

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum

## LEA Name

Marysville Joint Unified School District

## CDS Code:

58727360000000

## Link to the LCAP:

*(optional)*

[https://drive.google.com/file/d/1vAUozpNxcZY7Vw\\_9iZpT5bIKOckq5kkt/view](https://drive.google.com/file/d/1vAUozpNxcZY7Vw_9iZpT5bIKOckq5kkt/view) (English)

[https://drive.google.com/file/d/1qgl8j77FJ0wlnZW\\_TNHK12WkN\\_7gdHts/view](https://drive.google.com/file/d/1qgl8j77FJ0wlnZW_TNHK12WkN_7gdHts/view) (Spanish)

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## **Strategy**

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Marysville Joint Unified School District (MJUSD) administers federal funds to supplement and enhance actions and services provided with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards as reflected in our LCAP.

MJUSD uses all federal funds to supplement the three goals of our LCAP:

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

LCAP Goal 2: Enhance the current learning environment to ensure our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

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

#### Title I

Title I funds are primarily used for the purpose of supporting students who are not performing at grade level in Title I schools through additional support staff and resources specific to remediating educational gaps. The purpose of Title I is to provide children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

#### Title II

Title II funds supplement district funds used for professional development for teachers, principals, and other school leaders.

Professional development focuses on closing the achievement gap and improving the performance of underperforming student groups.

- MJUSD is in a constant process of developing site-based Professional Learning Communities (PLC) and providing an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.
- MJUSD continues to develop our Multi-Tiered Systems of Support and implement Universal Design for Learning to help teachers design lessons that engage students of all performance levels.
- MJUSD supports Positive Behavioral Interventions and Supports (PBIS) to decrease disciplinary incidents and increase the amount of time students spend in class learning.
- MJUSD provides core curriculum training for all teachers including special education teachers and paraprofessionals to support students who are not successful in learning to read using our core program and current intervention programs.
- MJUSD provides new teacher induction to help teachers new to the profession become highly effective as quickly as possible.
- Instructional Networking Academies tied to the California Standards for the Teaching Profession provide teachers leadership opportunity and ongoing professional development tied to more individualized needs of subject area, grade level, and common interest groups. Mastery of discipline-based knowledge including academic content in the core curriculum and academic standards.

Professional Development includes:

- Use of effective, subject-specific teaching methods, strategies, and skills.
- Use of technologies to enhance instruction specifically pertaining to engagement and distance learning strategies.
- Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English language learners, economically disadvantaged students, gifted and talented students, and at-risk students.
- Understanding of how academic and career technical education (CTE) instruction can be integrated and implemented to increase student learning.
- Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
- Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, and discipline, including conflict resolution and intolerance and hatred prevention.
- Ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
- Ability to interpret and use data and assessment results to guide instruction.

- Knowledge of topics related to student health, safety, and welfare.

### Title III

Title III funding helps ensure English learners (ELs) attain English language proficiency and meet state academic standards. ELs make up 21% of our district student population. Dashboard data is unavailable due to COVID-19 for the most recent year; however, MJUSD knows continual service improvement is needed in this area. MJUSD serves 492 Long Term English Learners (LTEL) and approximately 200 additional students at-risk of becoming an LTEL.

#### Our Title III Goals:

- Close the achievement gap by ensuring ELs have the support they need.
- Differentiate instruction for ELs and monitor progress through iLit (literacy suite for intervention, English language development, and independent reading).
- Build background knowledge and vocabulary effectively.

In order to support these goals, our staff requires expert training in the following:

- Practical strategies for teaching academic vocabulary, reading, and writing using evidence-based instruction (specifically Designated English Language Development (ELD)) currently taught through iLit at the secondary level and our Common ELD program at the elementary level.
- Support in constructing common assessments for ELs and monitoring student progress through multiple measures including iLit.
- Aid in implementing systems for student assessment and placement.

MJUSD continues to provide professional development to improve the quality of Designated ELD through working with our new ELD Program Specialist, parent liaisons, paraeducators, and our added ELD instructors.

We met with parents of ELs through District English Learner Advisory Committee (DELAC) and site-based English Learner Advisory Committee (ELAC) and as part of our LCAP development process. They are supportive of district endeavors and requested we continue to develop best practices to ensure their children are prepared for college and career with an emphasis on assisting students in acquiring biliteracy.

This year, parents of ELs participated in two different Parents for Quality Education (PIQE) Institutes. These parents learned strategies and skills to better help and advocate for their children. Parents requested PIQE be continued on an annual basis. Through the LCAP, the MJUSD supports general education and Title III supplemental services by providing a Bilingual Support Specialists. We are maintaining these supports and courses in a virtual model due to COVID-19 this year.

