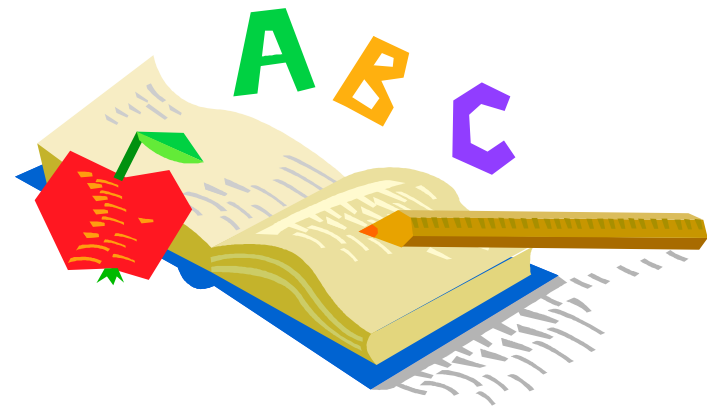


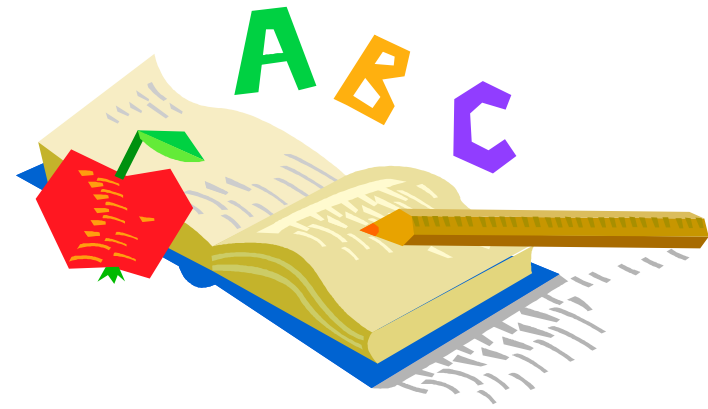


MJUSD Draft Local Control Accountability Plan (LCAP)



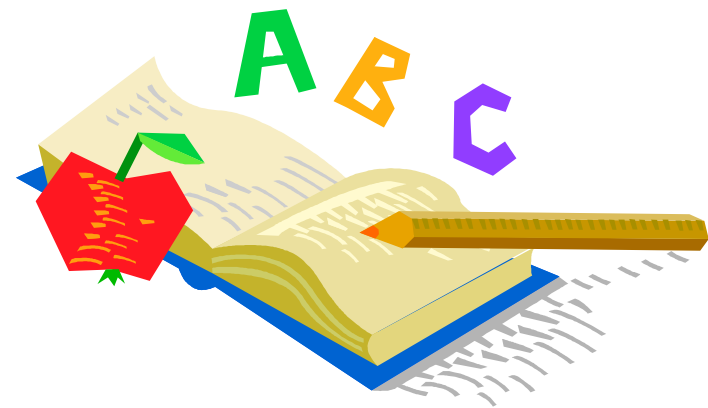


Last summer, the California Legislature dramatically altered how public education is funded for the first time in over 35 years with the passage of the Local Control Funding Formula (LCFF). LCFF is designed to provide school districts with a more equitable and flexible funding source by eliminating multiple categorical funds and placing the dollars into three grants: base grant, supplemental grant, and concentration grant. Every district in the State receives a similar per pupil base grant allocation. Almost every district in the state receives a per pupil supplemental grant allocation that must be targeted in support of Low Income, English Learner, and Foster Youth students.



