in the development of MJUSD's three strategic goals shown on the subsequent pages and in the budget documentation. Stakeholder input through the public forums framed the MJUSD LCAP plan that largely features centrally distributed services to English Learners, students of low income families, and foster youth through site-specific programs and personnel. The MJUSD is expending these funds to provide access to greater numbers of highly qualified staff well prepared to collaborate and implement researched based California standards aligned curriculum, a strong system of support and collaboration amongst all stakeholders, additional access to intervention, acceleration, health and counseling services, and a broad course of study in a healthy well maintained environment for all students.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

Total General Fund Budget Expenditures for LCAP Year

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

### AMOUNT

\$106,365,610

\$13,171,741.10

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures specified for the LCAP year not included in the LCAP consist of administrative services, i.e., Governing Board, Superintendent, Personnel Services, Business Services, Support Services, Transportation, Home to School, Technology, and Categorically Restricted funds.

\$93,467,092.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>State Credential Compliance, PD, Instructional materials, Music, K-3</u> <u>CSR, Intervention/acceleration courses, A-G access, Technology, Data</u> <u>accountability and assessment system</u>															

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

CMIS is no longer operative under the reauthorized NCLB through the November 2015 Elementary and Secondary Education Act. California is building new HQ guidelines. Baseline Set when new state HQ Guidelines released.

Professional Development Attendance: Equal to or better than 58% of district certificated staff represented through MUTA.

AMAO 2: Increase % of English learners at Proficient Level: 22% to 24% for English learners enrolled less than 5 years and and 47.8% to 49.8% for students enrolled more than 5 years.

Title III accountability reports will show progress in attaining English language proficiency; CELDT Proficiency 5 years or less (2011-12: 22%, 2012-13: 24.6%, 2013-14: 21.5%, 2014-15: 22%). CELDT Proficiency More than 5 years (2011-12: 48%, 2012-13: 47.2%, 2013-14: 46.8%, 2014-15: 47.8%).

Maintain WASC Accreditation (A-G) at all high schools.

Master Schedules show baseline number of ROP and CTE courses maintained from 2014-15 numbers.

Will increase all CAASPP baseline scores by 2% (2015-16 data pending).

Baseline of student achievement through CAASPP set at:

Overall ELA: 30% and Overall Math: 22%.

Disability Baseline ELA: 6% Baseline Math: 7%

Economic Status Baseline ELA: 25% Baseline Math: 18%

### ACTUAL

Williams report shows 100% teacher compliance.

Professional Development Attendance: 70% certificated staff represented through MUTA.

AMAO 2: (Former Accountability Data)

English Learner Progress 5X5 District Placement: 64.1% of English Learners ascended in proficiency levels.

Title III accountability reports: (Former Accountability Data)

Maintained WASC Accreditation (A-G) at all high schools.

Master Schedules show baseline number of ROP and CTE courses maintained from 2014-15 numbers.

Will increase all CAASPP baseline scores by 2% (2015-16 data pending).

Baseline of student achievement through CAASPP set at:

Overall ELA: +4.5 points and Overall Math: +5.7 points.

Disability Baseline ELA: + 4.3 points and Baseline Math: +.8 points

Economic Status Baseline ELA: +4 points and Baseline Math: +5.7 points

English Learners Baseline ELA: +4.5 points and Baseline and Math: +6.5 points

Black or African American: Baseline ELA: -1.1 points and Baseline Math: +.7 points

American Indian or Alaska Native: Baseline ELA: -0.1 points and Baseline Math: +8.8 points

Asian: Baseline ELA: +2.6 points and Baseline Math: +5.6 points

Filipino: Baseline ELA: +6.8 points and Baseline Math: +31.9 points

Hispanic or Latino: Baseline ELA: +5.6 points and Baseline Math: +8.9 points



English-Language Fluency Baseline ELA: 8% Baseline Math: 11%  
 Black or African American: Baseline ELA: 22% Baseline Math: 14%  
 American Indian or Alaska Native: Baseline ELA: 28% Baseline Math: 17%  
 Asian: Baseline ELA: 32% Baseline Math: 24%  
 Filipino: Baseline ELA: 59% Baseline Math: 31%  
 Hispanic or Latino: Baseline ELA: 24% Baseline Math: 17%  
 Native Hawaiian or Pacific Islander Baseline ELA: 35% Baseline Math: 31%  
 White: Baseline ELA: 36% Baseline Math: 27%  
 Two or More Races: Baseline ELA: 39% Baseline Math: 25%  
 Male: ELA: 25% Baseline Math: 22%  
 Female: ELA: 36% Baseline Math: 22%  
 Migrant Baseline ELA: 14% Baseline Math: 12%  
 Set baseline for results on the Next Generation Science Standards assessment, when available.  
 Graduation Rates will increase 84.3%  
 Staffing Reports: Maintain or exceed additional 21 FTE from 2014-15  
 100% of students will have access to state and board approved textbooks per Williams Report.  
 Budget report will show set aside of 50% of startup costs for JRAFRUTC.  
 K-3 Class Size Attendance P-2 records will show compliance.  
 Master schedules will show the number of intervention/ acceleration classes at a minimum level of 30 sections/class periods maintained.  
 Increase by at least 2% the 2015-16 baseline for K-12 students in reading at or above grade level of 46.7% per Renaissance records.  
 Improve student attendance from 95.8%  
 Improve site-level AP exams passage rates LHS at 32.4% and MHS at 35.3%.  
 Staffing Records and Master Schedules will show access to student music program.

Native Hawaiian or Pacific Islander Baseline ELA: +10.6 points and Baseline Math: +10 points  
 White: Baseline ELA: +4 points and Baseline Math: +2 points  
 Two or More Races: Baseline ELA: +6.6 points and Baseline Math: +8.9 points  
 Set baseline for results on the Next Generation Science Standards assessment - not yet available.  
 Graduation Rates increased to 87.9%  
 Staffing Reports: Maintained additional 21 FTE  
 Williams report shows 100% textbook compliance.  
 Budget report show set aside of 50% of startup costs for JRAFRUTC.  
 K-3 Class Size Attendance P-2 records show compliance.  
 Master schedules show the number of intervention/acceleration classes at a minimum level of 30 sections/class periods maintained.  
 Maintained 46.7% Renaissance Reading Proficiency  
 Improved student attendance to 95.9%.  
 Site-level AP exams passage rates improved at LHS to 40% and at MHS to 45.8%  
 Staffing Records and Master Schedules show access to student music program.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

ACTUAL

Expenditures	2	Service: Provide Professional Development to ensure HQ mandates and to deepen educator knowledge of effective instructional strategies, instructional practices, and Common Core instruction. Service: Support the implementation of Common Core instruction through materials and professional development opportunities.	Service: Provided Professional Development to ensure California credentialing requirement mandates and to deepen educator knowledge of effective instructional strategies, instructional practices, and Common Core instruction. Service: Supported the implementation of Common Core instruction through materials and professional development opportunities.
		<b>BUDGETED</b> Funding for Staff Development Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$450,000	<b>ESTIMATED ACTUAL</b> Funding for Staff Development Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$450,000
Expenditures	3	<b>PLANNED</b> Service: Support the implementation of State Standards Based instruction through materials and professional development opportunities.	<b>ACTUAL</b> Service: Supported the implementation of State Standards Based instruction through materials and professional development opportunities.
		<b>BUDGETED</b> Set aside for Core Instructional Materials Funding 4000-4999: Books And Supplies Supplemental and Concentration \$650,000 Fund supplementary consumable materials 4000-4999: Books And Supplies Supplemental and Concentration \$38,000 Professional Development 1000-1999: Certificated Personnel Salaries Title III \$180,000	<b>ESTIMATED ACTUAL</b> Set aside for Core Instructional Materials Funding 4000-4999: Books And Supplies Supplemental and Concentration \$959,120 Funded supplementary consumable materials 4000-4999: Books And Supplies Supplemental and Concentration 38,000 Professional Development 1000-1999: Certificated Personnel Salaries Title III 180,000
Expenditures		<b>PLANNED</b> Service: 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.	<b>ACTUAL</b> Service: Continued 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.
		<b>BUDGETED</b> 2 FTE Grades K-3 (24:1) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$142,617 High School athletics budgets at LHS & MHS at \$45,000 each 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$90,000 Athletics budgets at YGS, MCK, & FHS at \$10,000 each 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000	<b>ESTIMATED ACTUAL</b> 2 FTE Grades K-3 (24:1) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$142,617 High School athletics budgets at LHS & MHS at \$45,000 each 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$90,000 Athletics budgets at YGS, MCK, & FHS at \$10,000 each 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000