In addition, the district strives to support ELs through summer programs in collaboration with Migrant Education and other district resources.

### Title IV

Title IV funds are directed to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MJUSD LCAP incorporates the MJUSD LEA plan and guides the use of LCFF funds available to the district through Supplemental and Concentration Grant funds generated by unduplicated high-need pupil counts. All Title I, Title II, Title III, and Title IV funds are aligned to the MJUSD LCAP Goals.

During the 2019-20 school year, MJUSD had an unduplicated student count of 83.40%. All MJUSD goals are designed to close the achievement gap and meet the needs of targeted students. With the established goals and programs defined in the LCAP, all students 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. Stakeholder input through the public forums framed the MJUSD LCAP plan largely feature 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 to provide access to greater numbers of highly qualified staff who are 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 and acceleration, health and counseling services, and a broad course of study in a healthy well-maintained environment for all students.

Through district stakeholder surveys, stakeholder meetings, and administrative input based on ongoing data analysis described in the LCAP metrics, information is collected and analyzed to ensure all federal funds supplement the activities defined in the LCAP.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION     | STATE PRIORITY ALIGNMENT             |
|------------------|--------------------------------------|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 <i>(as applicable)</i> |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(11)  | 6 <i>(as applicable)</i> |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

| ESSA SECTION     | STATE PRIORITY ALIGNMENT       |
|------------------|--------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 <i>(as applicable)</i> |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

**Under the ESSA Provisions Addressed Within the LCAP section, state priority alignment numbers are provided to demonstrate where ESSA provisions are referenced in the LCAP.**

## TITLE II, PART A

### Title II, Part A Activities

| ESSA SECTION  | STATE PRIORITY ALIGNMENT         |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 ( <i>as applicable</i> ) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

**Under the ESSA Provisions Addressed Within the LCAP section, state priority alignment numbers are provided to demonstrate where ESSA provisions are referenced in the LCAP.**

## TITLE III, PART A

### Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT      |
|--------------|-------------------------------|
| 3116(b)(3)   | 3, 6 ( <i>as applicable</i> ) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

**Under the ESSA Provisions Addressed Within the LCAP section, state priority alignment numbers are provided to demonstrate where ESSA provisions are referenced in the LCAP.**

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

| ESSA SECTION(S) | STATE PRIORITY ALIGNMENT |
|-----------------|--------------------------|
| 1112(b)(4)      | N/A                      |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Title I funds are allocated to schools on the number of children from low-income families who reside in the school's attendance area. MJUSD uses free and reduced-price lunches as the poverty criteria to identify the percentage of children from low-income families to determine a school's Title I eligibility. Even though the district participates in the universal meal program, known as "Community Eligibility" program, the district continues to use multiple measures to collect data that qualifies as eligible poverty data for Title I purposes. The relevant Community Eligibility percentage of identified students and direct certification data combined with household income applications as reported to the California Department of Education serve as the basis of our free and reduced-price lunch percentages. At least 35% of a school's student population must come from low-income families to qualify for Title I funding. Twenty-one of our schools operate a schoolwide Title I program. Funding is generated based on socio-economic status, but services are directed to academically at-risk students.

## **ESSA Provisions Not Addressed in the LCAP**

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MJUSD conducted a local equity gap analysis to appropriately describe the local process for identifying and addressing disparities.

The local gap analysis process included the following steps:

Step One—Data Collection

Step Two—Equity Gap Analysis (using the data collected in Step One)

Step Three—Root Cause Analysis and Strategy Development

Step Four—Stakeholder Engagement

Data Collection

Six tables were created and analyzed based on CDE guidance to answer each of the Equity Gap Analysis questions.

Equity Gap Analysis

1. Are minority students taught at higher rates than other students by ineffective teachers?

No. We had no ineffective teachers so there were no differences in rates.

2. Are low-income students taught at higher rates than other students by ineffective teachers?

No. We had no ineffective teachers so there were no differences in rates.

3. Are minority students taught at higher rates than other students by inexperienced teachers?

No. With a districtwide average of 21% inexperienced teachers and an average of 60% minority students there is no pattern of inexperienced teachers being more likely to teach at a school with a high minority enrollment. Using the data collected and the district average as a separation point, 21% percent of teachers in schools with the highest percentage of minority students have two or fewer years of teaching experience, 20% percent of teachers in schools with the lowest percentage of minority students have two or fewer years of teaching experience. This represents an equity gap of 1% percent. The percentage of minority students has not significantly changed.