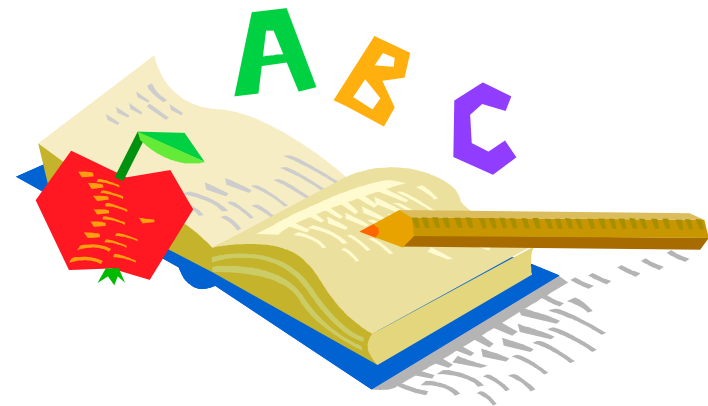


The Marysville Joint Unified School District (MJUSD) educates over 9,400 students in Transitional Kindergarten through twelfth grade. Currently, **83%** of students qualify as Low Income, 23% are English Learners, and over 69 Foster Youth attend MJUSD schools each year. Since the total number of unduplicated Low Income, English Learners, and Foster Youth students exceeds 20% threshold, MJUSD receives Supplemental Adjustment funds. MJUSD also exceeds the 50% threshold, and therefore, receives the additional Concentration Adjustment funds.





In order to ensure school districts are utilizing the funds to support and enhance student learning, the State requires that each district seek community input in order to create a Local Control Accountability Plan (LCAP). This plan details the actions and services that will be taken with the funds and the progress that is expected to be demonstrated on a set of key metrics that align to the eight State priority areas. The LCAP is a three-year plan that must be revised each year, based on the needs of the students, and approved by the MJUSD School Board in a public meeting. The approved plan is sent to the County Office of Education for additional approval and oversight.





State Board of Education's Eight Priorities:

CONDITIONS OF LEARNING

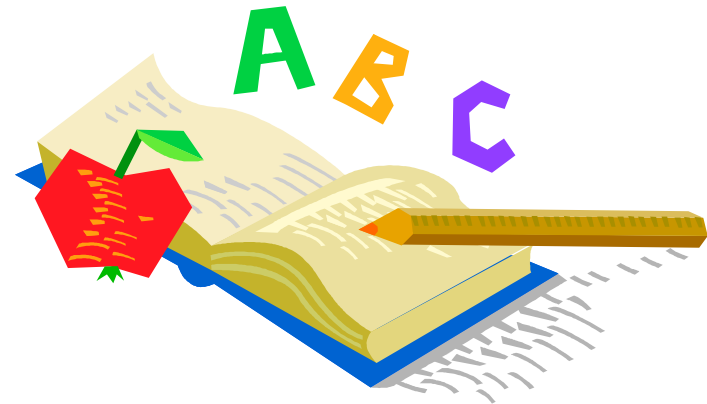
- #1. Basic Conditions
- #2. Implementation of State Standards
- #3. Course Access

PUPIL OUTCOMES

- #4. Student Achievement
- #5. Other Student Outcomes
- #6. Student Engagement

ENGAGEMENT

- #7. Parent Involvement
- #8. School Climate



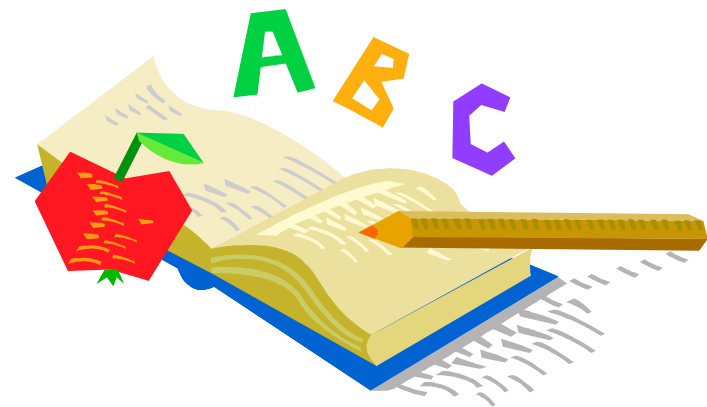


State Board of Education (SBE) Priorities:

CONDITIONS OF LEARNING

#1. Basic Conditions:

Basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities.