	<p>Purchase AP textbooks for LHS &amp; MHS 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p> <p>Purchase online software (PLATO) for high school credit recovery 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$71,350</p> <p>Textbook allocation for high schools (LHS \$30,000, MHS \$30,000, SLHS \$10,000, CDS/IS \$10,000) 4000-4999: Books And Supplies Supplemental and Concentration \$80,000</p>	<p>Purchased AP textbooks for LHS &amp; MHS 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p> <p>Purchased online software (PLATO) for high school credit recovery 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$77,963</p> <p>Textbook allocation for high schools (LHS \$30,000, MHS \$30,000, SLHS \$10,000, CDS/IS \$10,000) 4000-4999: Books And Supplies Supplemental and Concentration \$80,000</p>
Action	<b>4</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>Service: Teachers who provide specialized instruction in the arts and/or physical education integrated with the Common Core Standards.</p>	<p><b>ACTUAL</b></p> <p>Service: Provided teachers who provide specialized instruction in the arts and/or physical education integrated with the Common Core Standards.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>AFJRROTC Startup Fund 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000</p> <p>Elementary PE Specialist 6.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$511,623</p> <p>2 FTE Athletic Trainers (1.0 MHS and 1.0 LHS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$150,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>AFJRROTC Startup Fund 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000</p> <p>Elementary PE Specialist 6.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$425,391</p> <p>2 FTE Athletic Trainers (1.0 MHS and 1.0 LHS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>
Action	<b>5</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>Service: Continue to provide support for existing school libraries and expand services to support Common Core.</p>	<p><b>ACTUAL</b></p> <p>Service: Continued to provide support for existing school libraries and expand services to support Common Core.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>4.15 FTE Library Clerks 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$213,695</p> <p>Destiny software for all school libraries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,916</p> <p>Renaissance Learning software for K-8 sites 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$120,182</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>4.15 FTE Library Clerks 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$192,434</p> <p>Destiny software for all school libraries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,647</p> <p>Renaissance Learning software for K-8 sites 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$135,773</p>
Action	<b>6</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>Service: Provide instrumental/vocal music opportunities to intermediate and high school students.</p>	<p><b>ACTUAL</b></p> <p>Service: Provided instrumental/vocal music opportunities to intermediate and high school students.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>1 FTE Music teacher (intermediate) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$92,700</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1 FTE Music teacher (intermediate) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,997</p>

	<p>5 FTE Elementary music teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$446,381</p> <p>Music program supplies (\$5,000 per teacher) 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>	<p>5 FTE Elementary music teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$427,188</p> <p>Music program supplies (\$5,000 per teacher) 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>
<p>Action</p> <p>7</p>		
<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>Service: Maintain current number of ROP, CTE, and Elective courses at each high school. Establish baseline number of courses per student.</p>	<p><b>ACTUAL</b></p> <p>Service: Maintained current number of ROP, CTE, and Elective courses at each high school.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>Maintain current number ROP and CTE courses. Maintain baseline 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$593,000</p> <p>Elective/AP staffing= 1 @ LHS &amp; 1 @ MHS= 2 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$125,247</p> <p>ROP/CTE Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,135</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Maintain current number ROP and CTE courses. Maintain baseline 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$593,000</p> <p>Elective/AP staffing= 1 @ LHS &amp; 1 @ MHS= 2 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$161,377</p> <p>ROP/CTE Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,135</p>
<p>Action</p> <p>8</p>		
<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>Service: Decrease the student to device ratio.</p>	<p><b>ACTUAL</b></p> <p>Service: Decreased the student to device ratio.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>Decrease the student to device ratio districtwide 4000-4999: Books And Supplies Supplemental and Concentration \$250,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Decrease the student to device ratio districtwide 4000-4999: Books And Supplies Supplemental and Concentration \$300,000</p>
<p>Action</p> <p>9</p>		
<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>Service: Increase instructional time and/or student services in order to provide additional learning opportunities for EL, Students with Disabilities, and Foster Youth while retaining and attracting highly qualified teachers.</p>	<p><b>ACTUAL</b></p> <p>Service: Increased instructional time and/or student services in order to provide additional learning opportunities for EL, Students with Disabilities, and Foster Youth while retaining and attracting high quality, appropriately credentialed teachers.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>Salary Increase 4% (2013-14) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,815,649</p> <p>Continue Salary Increase 5% (2014-15) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,314,602</p> <p>Supplemental Materials/Tutoring 1000-1999: Certificated Personnel Salaries Title III \$20,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Salary Increase 4% (2013-14) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,815,649</p> <p>Continue Salary Increase 5% (2014-15) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,314,602</p> <p>Supplemental Materials/Tutoring 1000-1999: Certificated Personnel Salaries Title III \$500</p>

Speech TOSA 0.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$51,992

STARS Paraprofessionals (4) 3.75 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$48,000

Speech TOSA 0.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0

STARS Paraprofessionals (4) 3.75 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,838

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services in the 2016-17 LCAP took place with successful implementation with the exception of after school tutoring for English learners out of Title III, athletic trainers, and TOSAs being hired. Evaluation of metrics previously listed showed improvement in all areas.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All actions and services in the 2016-17 LCAP proved effective per the evaluation of metrics previously listed showed improvement in all areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actuals are comparable. Instructional materials costs were more than expected and LCAP carryover from 2015-16 was used. The district made every effort to find qualified athletic trainers and will continue the search into 2017-18. With the teacher shortage, it was decided to not continue with acquiring TOSAs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.



# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

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.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Suspension Rates: Annual decrease of 2% from prior year's results.  
 Expulsion Rates: Annual decrease of .01% from prior year's results.  
 District Student Attendance will increase from prior year's results of 95.8%.  
 District High School Dropout rate will decrease from prior year's results. (2014-15: 2.6%)  
 District Middle School Dropout rate will decrease from prior year's results. (2014-15: 0.21%)  
 Dataquest Chronic Absenteeism will decrease from prior year's results. (2014-15: 7.8%)  
 Secondary Healthy Kids Survey Biennial: Safe School: (2014-15: 65%)  
 Williams Facilities Report: Maintain 100% Compliance

### ACTUAL

Suspension Rates: Annual decrease of 1.2% from prior year's results.  
 Expulsion Rates: Decreased by .3%  
 District High School Dropout rate decreased from prior year's results. (2015-16: 2.3%)  
 District Middle School Dropout rate increased from prior year's results. (2015-16: 0.27%)  
 Dataquest Chronic Absenteeism decreased from prior year's results. (2015-16: 7.4%)  
 Secondary Healthy Kids: Safe School: (2014-15: 65%) (Awaiting 2016-17 Results)  
 Williams Facilities Report: Maintained 100% Compliance