4. Are low-income students taught at higher rates than other students by inexperienced teachers?

Yes. With a districtwide average of 21% inexperienced teachers and an average of 81% low-income students there is not a pattern for teachers teaching in distinctly low-income environments. Though MJUSD is working towards retaining high quality staff and stopping the predictable turnover of new teachers at low-income sites that are seen across California. Currently our turnover rate for teachers at Title I sites is similar to the state (50-70% turnover in first five years). The district sets high standards for hiring and makes every effort to recruit and retain highly qualified educators. MJUSD has found that many of our teachers with fewer than two years of experience come to the district highly motivated with current training in skills and techniques that set them equal to their more experienced peers in providing high quality instruction. Once experienced, we lose many of our teachers to other districts due to our geographic location and local economy. Because of this, many of our teachers commute from other areas early in their career and eventually find jobs closer to their area of residence. Annually, the district looks to re-hire 10% of its teaching pool. With credentialing requirements, our harder to staff single subject vacancies at the secondary level are more likely to be filled with less experienced teachers with the appropriate credentialing.

The district encompasses 75 miles north to south. Teachers serving in the outlying schools tend to reside and raise their families in these areas as well, resulting in these sites maintaining a more experienced teaching staff. Without facing the ordeals and negative educational outcomes of involuntary transfers, the district strives to hire and entice more experienced educators to serve our needier sites through providing ongoing opportunities for professional development, a competitive salary schedule relative to surrounding districts, maintaining equitable class size ratios, and providing up to date instructional materials and facilities.

5. Are minority students taught at higher rates than other students by out-of-field teachers?

No. We had no teachers on Limited Assignment Permits, so there were no differences in rates. Through our FPM process, we were able to clear 17 teachers from temporary EL certification status to full EL credentials last year.

6. Are low-income students taught at higher rates than other students by out-of-field teachers?

No. We had no teachers on Limited Assignment Permits so there were no differences in rates.

Actions to address disparities:

Through our work with PLCs, MJUSD continues to improve and refine monitoring of data to better serve hard to staff positions and sites. The district continues to provide high quality professional development, wage increases, and incentives to encourage teacher retention and recruitment. Addition of positions in the Educational Services Department has allowed the district to begin creating an internal training network and advance our PLC work towards achieving educational equity for all learners.

Effect on LCAP

Through the LCAP process, stakeholders were engaged in setting goals and priorities of the LCAP to promote equitable access to experienced, highly-qualified teachers:

- Action 1 in the LCAP describes providing professional development to ensure CA credentialing mandates and to deepen educator knowledge of effective instructional strategies, instructional practices, and Common Core instruction. Due to COVID-19, online teaching pedagogy and tools are a focus of teacher training.
- Action 9 in the LCAP describes salary increases allowing for 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 highly-qualified teachers.

## **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

MJUSD supports the Marysville Community Day School (CDS) in developing a Comprehensive Support and Intervention (CSI) plan that is embedded in the School Plan for Student Achievement (SPSA). The district applied for CSI funds on the site's behalf. The district developed a template for a school-level needs assessment with site administration input. Once site needs were established with input from stakeholders, school leaders, teachers, and parents, the SPSA goals were developed. Statewide and local academic performance indicators informed the SPSA development. The SPSA outlines evidence-based interventions to address resource inequities and the funding tied to each action item. The SPSA was approved by the School Site Council and Board of Trustees.

MJUSD monitors and evaluates the implementation and effectiveness of the CSI plan to support student and school improvement through goals and activities outlined in the SPSA. Implementation will be reviewed on a regular basis at the school and district level. District personnel support the site in evidence-based interviews and the identification and resolution of any resource inequities addressed in the SPSA. The district supports the School Site Council in its responsibility for developing and revising the SPSA in collaboration with the site instructional leadership team. Ongoing consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA.

CDS is currently advancing its plan in anticipation of learning loss and credit needs associated with the COVID-19 pandemic. The schools plan will allow for a greater number of learners to benefit from the intensive interventions being established at the site.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Sustained parent and family engagement contributes to student achievement and a positive school environment. Parents and families are involved in a range of activities at the school and district level from advisory, decision-making, and advocacy roles to activities that support learning at home. The district Parent and Family Engagement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each school year. The Parent and Family Engagement Policy is based upon board policy and administrative regulations to ensure compliance with Federal and State regulations. It is updated annually based on recommended changes from the California Department of Education and through feedback received from parent advisory groups such as the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC). The policy is available on the district website with hard copies in school offices.