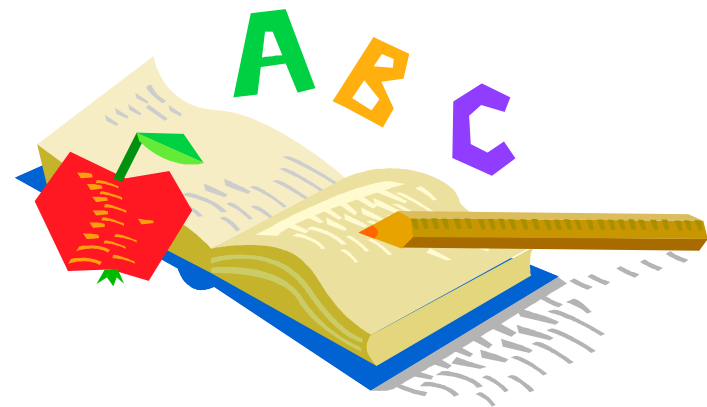




CONDITIONS OF LEARNING

#2. Implementation of State Standards:

Implementation of State Standards ensures all students, including English Language Learners, have access to school programs and services based on California's academic content and performance standards. This includes Common Core State Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

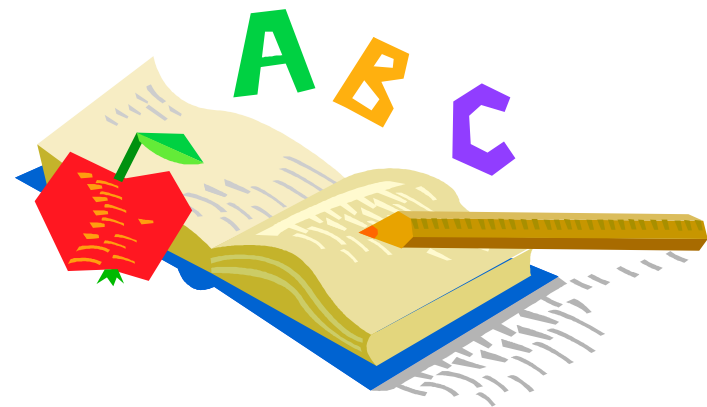




CONDITIONS OF LEARNING

#3. Course Access:

Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others that prepares them for college and careers, regardless of what school they attend or where they live.

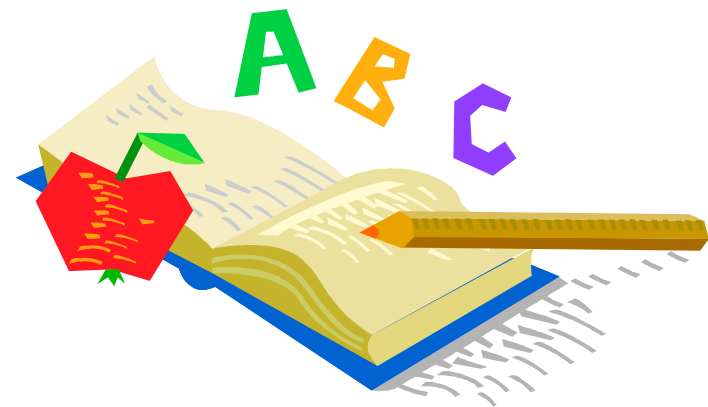




PUPIL OUTCOMES

#4. Student Achievement:

Student achievement focuses on improving outcomes for all students to ensure student success. It is measured in multiple ways, such as test scores, English proficiency, and college and career preparedness.

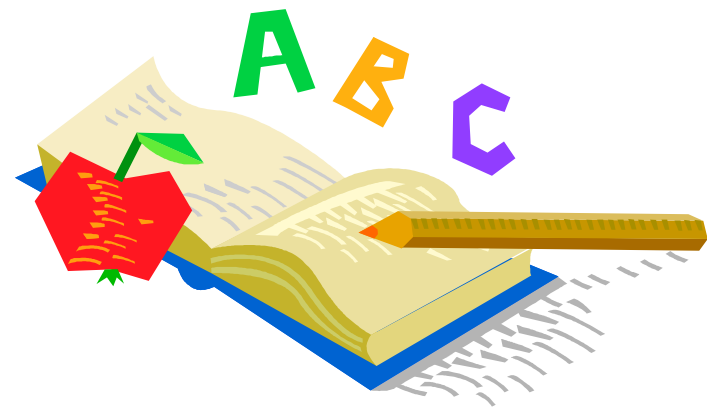




PUPIL OUTCOMES

#5. Other Student Outcomes:

Other student outcomes provides for the measurement of student performance in some specific, required areas of study. This includes classes for physical education, the arts, career technical training, and foreign languages.