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

ACTUAL

	<p>Service: Provide a school environment which is physically and emotionally safe for students and staff and is culturally responsive to all students and their families.</p>	<p>Service: Provided a school environment which is physically and emotionally safe for students and staff and is culturally responsive to all students and their families.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>1 FTE Nurse 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$91,000</p> <p>Health Aides 4.5 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$190,752</p> <p>2.5 FTE Assistant Principals 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$271,457</p> <p>Catapult EMS Software 5900: Communications Supplemental and Concentration \$16,822</p> <p>Health Aide II 1 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$34,944</p> <p>Safety and Emergency Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1 FTE Nurse 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$54,274</p> <p>Health Aides 3.5 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$205,715</p> <p>2.5 FTE Assistant Principals 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$271,457</p> <p>Catapult EMS Software 5900: Communications Supplemental and Concentration \$16,822</p> <p>Health Aide II .875 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$46,356</p> <p>Safety and Emergency Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>
Action <b>2</b>		
Actions/Services	<p><b>PLANNED</b></p> <p>Service: Continue to monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board.</p>	<p><b>ACTUAL</b></p> <p>Service: Continued to monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>4.31 FTE Attendance Clerks 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$175,479</p> <p>SARB Secretary .8 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$44,529</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>3.875 FTE Attendance Clerks 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$158,816</p> <p>SARB Secretary .8 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$62,700</p>
Action <b>3</b>		
Actions/Services	<p><b>PLANNED</b></p> <p>Service: Continue and expand counseling and PBIS services that address bullying prevention and provide conflict resolution strategies.</p>	<p><b>ACTUAL</b></p> <p>Service: Continued and expanded counseling and PBIS services that address bullying prevention and provide conflict resolution strategies.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>1 FTE PBIS Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$66,064</p> <p>Fund PBIS training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1 FTE PBIS Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$44,937.33</p> <p>Fund PBIS training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000</p>
Action <b>4</b>		

Actions/Services	<b>PLANNED</b> Service: Continue and expand services which meet the social and emotional needs of students through counseling.	<b>ACTUAL</b> Service: Continued and expanded services which meet the social and emotional needs of students through counseling.
Expenditures	<b>BUDGETED</b> 0.5 FTE Mental Health Clinician 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$70,942 2.5 FTE Intermediate Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$191,199 8 FTE High School Counselors 4 at LHS & 4 at MHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$880,667 Increase counseling secretaries work year from 205 days to 217 days 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$7,500 1.5 FTE Alternative Education school counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$117,796 2 - .75 FTE School Resource Officers (1MPD and 1 YCSD) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$170,000	<b>ESTIMATED ACTUAL</b> 0.5 FTE Mental Health Clinician 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$76,482 2.5 FTE Intermediate Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$174,063 8 FTE High School Counselors 4 at LHS & 4 at MHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$795,770 Increased counseling secretaries work year from 205 days to 217 days 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$7,500 1.5 FTE Alternative Education school counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$121,188 .75 FTE School Resource Officers (1MPD and 1 YCSD) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$70,000

## Action 5

Actions/Services	<b>PLANNED</b> Service: Wireless access points for technology will be available at all school sites. Academic software will be purchased to improve keyboarding, literacy, and mathematical skills. Decrease the student to device ratio district-wide and develop technology device replacement plan. Annual technology survey will be administered to determine future site/district technology needs.	<b>ACTUAL</b> Service: Wireless access points for technology are available at all school sites. Academic software purchased to improve keyboarding, literacy, and mathematical skills. Decreased student to device ratio district-wide and develop technology device replacement plan. Annual technology survey administered to determine future site/district technology needs.
Expenditures	<b>BUDGETED</b> Decrease the student to device district-wide and develop technology device replacement plan. 4000-4999: Books And Supplies Supplemental and Concentration \$250,000	<b>ESTIMATED ACTUAL</b> Decreased student to device district-wide and developed technology device replacement plan. 4000-4999: Books And Supplies Supplemental and Concentration \$550,000

## Action 6

Actions/Services	<b>PLANNED</b> Service: Assure program compliance and safeguard targeted and restricted funding.	<b>ACTUAL</b> Service: Assured program compliance and safeguarded targeted and restricted funding.
Expenditures	<b>BUDGETED</b> Categorical Technician 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$72,970	<b>ESTIMATED ACTUAL</b> Categorical Technician 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$73,855

## Action

## 7

## Actions/Services

## PLANNED

Service: Allocate 2.5% total budget with 1% specifically for Deferred Maintenance Plan.

## ACTUAL

Service: Allocated 2.5% total budget with 1% specifically for Deferred Maintenance Plan.

## Expenditures

## BUDGETED

Deferred Maintenance Plan 6000-6999: Capital Outlay Supplemental and Concentration \$820,000  
Routine Maintenance Fund 6000-6999: Capital Outlay Supplemental and Concentration \$205,000

## ESTIMATED ACTUAL

Deferred Maintenance Plan 6000-6999: Capital Outlay Supplemental and Concentration \$820,000  
Routine Maintenance Fund 6000-6999: Capital Outlay Supplemental and Concentration \$205,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services in the 2016-17 LCAP took place with successful implementation Evaluation of metrics previously listed show improvement in all areas.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All actions and services in the 2016-17 LCAP proved effective per the evaluation of metrics previously listed show improvement in all areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actuals are comparable. Differences in FTEs is due to finding the appropriate candidates for the positions. LCAP carryover was used to increase the student to device ratio funds.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Goal 3: Increase parent, family, and community involvement in the education of all students.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Stakeholder Satisfaction Survey Results : Increase from 2014-2015  
 Site Council Agenda/Minutes  
 D/ELAC/Agenda/Minutes  
 District Advisory Agendas/Minutes  
 List of district and site events posted on district website and in newsletters.

### ACTUAL

Stakeholder Satisfaction Survey Results : Number of surveys completed decreased from 2014-2015 Baseline. Survey results at [www.mjUSD.com](http://www.mjUSD.com)  
 Site Council Agenda/Minutes are complete at [www.mjUSD.com](http://www.mjUSD.com)  
 D/ELAC/Agenda/Minutes are complete at [www.mjUSD.com](http://www.mjUSD.com)  
 District Advisory Agendas are complete at [www.mjUSD.com](http://www.mjUSD.com) (Minutes are not included)  
 List of district and site events posted on district website and in newsletters are complete at [www.mjUSD.com](http://www.mjUSD.com)

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

### PLANNED

Service: Continue and expand approaches to communication with parents, including the District Accountability and Assessment Management System, SchoolMessenger system,

### ACTUAL

Service: Continued and expanded approaches to communication with parents, including the District Accountability and Assessment Management System, SchoolMessenger system, School Newsletters, the MJUSD



## Expenditures

School Newsletters, the MJUSD website, and school websites with expanded translation services.

**BUDGETED**

District Accountability and Assessment Management System/Survey Monkey/ SchoolMessenger 5900: Communications Supplemental and Concentration \$65,959

1.5 FTE District Translators/Interpreters 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$79,964

Fund Parenting with Dignity Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,400

Fund Homeless Advocate (2hrs/day) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$14,996

website, and school websites with expanded translation services

**ESTIMATED ACTUAL**

District Accountability and Assessment Management System/Survey Monkey/ SchoolMessenger 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$65,959

1.5 FTE District Translators/Interpreters 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$77,227

Fund Parenting with Dignity Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,400

Fund Homeless Advocate (2hrs/day) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,863

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services in the 2016-17 LCAP took place with successful implementation. Evaluation of metrics previously listed show improvement in all areas except for number of surveys completed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All actions and services in the 2016-17 LCAP proved effective per the evaluation of metrics previously listed show improvement in all areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actuals are comparable.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.



# Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Process used to consult with stakeholders to build 2017-18 LCAP:

1/30/17 Committee members sent LCAP/Budget Advisory Committee dates.  
 2/2/17 DELAC Committee reviewed LCAP.  
 2/8/17 LCAP/Budget Advisory Committee Meeting.  
 2/28/17 Mid- year LCAP review at board meeting.  
 3/9/17 LCAP/Budget Advisory Committee Meeting.  
 3/20/17 Principals/Secretaries emailed informing them copies of survey are being sent to school site for staff, students, and parents.  
 3/20/17 English/Spanish/Hmong Surveys posted on district website.  
 3/20/17 District Staff emailed in English, Spanish, and Hmong asking them to complete the LCAP survey for the 2017-18 school year.  
 3/20/17 Message sent through SchoolMessenger to all parents in the district in English, Spanish, and Hmong encouraging them to complete the LCAP survey for the 2017-18 school year.  
 3/20/17 Sent hard copies of each survey to school sites (20 each) and a copy of Superintendent's message.  
 4/20/17 LCAP/Budget Advisory Committee Meeting - finalized recommendations to Superintendent.  
 4/21/17 Email sent to District Staff with survey results.  
 5/18/17 DRAFT 2016-17 LCAP posted on web.  
 6/9/17 LCAP Comment Window Closes.  
 6/15/17 Superintendent responds to written responses regarding LCAP.  
 6/20/17 Special Board Meeting – Hold Public hearing. DRAFT LCAP and 2016-17 Proposed Budget.  
 6/27/17 Regular Board Meeting – Request Approval: FINAL LCAP and 2016-17 Proposed Budget.  
 6/28/17 Post Board approved LCAP on web.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

How this consultation contributed to development of the 2017-18 LCAP:

Due to stakeholder consultation, all items in the 2016-17 LCAP were deemed necessary to continue into the 2017-18 LCAP with the following additions:

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Addition: Increased ROP/CTE budget to maintain current number ROP/CTE courses.  
 1000-1999: Certificated Personnel Salaries

Supplemental and Concentration \$800,000

Addition: Salary Increase TBD

1000-1999: Certificated Personnel Salaries

Supplemental and Concentration TBD

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.

Addition: Attention 2 Attendance (A2A) software and services with School Innovations & Advocacy (SI&A)

5000-5999: Services And Other Operating Expenditures

Supplemental and Concentration \$54,400

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

### Goal 1

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

#### State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8  
 COE ☐ 9 ☐ 10  
 LOCAL Best First Instruction, PD, Instructional materials, Music, K-3 CSR, Intervention/acceleration courses, A-G access, Technology, Data accountability and assessment system

#### Identified Need

Stakeholder input established the need for the addition of district wide intervention and acceleration classes, a broader course of A-G requirements, improved student literacy, access to more music programs, maintenance of Career Tech Ed courses, and the reinstatement of the Junior Air Force Reserve Officers Training Corp (JRAFROTC) program at LHS to provide learning opportunities that will result in increased academic achievement, increased reclassification rates, improved student attendance, and higher graduation rates. In addition, maintaining K-3 class sizes no higher than a site average of 24 students is in the best interest of students. Not only has stakeholder input and student achievement results shown an ongoing need for increased educator professional development, based on federal and state guidelines, MJUSD must ensure all MJUSD teachers are state qualified in all courses they teach.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Williams Report Teacher Compliance	100%	100%	100%	100%
Professional Development Attendance	50%	Maintain	Maintain	Maintain
English Learner Progress 5X5	64.1%	Increase Progress	Increase Progress	Increase Progress
Site-level AP exams passage rates	LHS at 8% MHS at 10.5%	Increase Percentage	Increase Percentage	Increase Percentage



WASC Accreditation (A-G) at all high schools.	Maintain	Maintain	Maintain	Maintain
K-12 students in reading at or above grade level per Renaissance records.	46%	Increase Percentage	Increase Percentage	Increase Percentage
CAASPP: All students: Increase overall points in ELA and Math	47.3 points below level 3 in ELA and 60 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: Students with Disabilities: Increase overall points in ELA and Math	118.7 points below level 3 in ELA and 129.3 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: Economic Status: Increase overall points in ELA and Math	56.7 points below level 3 in ELA and 68.1 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: English Learners: Increase overall points in ELA and Math	62.1 points below level 3 in ELA and 70.8 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: Black or African American: Increase overall points in ELA and Math	71 points below level 3 in ELA and 85.4 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: American Indian or Alaska Native: Increase overall points in ELA and Math	57.1 points below level 3 in ELA and 67.6 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: Asian: Increase overall points in ELA and Math	49 points below level 3 in ELA and 58.5 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: Filipino: Increase overall points in ELA and Math	12.8 point above level 3 in ELA and 36.5 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math

CAASPP: Hispanic or Latino: Increase overall points in ELA and Math	56.4 points below level 3 in ELA and 68.9 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: Native Hawaiian or Pacific Islander: Increase overall points in ELA and Math	18 points below level 3 in ELA and 20.9 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: White: Increase overall points in ELA and Math	35.9 points below level 3 in ELA and 49.7 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
CAASPP: Two or More Races: Increase overall points in ELA and Math	31 points below level 3 in ELA and 42.8 points below level 3 in math	Increase overall points in ELA and Math	Increase overall points in ELA and Math	Increase overall points in ELA and Math
Set baseline for results on the Next Generation Science Standards assessment not yet available	No Baseline	Increase Baseline	Increase Baseline	Increase Baseline
Graduation Rates: All Students	87.9%	Increase %	Increase %	Increase %
Williams report textbook compliance	100%	100%	100%	100%

### PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐

All

☐

Students with Disabilities

☐

[Specific Student Group(s)]

<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:
-----------------------------	--

OR

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New
 ☐ Modified
 ☒ Unchanged

Service: Provide Professional Development to ensure CA credentialing mandates and to deepen educator knowledge of effective instructional strategies, instructional practices, and Common Core instruction.

#### 2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

Service: Provide Professional Development to ensure CA credentialing mandates and to deepen educator knowledge of effective instructional strategies, instructional practices, and Common Core instruction.

#### 2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

Service: Provide Professional Development to ensure CA credentialing mandates and to deepen educator knowledge of effective instructional strategies, instructional practices, and Common Core instruction.

### [BUDGETED EXPENDITURES](#)

#### 2017-18

Amount	\$450,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Funding for Staff Development Days

#### 2018-19

Amount	\$450,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Funding for Staff Development Days

#### 2019-20

Amount	\$450,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Funding for Staff Development Days

### Action **2**

### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
---------------------------------------	---

<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
<b>OR</b>		
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income	
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	
	<input type="checkbox"/> Specific Grade spans:	

### ACTIONS/SERVICES

#### 2017-18

☐ New
 ☐ Modified
 ☒ Unchanged

Service: Support the implementation of State Standards Based instruction through materials and professional development opportunities.

#### 2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

Service: Support the implementation of Common Core instruction through materials and professional development opportunities.

#### 2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

Service: Support the implementation of Common Core instruction through materials and professional development opportunities.

### BUDGETED EXPENDITURES

#### 2017-18

Amount	\$650,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Set Aside Core Instructional Materials Funding
Amount	\$38,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Fund supplementary consumable materials .
Amount	\$180,000

#### 2018-19

Amount	\$650,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Set Aside Core Instructional Materials Funding
Amount	\$38,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Fund supplementary consumable materials .
Amount	\$180,000

#### 2019-20

Amount	\$650,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Set Aside Core Instructional Materials Funding
Amount	\$38,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Fund supplementary consumable materials .
Amount	\$180,000

Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development

Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development

Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New
 ☐ Modified
 ☒ Unchanged

Service: 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.

#### 2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

Service: 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.