Parents and families are encouraged to assist in leadership and governance capacities in our schools through School Site Councils and English Learner Advisory Committees (ELAC). At the district level, parents and families help guide decisions through the LCAP Budget Committee and DAC. Annual Title I meetings are conducted at all Title I sites. The meetings create a scheduled platform for interaction on the Title I program, but dialogue is active throughout the entire school year. Parents and families provide insight and input on the comprehensive needs assessment to assist with the creation of a Title I program that provides supplemental services and resources to assist its students in meeting state academic standards. SSCs approve all Title I expenditures which ensures a collective responsibility between the school and parent/community stakeholders to meet the educational needs of students who are not achieving at grade level. Parents and families are encouraged to be a part of the planning, design, implementation, and evaluation on an ongoing basis.

One percent of the district's Title I allocation is distributed to school sites to determine the most effective implementation of parent involvement funding which allows sites, in concert with their SSC, to select strategies that complement their unique school culture. All schools jointly develop a school-level Parent and Family Engagement Policy with parents and family members. The policy is dually approved by the SSC and the Board of Trustees and distributed to all parents. In addition, a School-Parent Compact which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compact describes specific ways the school and families will partner to help children achieve high academic standards.

A host of varied methods to encourage parent and family engagement are incorporated into the educational program. The new Qualtrics survey tool allows the district to collect feedback from stakeholders at meaningful touchpoints and instantly analyze their comments. The new system has been used repeatedly on subjects from reopening schools to CARES Act and LCAP expenditures to topics related to Distance Learning and COVID-19. Over 20,000 comments and responses to survey questions have been mined. The district's Educational Services website has an open survey opportunity to offer feedback. A [feedback@mjud.com](mailto:feedback@mjud.com) and [LCAP@musd.com](mailto:LCAP@musd.com) email have been created to provide additional feedback avenues. Sites send home newsletters and updates to keep parents and families apprised of opportunities designed specifically to welcome them to the campus. A telephone message system is also utilized to keep parents updated on parent and family engagement opportunities as well as other important notifications. Back-to-school nights kick off the school year and set the tone for active engagement. Many sites publish parent handbooks that contain a calendar of events marking important parent and family engagement opportunities. The district hosts a website with individual links to all school sites. The website is utilized at both the district and site level, as well as by the Board of Trustees, to post information and keep parents and families up to date. Parents and families are also involved in proactive approaches to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. To the extent practicable, all communications are presented in a format and language the parents can understand.

Site administration, with the assistance of staff and students, provides reports at school board meetings. Rotating schools highlight unique parent and family engagement activities such as curriculum nights, educational field trips, parent and student organizations, booster clubs, festivals, fairs, fundraisers, open houses, and campus beautification days. The student-elected high school representative to the board also shares a report that encompasses activities. The Superintendent and district administrators keep the board apprised of updates from district level committees.

Staff is trained in the importance of working with parents and valuing their contributions as equal partners in education. PLCs include sharing data with parents to strengthening ties between parents and the school. The district provides reasonable accommodations to parents and family members. Special accommodations are made for communicating with families that have accessibility needs or other special needs. On an individual basis, we remove communication barriers for our families.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

MJUSD uses Title I Part A funding to support this difficult to serve group of students in several ways. The CDS offers specialized small group, small setting instruction. Additional supports have been added through CDS' CSI grant. Outreach through the attendance and welfare office helps to locate and isolate support for delinquent and neglected throughout the community. MJUSD has added the Foster Plus Program to effectively track and place foster students quickly. Beyond these strategies, we have added 2 officers (1 from Yuba County Sheriff's Office and 1 from Marysville Police Department) to support our positive outreach to service all of our county and city programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All schools operating Title I programs in the MJUSD qualify as schoolwide programs. Title I funds are used in combination with federal, state, and local funds to upgrade the entire educational program for all students in the school. School Plans for Student Achievement (SPSA) are developed to ensure all students have the opportunity to meet the state's challenging standards. SPSAs are developed to particularly address the needs of low-achieving children and those at risk of not meeting the state achievement standards. SPSAs outline strategies the school will implement to address school needs and provide academic interventions designed to bring students to grade level. Methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched curriculum are outlined in SPSAs. Many Title I sites elect to utilize paraeducator support to allow for more intensive intervention within the school day and maximize PLCs. The use of supplemental, adaptive, prescriptive, technology-based intervention programs managed by credentialed staff is another popular enhancement to the core program at Title I sites. Positive Behavioral Interventions and Supports (PBIS) and additional Social and Emotional Learning (SEL) programs are also employed to help develop growth mindsets in learners. Schools develop, in conjunction with their SSCs, their annual achievement goals and identify the programs and activities to provide a well-rounded education. SPSA goals are identified to address the specific educational needs of the school identified through a comprehensive needs assessment. Annually the SSC evaluates SPSA outcomes to ensure expenditures are aligned to improve academic achievement. The evaluation of the effectiveness of the instructional program is based on an analysis of verifiable student data and annual updates will reflect the appropriate modification to the program.