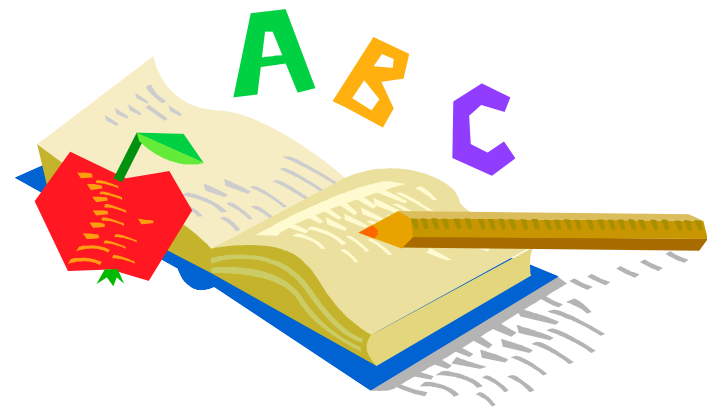




ENGAGEMENT

#6. Student Engagement:

Student engagement provides students with programs, course work, and opportunities both in and out of the classroom that motivates them and keeps them in school.

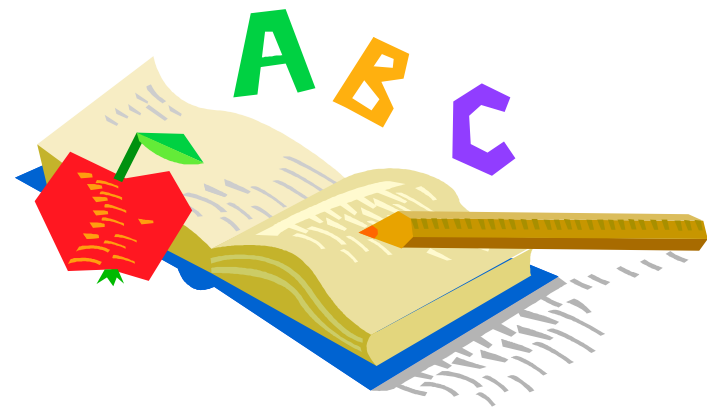




ENGAGEMENT

#7. Parent Involvement:

Parent involvement encourages the school district and schools to seek input from all parents and to engage parents as partners in decision making. It also means promoting parent participation in programs that meet the needs of both their own students and others on campus.

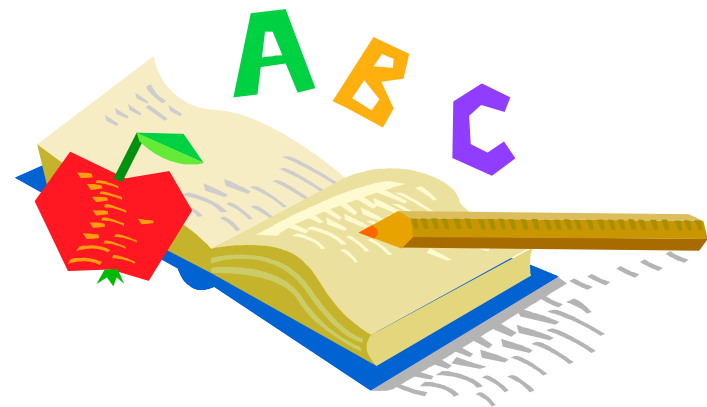




ENGAGEMENT

#8. School Climate:

School climate includes factors, both inside and outside the classroom, that impact student success. This includes student health, safety, and discipline as well as how connected all students feel to their school.



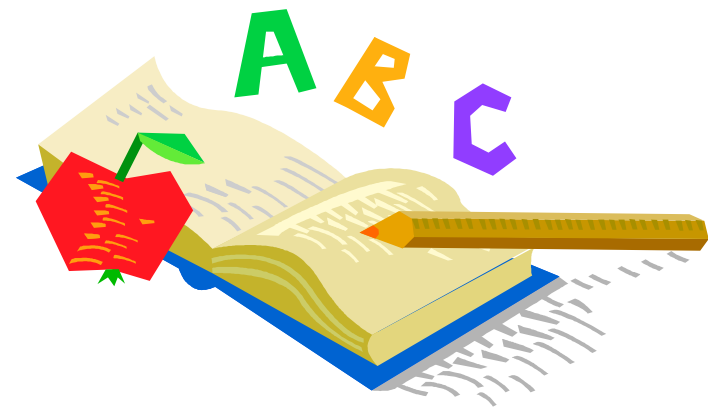


MJUSD Districtwide Goals

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.