#### 2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

Service: 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.

### [BUDGETED EXPENDITURES](#)

#### 2017-18

Amount \$176,607

#### 2018-19

Amount \$176,607

#### 2019-20

Amount \$176,607

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2 FTE Grades K-3 (24:1)	Budget Reference	1000-1999: Certificated Personnel Salaries 2 FTE Grades K-3 (24:1)	Budget Reference	1000-1999: Certificated Personnel Salaries 2 FTE Grades K-3 (24:1)
Amount	\$90,000	Amount	\$90,000	Amount	\$90,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Athletics budgets at LHS & MHS at \$45,000 each	Budget Reference	1000-1999: Certificated Personnel Salaries Athletics budgets at LHS & MHS at \$45,000 each	Budget Reference	1000-1999: Certificated Personnel Salaries Athletics budgets at LHS & MHS at \$45,000 each
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Athletics budgets at YGS, MCK, & FHS at \$10,000 each	Budget Reference	1000-1999: Certificated Personnel Salaries Athletics budgets at YGS, MCK, & FHS at \$10,000 each	Budget Reference	1000-1999: Certificated Personnel Salaries Athletics budgets at YGS, MCK, & FHS at \$10,000 each
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase AP textbooks for LHS & MHS	Budget Reference	4000-4999: Books And Supplies Purchase AP textbooks for LHS & MHS	Budget Reference	4000-4999: Books And Supplies Purchase AP textbooks for LHS & MHS
Amount	\$80,000	Amount	\$80,000	Amount	\$80,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Textbook allocation for high schools (LHS \$30,000, MHS \$30,000, SLHS \$10,000, CDS/IS \$10,000)	Budget Reference	4000-4999: Books And Supplies Textbook allocation for high schools (LHS \$30,000, MHS \$30,000, SLHS \$10,000, CDS/IS \$10,000)	Budget Reference	4000-4999: Books And Supplies Textbook allocation for high schools (LHS \$30,000, MHS \$30,000, SLHS \$10,000, CDS/IS \$10,000)
Amount	\$75,363	Amount	\$75,363	Amount	\$75,363
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase online software (PLATO) for high school credit recovery	Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase online software (PLATO) for high school credit recovery (TBD)	Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase online software (PLATO) for high school credit recovery (TBD)

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All
     
 ☐ Students with Disabilities
     
 ☐ [Specific Student Group(s)]
Location(s)
☐ All Schools
     
 ☐ Specific Schools:
     
 ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners
     
 ☐ Foster Youth
     
 ☐ Low Income
Scope of Services
☐ LEA-wide
     
 ☐ Schoolwide
     
 OR
     
☐ Limited to Unduplicated Student Group(s)
Location(s)
☒ All Schools
     
 ☐ Specific Schools:
     
 ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New
     
☐ Modified
     
☒ Unchanged

Service: Teachers who provide specialized instruction in the arts and/or physical education integrated with the Common Core Standards.

**2018-19**
☐ New
     
☐ Modified
     
☒ Unchanged

Teachers who provide specialized instruction in the arts and/or physical education integrated with the Common Core Standards.

**2019-20**
☐ New
     
☐ Modified
     
☒ Unchanged

Teachers who provide specialized instruction in the arts and/or physical education integrated with the Common Core Standards.

BUDGETED EXPENDITURES**2017-18**

Amount	\$200,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries AFJRROTC Fund
Amount	\$536,634

**2018-19**

Amount	\$200,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries AFJRROTC Fund
Amount	\$536,634

**2019-20**

Amount	\$200,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries AFJRROTC Fund
Amount	\$536,634



Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Fund 6.4 FTE Elementary PE Specialist	Budget Reference	1000-1999: Certificated Personnel Salaries Fund 6.4 FTE Elementary PE Specialist	Budget Reference	1000-1999: Certificated Personnel Salaries Fund 6.4 FTE Elementary PE Specialist
Amount	\$185,400	Amount	\$185,400	Amount	\$185,400
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 2 FTE Athletic Trainers (1.0 MHS and 1.0 LHS)	Budget Reference	2000-2999: Classified Personnel Salaries 2 FTE Athletic Trainers (1.0 MHS and 1.0 LHS)	Budget Reference	2000-2999: Classified Personnel Salaries 2 FTE Athletic Trainers (1.0 MHS and 1.0 LHS)

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

## ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Service: Continue to provide support for existing school libraries and expand services to support Common Core.

2018-19

☐ New ☐ Modified ☒ Unchanged

Service: Continue to provide support for existing school libraries and expand services to support Common Core.

2019-20

☐ New ☐ Modified ☒ Unchanged

Service: Continue to provide support for existing school libraries and expand services to support Common Core.

**BUDGETED EXPENDITURES****2017-18**

Amount	\$213,695
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 4.69 FTE Library Clerks
Amount	\$11,647
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Destiny software for all school libraries
Amount	\$136,182
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Renaissance Learning software for K-8 sites

**2018-19**

Amount	\$213,695
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 4.69 FTE Library Clerks
Amount	\$11,647
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Destiny software for all school libraries
Amount	\$136,182
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Renaissance Learning software for K-8 sites

**2019-20**

Amount	\$213,695
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 4.69 FTE Library Clerks
Amount	\$11,647
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Destiny software for all school libraries
Amount	\$136,182
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Renaissance Learning software for K-8 sites

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All
     
 ☐ Students with Disabilities
     
 ☐ [Specific Student Group(s)]
Location(s)
☐ All Schools
     
 ☐ Specific Schools:
     
 ☐ Specific Grade spans:
**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners
     
 ☒ Foster Youth
     
 ☒ Low Income
Scope of Services
☐ LEA-wide
     
 ☐ Schoolwide
     
**OR**
☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

**ACTIONS/SERVICES****2017-18**

New



Modified



Unchanged

**2018-19**

New



Modified



Unchanged

**2019-20**

New



Modified



Unchanged

Service: Provide instrumental/vocal music opportunities to intermediate and high school students.

Service: Provide instrumental/vocal music opportunities to intermediate and high school students.

Service: Provide instrumental/vocal music opportunities to intermediate and high school students.

**BUDGETED EXPENDITURES****2017-18**

Amount

\$74,440

Source

Supplemental and Concentration

Budget  
Reference1000-1999: Certificated Personnel  
Salaries  
1 FTE Music teacher (intermediate)

Amount

\$499,054

Source

Supplemental and Concentration

Budget  
Reference1000-1999: Certificated Personnel  
Salaries  
Fund 5 FTE elementary music teachers

Amount

\$50,000

Source

Supplemental and Concentration

Budget  
Reference4000-4999: Books And Supplies  
Music program supplies**2018-19**

Amount

\$74,440

Source

Supplemental and Concentration

Budget  
Reference1000-1999: Certificated Personnel  
Salaries  
1 FTE Music teacher (intermediate)

Amount

\$499,054

Source

Supplemental and Concentration

Budget  
Reference1000-1999: Certificated Personnel  
Salaries  
Fund 5 FTE elementary music teachers

Amount

\$50,000

Source

Supplemental and Concentration

Budget  
Reference4000-4999: Books And Supplies  
Music program supplies**2019-20**

Amount

\$74,440

Source

Supplemental and Concentration

Budget  
Reference1000-1999: Certificated Personnel  
Salaries  
1 FTE Music teacher (intermediate)

Amount

\$499,054

Source

Supplemental and Concentration

Budget  
Reference1000-1999: Certificated Personnel  
Salaries  
Fund 5 FTE elementary music teachers

Amount

\$50,000

Source

Supplemental and Concentration

Budget  
Reference4000-4999: Books And Supplies  
Music program suppliesAction **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All



Students with Disabilities



[Specific Student Group(s)]

<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
<b>OR</b>			
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New    ☐ Modified    ☒ Unchanged

Service: Maintain current number of ROP, CTE, and Elective courses at each high school. Establish baseline number of courses per student.