Currently, all Title I sites operate in a schoolwide Title I model. When the district has Title I Targeted Assistance Schools (TAS), TAS follow all Title I program guidelines but direct services only to students who are failing, or at most risk of failing, to meet the challenging state academic standards and are in the greatest need of supplemental assistance. Eligible Title I students are identified based on multiple, educationally related, objective criteria. A minimum of two reading/language arts and two mathematics assessment measures at each grade level determine which students are performing below grade level and eligible for Title I academic supports. The same two measures must be used with all students within a grade level and preferably across grade levels. In addition, students in a TAS are eligible for Title I if they meet one or more of the following criteria: participated in a Head Start or Title I preschool at any time within the previous two years, attend a community day program, served in the previous two years under the Migrant Education Program, or identified as homeless.

## **Homeless Children and Youth Services** ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Homeless Education Program ensures students in homeless situations have the right to go to school no matter where they live or how long they have lived there, get help enrolling and succeeding in school, stay at their school of origin, get transportation to their school of origin, go to the local school in the area where they are living, immediately enroll, attend classes, and participate fully in school activities, even if students do not have a parent with them or documents such as proof of residency, immunization records, other medical records, school records, or other documents. Homeless students have the same opportunity to meet the same high academic achievement standards as all students.

The Homeless Education Program works to remove barriers to education. Through Title I, grant funding and generous community support, we provide school supplies, clothes, shoes, and hygiene items. We arrange for home to school transportation, and connect families with school programs such as preschool, English learners, special education, Title I services, career technical education, and after-school programs. We also refer families to community health, mental health, dental, and other health and welfare services.

Our comprehensive program leverages internal and external resources and partnerships to assist homeless students and their families. Our integrated approach to providing services begins with being accessible to our families. Identified homeless families have a phone number they can call early in the mornings, in the evenings, and on weekends to connect with our program.

Attendance is the cornerstone of our Homeless Education Program. School provides a safe, nurturing, and structured environment where students build a foundation for life-long learning that will position them to make choices about their future. Not only are the abc's and 123's mastered in school, but social and emotional skills are packaged in the educational experience preparing students for success in college and career. Homeless students are also guaranteed two meals a day when they attend school.

In a district that spans 75 geographic miles and serves extremely rural communities in the foothills, transportation is a challenge for our families and the district too. Our local transit system doesn't reach many of our school communities so we have been creative and built solid partnerships to ensure we are able to help remove this barrier to education for our families. The district assists parents with the transportation of homeless students to their school of origin through various avenues such as utilizing current home-to-school transportation services provided through the MJUSD Transportation Department, providing bus passes from the local transit authority, coordinating with other public agencies, providing gas cards for parents, or through customized district transportation.

Annual training for administrators, teachers, school office personnel, and student support staff on the provisions of the McKinney-Vento Homeless Assistance Act occurs through a series of back to school meetings and online training. The PD continues throughout the school year at school staff meetings. Homeless education information is also presented throughout the year during monthly administrative meetings. Homeless education training includes the following statutory requirements for McKinney-Vento legislation relative to the education of homeless children and youth, issues related to homelessness and the unique needs of children and youth in homeless situations, and the community resources available to assist homeless students.

The MJUSD annually reserves a minimum of 1% of its Title I, Part A allocation for homeless education services and typically exceeds the initial 1% reservation. An hour and a half of secretarial support for the Homeless Education Program is provided each day through the Title I homeless reservation to maintain homeless records, correctly identify homeless students in the student data system, create purchase orders for the Homeless Education Program, obtain bus passes and gas cards, and provide additional homeless education support to the Homeless Liaison and the Homeless Advocate. One hour a day of the Director of Categorical Programs/Homeless Liaison is also covered under the Title I homeless reservation. Title I reservation funds are used to provide transportation and supplemental materials and supplies for homeless students as well as printing to increase the program's outreach. A part-time Homeless Advocate is funded through the LCAP to extend homeless education services to students and families beyond Title I and grant funds.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The Passport Program is an effective strategy that allows the district to maintain a strong linkage between the preschool and elementary school. Our Passport Program is a data collection instrument that is designed to create a smooth transition for children as they leave the preschool program and move on to kindergarten. Not only does it provide valuable information from the preschool teacher about each individual child, but it also surveys each child's parent so the kindergarten teacher has a better understanding of the needs of the entire family. A Passport meeting will be held at the end of each school year so the collected data may be shared amongst the preschool teacher, kindergarten teacher, Child Development Director, and school principal ensuring a smooth transition between the preschool and elementary school. Additional strategies to ensure continuity of children's learning will take place in the form of coordinated professional development activities of preschool and kindergarten teachers in order to align prekindergarten and kindergarten curricula and goals as well as arranging for the preschool teacher and kindergarten teacher to observe in each other's classroom.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Middle to high school transitions are supported through various activities and outreach at both the middle and high schools. Events focusing on high school and career and college readiness target parents and students alike. Preview nights at the high schools welcome incoming 9th graders and their families to the high school campuses. High school counselors present to all 8th grade classrooms and schedule individual appointments with students. Parents are also encouraged to attend the meeting and participate in building the academic plans. Field trips in 8th grade allow students to tour the high school campus and walk through CTE and elective courses exposing students to future opportunities. Summer newsletters are also sent home to families to extend communication and encourage active engagement. Back-to-school nights kick off the freshman school year with another invitation for families to participate.