SBE Priority Areas Covered in MJUSD Goal 1:

- #1. Basic Conditions
- #2. Implementation of State Standards
- #4. Pupil Achievement
- #5. Pupil Engagement
- #6. School Climate
- #7. Course Access
- #8. Other Pupil Outcomes



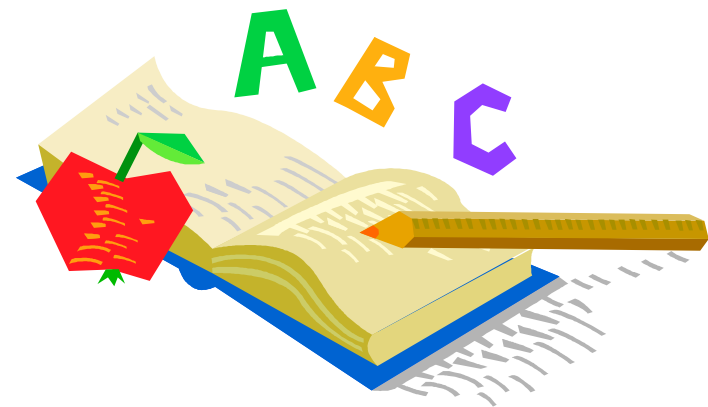


MJUSD Districtwide Goals

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.

SBE Priority Areas Covered in MJUSD Goal 2:

- #1. Basic Conditions
- #2. Implementation of State Standards
- #4. Pupil Achievement
- #5. Pupil Engagement
- #6. School Climate



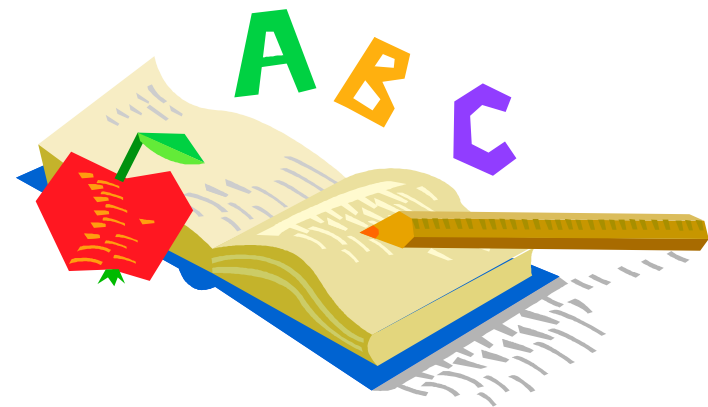


MJUSD Districtwide Goals

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

SBE Priority Areas Covered in MJUSD Goal 3:

- #1. Basic Conditions
- #3. Parent Involvement
- #4. Pupil Achievement
- #5. Pupil Engagement
- #6. School Climate
- #8. Other Pupil Outcomes



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

Introduction:

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

LCAP Year: 2014-15

Local Control and Accountability Plan (LCAP) and Annual Update

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

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

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

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

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

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

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

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Educators need ongoing training in instructional strategies and practices. Metric: Professional development records and workshop evaluations. Principal evaluations and observations.		All.	All.		Baseline of educator effectiveness will be established.	Percentage of teachers personally and administratively deemed effective will improve.	Percentage of teachers personally and administratively deemed effective will improve.	#2. Implementation of CCSS. Multiple venues and opportunities for professional development in CCSS and Next Generation Science will be instituted for our certificated staff. Self-monitoring tool needs to be developed.
Need: All students must have access to state and board approved materials. Metric: Instructional Materials Sufficiency report to the board.		All.	All.		100% of students will have access to state and board approved textbooks.	100% of students will have access to state and board approved textbooks.	100% of students will have access to state and board approved textbooks.	#1. Basic Conditions. Mathematics materials will be purchased in 2014-15. Common Core and Next Generation instructional materials will be purchased as needed. ELA textbooks will be purchased in 2016-17.
Need: ROP and CTE courses. Metric: Master Schedule.		All.	All.		Maintain current number of ROP and CTE courses at each high school. Establish baseline number of courses per student.	Maintain current number of ROP and CTE courses. Maintain baseline.	Maintain current number of ROP and CTE courses. Maintain baseline.	#5. Pupil Engagement. #6. School Climate. #7. Course Access. #8. Other Pupil Outcomes ROP and CTE programs will be funded by MIUSD at their current levels to ensure the maintenance of electives at our comprehensive high schools.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Reinstatement of the JRAFROTC program at LHS. Metric: Budget records.		All.	All.		Set aside of 50%.	Set aside of 50%.	Budget records defining set aside of 100% of start-up funds \$150,000.	#5. Pupil Engagement. #6. School Climate. #7. Course Access. #8. Other Pupil Outcomes One-half of start-up funds will be set aside to reinstate the AFJRROTC program at LHS in 2014-15 and 2015-16. One-year of program costs will be set aside to reinstate the AFJRROTC program at LHS in 2017-18. \$150,000 will be set aside to cover the district annual contribution for reinstating the AFJRROTC program at LHS in 2017-18.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Access to a music program. Metric: Staffing Records and Master Schedules.		All.	All.		Establish a baseline of students enrolled in music classes.	Improve percentage of students enrolled in music: Intermediate.	Improve percentage of students enrolled in music: Intermediate and Elementary.	#5. Pupil Engagement. #6. School Climate. #7. Course Access. #8. Other Pupil Outcomes Sections of music instruction will be added at K-8 school
Need: K-3 class sizes must maintain no higher than a site average of 24 students per certificated teacher. Metric: Staffing Records and Master Schedules.		All.	All.		Maintain.	Maintain.	Maintain.	#1. Basic Conditions.
Need: Intervention/acceleration classes. Metric: Staffing Records and Master Schedules.		All.	All.		Metric: Increase, as needed, the number of intervention/acceleration classes at a minimum level of 30 sections/class periods.			#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access. #8. Other Pupil Outcomes With the current staffing formula, intervention/acceleration classes will be reinstated.
Need: Students must have access and enroll in a broad course of study (EC 51220). A-G requirement/CTE. Metric: Staffing Records and Master Schedules.		All.	All.		Maintain.	Maintain.	Maintain.	#2. Implementation of CCSS. #4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access. #8. Other Pupil Outcomes Students access and enroll in a broad course of study (EC 51220). A-G requirement/CTE

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Improved student literacy levels. Metric: Accelerated Reader scores, CAASPP, & API.		All.	All.		Establish baseline for K-12 students in reading at or above grade level.	Increase grade 3-11 students in reading at or above grade level by 3%.	Increase grade 3-11 students in reading at or above grade level by 3%.	#2. Implementation of CCSS. #4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. #7. Course Access. #8. Other Pupil Outcomes Library software will continue to be funded to increase and accelerate student's literacy levels.
Need: Graduation rates need to improve. Metric: Graduation Rates.		All.	All.		Increased graduation rates from 79.5% to 81%.	Increased graduation rates from 81% to 83%.	Increased graduation rates from 83% to 85%.	#. 5 Pupil Engagement. HQ, PD, Instructional materials, ROP, CTE, ROTC, Music, K-3 CSR, Intervention, acceleration courses, A-G access Technology, Data accountability and assessment system, Facility maintenance, counseling, PBIS listed above will take place as defined under Goal 1, Section 2.
Need: CAHSEE proficiency rates need to improve. Metric: CAHSEE Results.		All.	All.		Increase CAHSEE math rates from 78% to 80%, CAHSEE English rates from 76% to 78%.	Increase CAHSEE math rates from 80% to 82%, CAHSEE English rates from 78% to 80%.	Increase CAHSEE math rates from 82% to 84%, CAHSEE English rates from 80% to 82%.	
Need: Student Attendance needs to improve. Chronic absenteeism and dropout rates need to decrease. Metric: Student attendance records.		All.	All.		Improve student attendance from 95.9% to 96.5%.	Improve student attendance from 96.5% to 97%.	Improve student attendance from 97% to 97.5%.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: API scores need to improve. Metric: CAASP: API Results.		All.	All.		Metric: Baseline data will be established via State and district assessments in E/LA.	Students in all subgroups, who are not at the proficiency level, will show an increase of 5%.	Students in all subgroups, who are not at the proficiency level, will show an increase of 5%.	#4. Pupil Achievement. HQ, PD, Instructional materials, ROP, CTE, ROTC, Music, K-3 CSR, Intervention/acceleration courses, A-G access, Technology, Data accountability and assessment system, Facility maintenance, counseling, PBIS listed above will take place as defined under Goal 1, Section 2.
Need: Student achievement needs to improve. Metric: CAASP and local benchmark results.		All.	All.		Establish baseline for student achievement data.	Improve.	Improve.	
Need: Increased Advanced Placement and Early Assessment Program passing rates. Metric: Assessment results.		All.	All.		Increased site-level AP exams passage rates from 26% to 30% and increase the Early Assessment exam passage rates in ELA from 0% to 1% and math from 7% to 8%.	Increased site-level AP exams passage rates from 30% to 35% & Early Assessment exam passage rates in ELA from 1% to 2% and math from 8% to 9%.	Increased site-level AP exams passage rates from 35% to 40% & Early Assessment exam passage rate in ELA from 2% to 3% and math from 9% to 10%.	
Need: Improved English learner reclassification rate. Metric: CELDT and Reclassification records.		English Learners.	All.		English Learners rate of reclassification will increase by 2% from 10.5% to 12.5%	Metric: English Learners rate of reclassification will increase by 2% from 12.5% to 14.5%.	Metric: English Learners rate of reclassification will increase by 2% from 14.5% to 16.5%.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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As indicated by our community input meetings and survey results, there is an overwhelming desire to:	Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.	All.	All.					
Need: Facility maintenance. Metric: Deferred Maintenance Plan objectives met.		All.	All.		Deferred maintenance budget established.	Maintain.	Maintain.	#1. Basic Conditions. Deferred Maintenance budget will be increased to provide the financial resources for the Deferred Maintenance Plan. •Set aside funds to keep our current school facilities (built between 1931 and 1957) in good repair.
Need: Assure compliance, safeguard assets and funding. Metric: Deferred Maintenance Plan objectives met.		All.	All.		Hire.	Maintain.	Maintain.	#1. Basic Conditions. Hire internal Auditor & Compliance Officer. Hire Categorical Specialist (financial).