#### 2018-19

☐ New    ☐ Modified    ☒ Unchanged

Service: Maintain current number of ROP, CTE, and Elective courses at each high school. Establish baseline number of courses per student.

#### 2019-20

☐ New    ☐ Modified    ☒ Unchanged

Service: Maintain current number of ROP, CTE, and Elective courses at each high school. Establish baseline number of courses per student.

### BUDGETED EXPENDITURES

#### 2017-18

Amount	\$770,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain current number of ROP and CTE courses. Maintain baseline
Amount	\$170,373
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Elective/AP staffing= 1 @ LHS & 1 @ MHS= 2 FTE

#### 2018-19

Amount	\$770,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain current number of ROP and CTE courses. Maintain baseline
Amount	\$170,373
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Elective/AP staffing= 1 @ LHS & 1 @ MHS= 2 FTE

#### 2019-20

Amount	\$770,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain current number of ROP and CTE courses. Maintain baseline
Amount	\$170,373
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Elective/AP staffing= 1 @ LHS & 1 @ MHS= 2 FTE

Amount	\$30,135	Amount	\$30,135	Amount	\$30,135
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures CTE Transportation	Budget Reference	5000-5999: Services And Other Operating Expenditures CTE Transportation	Budget Reference	5000-5999: Services And Other Operating Expenditures CTE Transportation

## Action 8

### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New ☐ Modified ☒ Unchanged

Service: Decrease the student to device ratio.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Service: Decrease the student to device ratio.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Service: Decrease the student to device ratio.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$250,000

#### 2018-19

Amount \$250,000

#### 2019-20

Amount \$250,000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Decrease the student to device ratio districtwide	Budget Reference	4000-4999: Books And Supplies Decrease the student to device ratio districtwide	Budget Reference	4000-4999: Books And Supplies Decrease the student to device ratio districtwide

## Action 9

### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New ☐ Modified ☒ Unchanged

Service: Increase instructional time and/or student services in order to provide additional learning opportunities for EL, Students with Disabilities, and Foster Youth while retaining and attracting highly qualified teachers.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Service: Increase instructional time and/or student services in order to provide additional learning opportunities for EL, Students with Disabilities, and Foster Youth while retaining and attracting highly qualified teachers.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Service: Increase instructional time and/or student services in order to provide additional learning opportunities for EL, Students with Disabilities, and Foster Youth while retaining and attracting highly qualified teachers.

### [BUDGETED EXPENDITURES](#)

#### 2017-18

Amount \$1,815,649

#### 2018-19

Amount \$1,815,649

#### 2019-20

Amount \$1,815,649

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary Increase 4% (2013-14)	Budget Reference	1000-1999: Certificated Personnel Salaries Salary Increase 4% (2013-14)	Budget Reference	1000-1999: Certificated Personnel Salaries Salary Increase 4% (2013-14)
Amount	\$2,314,602	Amount	\$2,314,602	Amount	\$2,314,602
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary Increase 5% (2014-15)	Budget Reference	1000-1999: Certificated Personnel Salaries Salary Increase 5% (2014-15)	Budget Reference	1000-1999: Certificated Personnel Salaries Salary Increase 5% (2014-15)
Amount	\$20,000	Amount	\$20,000	Amount	\$20,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention
Amount	\$51,992	Amount	\$51,992	Amount	\$51,992
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Speech TOSA 0.5 FTE	Budget Reference	1000-1999: Certificated Personnel Salaries Speech TOSA 0.5 FTE	Budget Reference	1000-1999: Certificated Personnel Salaries Speech TOSA 0.5 FTE
Amount	\$61,694	Amount	\$61,694	Amount	\$61,694
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries STARS Paraprofessionals (4) 3.75 FTE	Budget Reference	2000-2999: Classified Personnel Salaries STARS Paraprofessionals (4) 3.75 FTE	Budget Reference	2000-2999: Classified Personnel Salaries STARS Paraprofessionals (4) 3.75 FTE

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

### Goal 2

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.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

[Identified Need](#)

Stakeholder input established the need for the addition of health services for students with ongoing health issues, increased positive behavioral Interventions and supports, Increased counseling services at the secondary level, support for existing school libraries, and an increased focus on safe and sound maintenance of facilities to ensure that our district provides a physically and emotionally safe environment that is culturally responsive to all students.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Suspension (Disciplinary action-pulled out of class) (August through April)	13%	Decrease Overall %	Decrease Overall %	Decrease Overall %
District Expulsion (August through April)	.8%	Decrease Overall %	Decrease Overall %	Decrease Overall %
Overall Graduation Rates	87.9%	Increase Overall %	Increase Overall %	Increase Overall %
Student Attendance	95.9%	Increase Overall %	Increase Overall %	Increase Overall %
High School Dropout Rate (15-16)	2.3%	Decrease Overall %	Decrease Overall %	Decrease Overall %
Middle School Dropout Rate	.2%	Decrease Overall %	Decrease Overall %	Decrease Overall %



Chronic Absenteeism (14-15)	7.4%	Decrease Overall %	Decrease Overall %	Decrease Overall %
Secondary Healthy Kids Survey: Safe School	65%	Increase Overall %	Increase Overall %	Increase Overall %
Williams Facilities Report	100%	100%	100%	100%
Secondary Healthy Kids Survey: Caring Adult Relationships	29%	Increase Overall %	Increase Overall %	Increase Overall %

### PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

**2017-18**

☐ New ☐ Modified ☒ Unchanged

**2018-19**

☐ New ☐ Modified ☒ Unchanged

**2019-20**

☐ New ☐ Modified ☒ Unchanged

Service: Provide a school environment which is physically and emotionally safe for students and staff and is culturally responsive to all students and their families.

Service: Provide a school environment which is physically and emotionally safe for students and staff and is culturally responsive to all students and their families.

Service: Provide a school environment which is physically and emotionally safe for students and staff and is culturally responsive to all students and their families.

### BUDGETED EXPENDITURES

#### **2017-18**

Amount	\$97,222
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1 FTE Nurse
Amount	\$256,989
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Health Aides 4.5 FTE
Amount	\$309,829
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.5 FTE Assistant Principals
Amount	\$16,822
Source	Supplemental and Concentration
Budget Reference	5900: Communications Catapult EMS Software
Amount	\$34,944
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Health Aide II
Amount	\$50,000
Source	Supplemental and Concentration

#### **2018-19**

Amount	\$97,222
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1 FTE Nurse
Amount	\$256,989
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Health Aides 4.5 FTE
Amount	\$309,829
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.5 FTE Assistant Principals
Amount	\$16,822
Source	Supplemental and Concentration
Budget Reference	5900: Communications Catapult EMS Software
Amount	\$34,944
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Health Aide II 1 FTE
Amount	\$50,000
Source	Supplemental and Concentration

#### **2019-20**

Amount	\$97,222
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1 FTE Nurse
Amount	\$256,989
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Health Aides 4.5 FTE
Amount	\$309,829
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.5 FTE Assistant Principals
Amount	\$16,822
Source	Supplemental and Concentration
Budget Reference	5900: Communications Catapult EMS Software
Amount	\$34,944
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Health Aide II 1 FTE
Amount	\$50,000
Source	Supplemental and Concentration

Budget Reference	4000-4999: Books And Supplies Safety and Emergency Supplies	Budget Reference	4000-4999: Books And Supplies Safety and Emergency Supplies	Budget Reference	4000-4999: Books And Supplies Safety and Emergency Supplies
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## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New ☐ Modified ☒ Unchanged

Service: Continue to monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Service: Continue to monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Service: Continue to monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board.