High school to college and career transitions are a focus for the MJUSD and continue to develop as we enhance CTE pathways. Partnerships with our local community college are strengthened as we continue to develop dual enrollment and articulated courses. Culinary, engineering, computer science, and administrative justice dual enrollment courses are proposed for the 2019-20 school year. Articulated classes in agriculture, early childhood education, and welding are also slated. Industry representatives participate on advisory committees at both the school and district level to help the district tailor CTE curriculum to meet employment demands.

MJUSD is also entering into an Associates Degree program with Yuba College that allows 8th graders transitioning to high school to enter into high school and the junior college simultaneously. These students will be able to complete an AA in humanities at the time of their graduation from high school. MJUSD plans to build this program with the hopes of scaffolding connections to a proximal university to facilitate ongoing student education post 12th grade.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district reserved \$43,000 from Title I, Part A to support and enhance our preschool program. Title I extends services by funding an additional preschool teacher. A small percentage of Title I funds, \$30,000, was reserved for counselor professional development. Other obligatory reservations include parent involvement, homeless education, and private schools.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MJUSD does not receive Title I, Part D.

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MJUSD has systems of professional growth and improvement that includes induction and support programs for teachers, principals, and other school leaders and opportunities for building the capacity of teachers. In the past year MJUSD has developed a network of internal trainers/teacher leaders to support our increased training efforts.

Professional growth and improvement is focused on providing high quality first instruction, closing the achievement gap, and ensuring all students are prepared for college and/or career. Professional development ranges from new teacher induction to leadership training for potential and current administration. Participants complete evaluations at all trainings tied to the California Standards for the Teaching Profession and student outcomes.

All LCAP metrics including student performance and needs based on formative and summative assessment data (qualitative and quantitative), educators' capabilities and needs, progress in school and district initiatives, and data about the effectiveness of current professional development, and stakeholder input guides all professional development planning. To identify individual students and student groups not meeting expectations in English language arts, mathematics, behavior, attendance, and progression toward success in college and career, multiple measures as described in the LCAP are used by district educators. These include the state five-by-five and dashboard data, data analysis through Aeries Dashboard and Illuminate. Annual teacher needs assessments, administrative feedback, and student data are used to formalize professional development plans for district educational staff that best serve students in their journey to college and/or career readiness.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

With a district unduplicated count of 81.60%, all sites comprehensive support and improvement activities under Section 1111(d) and under Section 1124(c) are offered districtwide.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MJUSD uses data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this section.

First and foremost, consultation is implemented through the LCAP process, where we consult with all stakeholders including parents, community, students, board members, administrators, and bargaining units as the district plan is developed and evaluated. In addition, district surveys, School site councils, D/ELAC, and DAC provide ongoing feedback and review.

The LCAP is also the tool used to define data to be gathered, metrics to be measured, and evaluation of effectiveness of district goals and activities.

MJUSD uses information and various sources of data to anchor decisions about planning, implementing, and assessing quality professional learning including:

- Students Achievement Data
- School Climate Indicators
- Stakeholder Surveys (LCAP, Healthy Kids, D/ELAC, Professional Development Needs, ELSSA)
- Data from district initiatives (PLC, RTI, PBIS, MTSS, UDL)
- Link to CSTPs

MJUSD is in consultation with stakeholders continually during COVID-19 and this time has illustrated our need to develop a simplified and more timely survey or crowd sourcing option for immediate feedback.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

For the past 4 years, MJUSD has provided training from experts such as Dr. Kate Kinsella, and Margarita Espinosa Calderon, Project GLAD and SIOP, teachers receive additional high-quality professional development with an emphasis on designated ELD instruction. This year MJUSD has moved to operational those trainings and knowledge into a more readily available and aligned internal network. Researched based ELD instructional strategies proven to support student language acquisition Specially Designed Academic Instruction in English, ELD strategies, cultural diversity, effective instructional practices for culturally diverse students, and curriculum planning are being designed and arranged Internally though a ELD program specialist and the Educational Services Department.