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Health services for students with ongoing health issues. Metric: Deferred Maintenance Plan objectives met.		All.	All.		Decreased student to nursing ratio.	Maintain.	Maintain.	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. One additional registered nurse will be hired for the 2014-15 school year along with six 0.5 FTE health clerks.
Need: Increased counseling services at the secondary level. Metric: Student to counselor staffing ratios.		All.	All.		Decreased student to counselor ratio.	Maintain.	Maintain.	#6. School Climate. Counseling services will be expanded at comprehensive high schools and extended to the intermediate schools for social/emotional counseling services.
Need: Increased Positive Behavioral Interventions and Supports. Metric: Staffing Records and PBIS Reports.		All.	All.		Establish baseline Tool and baseline.	Improve.	Improve.	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. One FTE PBIS District Coordinator will be hired for the 2014-15 school year to coordinate activities at participating school sites and will assist schools with staff training who wish to implement the program next year.
Need: Increase attendance clerks and library clerks. Metric: Staffing records, Accountability measures defined in Section 1.		All.	All.		Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. Additional staff will be hired.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Increase administrative support. Metric: Staffing records, Accountability measures defined in Section 1.		All.	All.		Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	#4. Pupil Achievement. #5. Pupil Engagement. #6. School Climate. Additional staff will be hired.
Need: Access to technology. Metric: Staffing Records and Master Schedules.		All.	All.		All sites will have wireless access.	Maintain.	Maintain.	#1. Basic Conditions. #2. Implementation of CCSS. #4. Pupil Achievement. #5. Pupil Engagement. Wireless access points for technology will be available at all school sites. Academic software will be purchased to improve keyboarding, literacy, and mathematics skills. Annual Technology survey will be administered to determine future site/district technology needs.
Need: Student achievement and accountability management system. Metric: Purchase order/ User evaluations.		All.	All.		Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	Meet or exceed all accountability percentages established in Section 1.	#1. Basic Conditions. #2. Implementation of CCSS. #4. Pupil Achievement. District Assessment and Accountability Data Management System will continue to update and improved to provide immediate student assessment data. Report cards and benchmark assessments will be paced to instruction.

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



MJUSD Draft LCAP

The proposed plan for financing the LCAP will be presented by Ryan DiGiulio during Business Services agenda item #1- Public Hearing for the 2014-15 Proposed Adopted Budget.