### BUDGETED EXPENDITURES

#### 2017-18

Amount	\$164,910
Source	Supplemental and Concentration

#### 2018-19

Amount	\$164,910
Source	Supplemental and Concentration

#### 2019-20

Amount	\$164,910
Source	Supplemental and Concentration

Budget Reference	2000-2999: Classified Personnel Salaries 4.31 FTE Attendance Clerks	Budget Reference	2000-2999: Classified Personnel Salaries 4.31 FTE Attendance Clerks	Budget Reference	2000-2999: Classified Personnel Salaries 4.31 FTE Attendance Clerks
Amount	\$45,694	Amount	\$45,694	Amount	\$45,694
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries SARB Secretary .8 FTE	Budget Reference	2000-2999: Classified Personnel Salaries SARB Secretary 0.8 FTE	Budget Reference	2000-2999: Classified Personnel Salaries SARB Secretary 0.8 FTE
Amount	\$54,400	Amount	\$54,400	Amount	\$54,400
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Attention 2 Attendance (A2A) software and services with School Innovations & Advocacy (SI&A).	Budget Reference	5000-5999: Services And Other Operating Expenditures Attention 2 Attendance (A2A) software and services with School Innovations & Advocacy (SI&A).	Budget Reference	5000-5999: Services And Other Operating Expenditures Attention 2 Attendance (A2A) software and services with School Innovations & Advocacy (SI&A).

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

**2017-18**
☐ New   ☐ Modified   ☒ Unchanged

Service: Continue and expand counseling and PBIS services that address bullying prevention and provide conflict resolution strategies.

**2018-19**
☐ New   ☐ Modified   ☒ Unchanged

Service: Continue and expand counseling and PBIS services that address bullying prevention and provide conflict resolution strategies.

**2019-20**
☐ New   ☐ Modified   ☒ Unchanged

Service: Continue and expand counseling and PBIS services that address bullying prevention and provide conflict resolution strategies.

**BUDGETED EXPENDITURES****2017-18**

Amount	\$66,064
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1 FTE PBIS Coordinator
Amount	\$20,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Fund PBIS training

**2018-19**

Amount	\$66,064
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1 FTE PBIS Coordinator
Amount	\$20,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Fund PBIS training

**2019-20**

Amount	\$66,064
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1 FTE PBIS Coordinator
Amount	\$20,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Fund PBIS training

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools:   ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

ACTIONS/SERVICES**2017-18**

New



Modified



Unchanged

Service: Continue and expand services which meet the social and emotional needs of students through counseling.

**2018-19**

New



Modified



Unchanged

Service: Continue and expand services which meet the social and emotional needs of students through counseling.

**2019-20**

New



Modified



Unchanged

Service: Continue and expand services which meet the social and emotional needs of students through counseling.

BUDGETED EXPENDITURES**2017-18**

Amount	\$77,398
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0.5 FTE Mental Health Clinician
Amount	\$199,611
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.5 FTE Intermediate Counselors
Amount	\$760,373
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 8 FTE High School Counselors 4 at LHS & 4 at MHS
Amount	\$7,500
Source	Supplemental and Concentration

**2018-19**

Amount	\$77,398
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0.5 FTE Mental Health Clinician
Amount	\$199,611
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.5 FTE Intermediate Counselors
Amount	\$760,373
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 8 FTE High School Counselors 4 at LHS & 4 at MHS
Amount	\$7,500
Source	Supplemental and Concentration

**2019-20**

Amount	\$77,398
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0.5 FTE Mental Health Clinician
Amount	\$199,611
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.5 FTE Intermediate Counselors
Amount	\$760,373
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 8 FTE High School Counselors 4 at LHS & 4 at MHS
Amount	\$7,500
Source	Supplemental and Concentration

Budget Reference	2000-2999: Classified Personnel Salaries Increase counseling secretaries work year from 205 days to 217 days	Budget Reference	2000-2999: Classified Personnel Salaries Increase counseling secretaries work year from 205 days to 217 days	Budget Reference	2000-2999: Classified Personnel Salaries Increase counseling secretaries work year from 205 days to 217 days
Amount	\$128,817	Amount	\$128,817	Amount	\$128,817
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.5 FTE Alternative Education school counselors	Budget Reference	1000-1999: Certificated Personnel Salaries 1.5 FTE Alternative Education school counselors	Budget Reference	1000-1999: Certificated Personnel Salaries 1.5 FTE Alternative Education school counselors
Amount	\$170,000	Amount	\$170,000	Amount	\$170,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 2 - .75 FTE School Resource Officers (1MPD and 1 YCSD)	Budget Reference	5000-5999: Services And Other Operating Expenditures 2 - .75 FTE School Resource Officers (1MPD and 1 YCSD)	Budget Reference	5000-5999: Services And Other Operating Expenditures 2 - .75 FTE School Resource Officers (1MPD and 1 YCSD)

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New ☐ Modified ☒ Unchanged

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. Decrease the student to device district wide and develop technology device replacement plan. Annual Technology survey will be administered to determine future site/district technology needs.

**2018-19**
☐ New ☐ Modified ☒ Unchanged

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. Decrease the student to device district wide and develop technology device replacement plan. Annual Technology survey will be administered to determine future site/district technology needs.

**2019-20**
☐ New ☐ Modified ☒ Unchanged

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. Decrease the student to device district wide and develop technology device replacement plan. Annual Technology survey will be administered to determine future site/district technology needs.

BUDGETED EXPENDITURES**2017-18**

Amount	\$250,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Decrease the student to device ratio districtwide and develop technology device replacement plan

**2018-19**

Amount	\$250,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Decrease the student to device districtwide and develop technology device replacement plan

**2019-20**

Amount	\$250,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Decrease the student to device districtwide and develop technology device replacement plan

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services
☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)



[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

**ACTIONS/SERVICES****2017-18**

New



Modified



Unchanged

**2018-19**

New



Modified



Unchanged

**2019-20**

New



Modified



Unchanged

Service: Assure program compliance and safeguard targeted and restricted funding.

Service: Assure program compliance and safeguard targeted and restricted funding.

Service: Assure program compliance and safeguard targeted and restricted funding.

**BUDGETED EXPENDITURES****2017-18**

Amount

\$77,855.10

Source

Supplemental and Concentration

Budget  
Reference2000-2999: Classified Personnel Salaries  
Categorical Technician 1 FTE**2018-19**

Amount

\$77,855.10

Source

Supplemental and Concentration

Budget  
Reference2000-2999: Classified Personnel Salaries  
Categorical Technician**2019-20**

Amount

\$77,855.10

Source

Supplemental and Concentration

Budget  
Reference2000-2999: Classified Personnel Salaries  
Categorical TechnicianAction **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All



Students with Disabilities



[Specific Student Group(s)]

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners



Foster Youth



Low Income

[Scope of Services](#)

LEA-wide



Schoolwide

OR



Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools



Specific Schools:



Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New
☐ Modified
☒ Unchanged

Service: Routine Maintenance.