Through the LCAP and Title II, additional district-wide professional development in Professional Learning Communities, Universal Design for Learning, , Multi-Tiered Systems of Support, English- language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners. Professional development is provided district-wide for our adopted English-Language Arts / English Language Development program to teachers, principals, support staff, and district administrators. ELD instruction is a core piece of these trainings including assessment and instructional strategies for all students, with specific strategies and resources for English learners.

Areas in which teachers have requested additional professional development include:

- More in depth understanding of the ELD curriculum
- Additional classroom management for ensuring designated ELD instruction is sustainable and occurs in a timely manner
- Additional training in cooperative learning strategies to promote student engagement and academic success
- A greater understanding of cross-cultural needs
- More in depth professional development in ELD Standards, strategies, and pedagogy
- Ongoing strategies in supporting EL students in the English language specifically designated ELD.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MJUSD serves approximately 80 immigrant students, the majority of whom are English learners.

The purpose of the MJUSD immigrant education program is to provide enhanced instructional opportunities for immigrant children and youth.

- Through Title III Immigrant funds, MJUSD provides family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children (PIQE);
- Through Title III Immigrant funds, MJUSD provides supplemental curriculum supporting student access to core standards and curriculum.
- Through the LCAP, the district provides 1 FTE Bilingual Support Specialists, funding for state approved core instructional materials, and many additional supports and services to provide all students a well rounded education.

### **Title III Programs and Activities**

#### **ESSA SECTIONS 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

State-adopted ELD curriculum is used for designated ELD at both the elementary and secondary levels. ELD instruction is supplemented with computer-based, adaptive language software programs to provide additional targeted individualized practice.

MJUSD enhances instruction in the core academic subjects by providing walkthroughs with teachers and training in data analysis and immediate intervention to increase student participation and academic success. MJUSD builds teacher capacity and understanding of English learner needs through upgrading and defining specific classroom objectives and instructional strategies to promote student learning and language acquisition. By providing Project Glad and SIOP, teachers receive additional high-quality professional development in researched based ELD instructional strategies proven to support student language acquisition. MJUSD provides State Approved ELA/ELD Curriculum through LCFF funding as written into the MJUSD LCAP. Additional programs are purchased with supplemental funds to specifically improve English learner student performance in reading (Renaissance EL Software Program; English in a Flash, iLit).

Research-based best practices form the basis for these core and intervention programs include:

- Small group instruction
- Use of evidence-based instructional materials
- High academic expectations and a clear academic focus
- Preventing long-term ELs
- Careful design and planning, which establishes clearly defined needs and goals
- A clear focus on using designated ELD time effectively

A newly funded EL Program Specialist was added this year to help organize, support, train and monitor program effectiveness. English learner students access core content subjects through SDAIE instruction. Core content instruction is based on state grade level standards, and teachers utilizing appropriate strategies to ensure comprehensibility of instruction for English learner students.

The majority of English learners are served in Mainstream English language arts with daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention to the language demands of the instruction.

To supplement the core program, summer intensive intervention reading programs in collaboration with Migrant Education are offered with English learner students given priority for participation. In addition to designated ELD received during the day, general education funds provide English learners, who are struggling, participate in reading intervention groups tailored to their levels of reading proficiency. At the secondary level, English learner students have opportunities to participate in college/career activities, CTE, JROTC, Advanced Placement courses, dual enrollment with Yuba College, work-based learning opportunities like internships and job-shadowing, and work-ready certification programs.

To promote parental and community participation in programs for ELs, the MJUSD also provides the supplemental services of district level translators and the phone messenger services of School Messenger provided through LCFF/LCAP to improve the timeliness, quantity, and quality of our parent notifications.

### **English Proficiency and Academic Achievement**

#### **ESSA SECTIONS 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Achieving English proficiency  
MJUSD uses multiple measures to track and evaluate student acquisition of the English language including, the state dashboard, Aeries analytics, Illuminate, and our universal screener STAR 360. Biannually, school sites are presented with significant data on all students including English learners. At the site level, staff review the data and determine the levels of intervention required for students not making satisfactory growth. The district monitors English learner student progress regularly to assist in reclassification efforts. Communication is frequent and specific to English learner students who are not making progress. The district identifies English learner students who are at-risk of becoming LTELs (Long term English learners) or who are already considered LTEL.

Meeting challenging state academic standards  
MJUSD monitors individual English learners through the use of multiple measures including the State language assessment (previously CELDT, now ELPAC), CAASPP, district benchmark data generated through a variety of assessments, and formative assessment from the classroom.

MJUSD holds the school sites accountable through the review of the completion of all mandatory forms including the review of student academic data, site administrator observations of employee performance in regards to supporting English learners. MJUSD has a program specialist that assures quality and skill in our EL programs. The LEA will continue to promote EL parental and community involvement through Family Nights (ELA, Math, Science).

MJUSD also provides an EL Master Plan as a resource to support the school community in understanding English learner accountability requirements.

[http://www.mjUSD.com/UserFiles/Servers/Server\\_140317/File/Marysville/educational%20service/english%20learner/Master\\_Plan\\_no\\_forms\\_11-04-11.pdf](http://www.mjUSD.com/UserFiles/Servers/Server_140317/File/Marysville/educational%20service/english%20learner/Master_Plan_no_forms_11-04-11.pdf)

Measures for Monitoring:  
1. Annual principal's Assurances Checklist (EL Form #27), Due Ongoing and completed annually.  
2. Site monitoring checklists (ELD, SDAIE, etc.) (EL Forms #28: English Learner Program Implementation Checklist Due October 31-#29: Specially Designed Academic Instruction in English Checklist, Due October 31.)  
3. Annual EL Monitoring (EL forms 30, 31) Due October 31.

All required forms and due dates for the following mandatory activities can be found at:  
[http://www.mjUSD.com/district/departments/educational\\_services/english\\_learner/](http://www.mjUSD.com/district/departments/educational_services/english_learner/)

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district's comprehensive needs assessment is driven by the LCAP process which involves all stakeholders including parents, community members, students, board members, administrators, and all bargaining units. The LCAP articulates district goals based on the needs assessment. The LCAP defines data to be gathered, metrics to be measured, and includes an evaluation of effectiveness of the LCAP goals and activities. The MJUSD uses information and various sources of data to anchor decisions about planning, implementing, and assessing quality. Consultation with district advisory groups (SSC, DELAC, ELAC, and DAC) provides ongoing feedback to continually update and improve services and activities. LCAP effectiveness is tracked through the Dashboard and other local measures. Student achievement data, stakeholder surveys measuring school climate (LCAP, Healthy Kids, D/ELAC, Professional Development Needs Assessment), and results from district initiatives (PLC, PBIS, RTI, MTSS, UDL) also serve as a barometer for success. The new Qualtrics survey tool allows the district to collect feedback from stakeholders at meaningful touchpoints and instantly analyze their comments. The new system has been used repeatedly on subjects from reopening schools to CARES Act and LCAP expenditures to topics related to Distance Learning and COVID-19. Over 20,000 comments and responses to survey questions have been mined. The district's Educational Services website has an open survey opportunity to offer feedback. A [feedback@mjustd.com](mailto:feedback@mjustd.com) and [LCAP@musd.com](mailto:LCAP@musd.com) email have been created to provide additional feedback avenues.

Results of the LCAP needs assessment positioned elementary school counselors as the number one priority. Site administrators at all grade levels and high school and middle school counselors have voiced the need for elementary counselors. The need was confirmed during the LCAP survey and budget process. Title IV has funded one elementary school counselor since 2019-20. Based on Board approval, LCAP funding was shifted in 2019-20 to add 2 FTE to provide counseling services for young students in need of early intervention and mental health support. With 5,500 elementary students in the district, the need far surpasses the capacity that 2 new counseling staff can handle effectively. Title IV funding increased one additional counseling FTE extending well-rounded educational opportunities and helping ensure safe and healthy students. The counseling services provided will touch on multiple disciplines and elements of Title IV allowability.

A Coordinator of Innovation and Instructional Technology was added to the Educational Services team to inspire, challenge, and showcase ways for teachers to experiment, learn, and grow with technology. COVID-19 forced an unprecedented technology infusion into classrooms. This new educational leader position will provide professional development and curriculum development while working with teachers to integrate technology instructional practices into the classroom. Helping teachers feel comfortable leveraging technology is paramount as the new online and hybrid educational models have brought into focus the technology skills, integrative ideas, and experience with technology implementation that is necessary to provide an education in today's pandemic environment. This position is also supported with multiple disciplines and elements of Title IV allowability.

In today's educational climate, technology-rich teaching tools are becoming more and more critical to support student-driven and teacher-directed personalized instruction. Lexia Learning subscriptions were purchased for grades 1-2 creating an at-home computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Renaissance myON Reader is a student-centered, personalized literacy environment that gives students access to enhanced digital books matched to student's individual interests, grade and reading level. EMC Passport for grades 7-12 supports English Language Arts by allowing students to connect to digital libraries of high-interest, leveled texts; interactive videos; and virtual field trips.