**2018-19**
☐ New
☐ Modified
☒ Unchanged

Service: Routine Maintenance Fund

**2019-20**
☐ New
☐ Modified
☒ Unchanged

Service: Routine Maintenance Fund

BUDGETED EXPENDITURES**2017-18**

Amount \$205,000

Source Supplemental and Concentration

Budget Reference 6000-6999: Capital Outlay  
Routine Maintenance Fund**2018-19**

Amount \$205,000

Source Supplemental and Concentration

Budget Reference 6000-6999: Capital Outlay  
Routine Maintenance Fund**2019-20**

Amount \$205,000

Source Supplemental and Concentration

Budget Reference 6000-6999: Capital Outlay  
Routine Maintenance FundAction **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All
☐ Students with Disabilities
☐ [Specific Student Group(s)]
Location(s)
☐ All Schools
☐ Specific Schools:
☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners
☒ Foster Youth
☒ Low Income
Scope of Services
☒ LEA-wide
☐ Schoolwide
**OR**
☐ Limited to Unduplicated Student Group(s)
Location(s)
☒ All Schools
☐ Specific Schools:
☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18****2018-19****2019-20**

☐ New ☐ Modified ☒ Unchanged

Service: 2.5% total budget with 1% allocated specifically for Deferred Maintenance Plan.

☐ New ☐ Modified ☒ Unchanged

Service: 2.5% total budget with 1% allocated specifically for Deferred Maintenance Plan.

☐ New ☐ Modified ☒ Unchanged

Service: 2.5% total budget with 1% allocated specifically for Deferred Maintenance Plan.

### BUDGETED EXPENDITURES

#### **2017-18**

Amount	\$820,000
Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Deferred Maintenance Plan

#### **2018-19**

Amount	\$820,000
Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Deferred Maintenance Plan

#### **2019-20**

Amount	\$820,000
Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Deferred Maintenance Plan

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

### Goal 3

Goal 3: Increase parent, family, and community involvement in the education of all students.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

[Identified Need](#)

Stakeholder input established the need to continue and expand approaches for communication with parents and provide stakeholders with greater access to district and site information to ensure increased parent, family, and community involvement in the education of all students.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Stakeholder Satisfaction Survey Results (Overall LCAP activities valuable to educational program.)	78%	Increase %	Increase %	Increase %
Site Council Agenda/Minutes	100% Posted	100% Posted	100% Posted	100% Posted
D/ELAC/Agenda/Minutes	100% Posted	100% Posted	100% Posted	100% Posted
District Advisory Agendas	100% Posted	100% Posted	100% Posted	100% Posted
List of district and site events posted on district website and in newsletters.	100% Posted	100% Posted	100% Posted	100% Posted

Annual Translations	100 Documents, 200 Hours of Face to Face and All Calls	Maintain Consistency	Maintain Consistency	Maintain Consistency
Number of School Messenger Messages Received by Parents	414,522 Messages Received	Maintain	Maintain	Maintain

### PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New ☐ Modified ☒ Unchanged

Service: Continue and expand approaches to communication with parents, including the District Accountability and Assessment Management System, SchoolMessenger system, School Newsletters, the MJUSD website, and school websites with expanded translation services.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Service: Continue and expand approaches to communication with parents, including the District Accountability and Assessment Management System, SchoolMessenger system, School Newsletters, the MJUSD website, and school websites with expanded translation services.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Service: Continue and expand approaches to communication with parents, including the District Accountability and Assessment Management System, SchoolMessenger system, School Newsletters, the MJUSD website, and school websites with expanded translation services.

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$65,959	Amount	\$65,959	Amount	\$65,959
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5900: Communications District Accountability and Assessment Management System/Survey Monkey/ SchoolMessenger	Budget Reference	5900: Communications Add District Accountability and Assessment Management System/Survey Monkey/ SchoolMessenger	Budget Reference	5900: Communications Add District Accountability and Assessment Management System/Survey Monkey/ SchoolMessenger
Amount	\$79,964	Amount	\$79,964	Amount	\$79,964
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1.5 FTE district Translators/Interpreters	Budget Reference	2000-2999: Classified Personnel Salaries 1.5 FTE district Translators/Interpreters	Budget Reference	2000-2999: Classified Personnel Salaries 1.5 FTE district Translators/Interpreters
Amount	\$6,400	Amount	\$6,400	Amount	\$6,400
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Fund Parenting with Dignity Classes	Budget Reference	1000-1999: Certificated Personnel Salaries Fund Parenting with Dignity Classes	Budget Reference	1000-1999: Certificated Personnel Salaries Fund Parenting with Dignity Classes
Amount	\$14,523	Amount	\$14,523	Amount	\$14,523
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Fund Homeless Advocate (3.5hrs/day)	Budget Reference	2000-2999: Classified Personnel Salaries Fund Homeless Advocate (3.5hrs/day)	Budget Reference	2000-2999: Classified Personnel Salaries Fund Homeless Advocate (3.5hrs/day)

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: \$20,032,595

Percentage to Increase or Improve Services: 27.83%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

With 81.99%% of our MJUSD students in the unduplicated count of students in the targeted subgroups, 100% of funding will be used on districtwide efforts to improve student achievement in these subgroups. All services to be provided are focused on services for low income pupils, English Learners and foster youth. The actions to serve low-income pupils, English Learners, foster youth, and pupils redesignated as fluent English proficient are listed and described in Section 3 Actions, Services, and Expenditures, subpart (B) of the LCAP. The descriptions include the expenditures necessary to implement these actions and the related services. Section 3 Actions, Services, and Expenditures, subpart (C) of the LCAP describes the minimum funding target of 81.99%% for additional or improved services for low-income pupils, English Learners and foster youth.

MJUSD's increase in funds in the LCAP year 2017-2018 as calculated on the number and concentration of low income, foster youth, and English Learner pupils is \$1,534,994 with an unduplicated count of 81.99%%. Given this large percentage, all MJUSD goals are designed to close the achievement gap and meet the needs of these targeted students. With the established goal and programs defined in the LCAP all students will benefit from these services. The expenditures of these funds are outlined in the activities and allocations in the development of MJUSD's three strategic goals shown on the previous pages and in the budget documentation. Stakeholder input through the public forums framed the MJUSD LCAP plan that largely features centrally distributed services to English Learners, students of low income families, and foster youth through site-specific programs and personnel. MJUSD is expending these funds in 2016-2017 to provide access to greater numbers of exceedingly qualified staff well prepared to collaborate and implement researched based California standards aligned curriculum, a strong system of support and collaboration amongst all stakeholders, additional access to intervention, acceleration, health and counseling services, and a broad course of study in a healthy well maintained environment for all students.

With 81.99% of our MJUSD students in the unduplicated count of students in the targeted subgroups, 100% of funding will be used on districtwide efforts to improve student achievement in these subgroups. These services are principally directed to and effective in meeting LCAP goals for unduplicated pupils in the state and any local priorities. All services to be provided are focused on services for low income pupils, English Learners and foster youth. The actions to serve low-income pupils, English Learners, foster youth, and pupils redesignated as fluent English proficient are listed and described in Section 3 Actions, Services, and Expenditures, subpart (B) of the LCAP. The descriptions include the expenditures necessary to implement these actions and the related services. Section 3 Actions, Services, and Expenditures, subpart (C) of the LCAP describes the minimum funding target of 81.99% for additional or improved services for low-income pupils, English Learners and foster youth.

MJUSD will expend all of its additional \$1,534,944 Supplemental/Concentration funds in 2017-2018 to meet the needs of our English Learners, Foster Youth, low socioeconomic students and students with disabilities. With an unduplicated count of 81.99%%, the district is also utilizing the funds to meet the needs of ALL students through increased intervention and supplemental services, but will specifically target English Learners, Foster Youth, low socioeconomic students and student with disabilities.

Based on the Minimum Proportionality Percentage (MPP), Marysville Joint Unified School District must increase services by 27.83%. The increased and improved services to students far exceed the MPP of 27.83% as evidenced in MJUSD's drive to retain and increase student access to exceedingly qualified staff, professional development to further the implementation of California state standards focused on student achievement and citizenship, a healthy well maintained educational environment with a community of student centered stakeholders, and a broad spectrum of strategically planned course offerings to prepare our students to academically, physically and socially take on the world before them.