

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

## School Year

2023-24

## Date of Board Approval

December 12, 2023

## LEA Name

Marysville Joint Unified School District

## CDS Code:

58727360000000

## Link to the LCAP:

*(optional)*

<https://www.mjUSD.com/Divisions/Business-Services/LCAP-Information/index.html>

## 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.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

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 six goals of our LCAP:

LCAP Goal 1: Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students.

LCAP Goal 2: Create an environment that addresses the physical, emotional, and safety needs of all students and staff.

LCAP Goal 3: Prepare every student with the skills needed for college and career readiness.

LCAP Goal 4: Build a system of specific support for our EL (English Learner), foster, and low SES students.

LCAP Goal 5: Improve the meaningful school-to-home relationship.

LCAP Goal 6: Improve access and inclusion opportunities for Special Education.

## Title I

Title I funds are primarily used to support 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 a significant opportunity to receive a fair, equitable, and high-quality education and close educational achievement gaps.

## Title II

Title II funds supplement district funds 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 constantly 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 students' time in class learning.
- MJUSD provides core curriculum training for all teachers, including special education teachers and paraprofessionals, to support students who are unsuccessful 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 opportunities 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 about engagement.
- 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, 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.
- Knowledge of research-based instructional practices aligned to the Science of Reading.

### Title III

Title III funding helps ensure English learners (ELs) attain English language proficiency and meet state academic standards. In 2022-23, ELs make up 18% of our district student population, with 13.4% of EL students identified as LTEL and another 8.4% at risk of becoming LTEL. MJUSD knows there is a continual need for improvement concerning our English Learners. The 2022-23 Dashboard data shows that 45.4% of our students are progressing towards English Language Proficiency.

#### Our Title III Goals:

- Close the achievement gap by ensuring ELs have the support they need.
- Differentiate EL instruction and monitor progress through iLit (literacy suite for intervention, English language development, and independent reading).
- Build background knowledge and vocabulary effectively.
- 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 constructing common EL assessments 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 ELD Program Specialist, teachers, parent liaisons, paraeducators, and ELD instructors.

MJUSD meets with parents of ELs through the District English Learner Advisory Committee (DELAC) and site-based English Learner Advisory Committee (ELAC) as part of our LCAP development process. They support district endeavors and request the district continue to develop best practices to ensure their children are prepared for college and career, emphasizing assisting students in acquiring biliteracy.

MJUSD offers parents of ELs access to parent institutes such as Parents for Quality Education (PIQE) Institutes and includes parents at the California Missions for Bilingual Education (CABE) annual conference. These parents learned strategies and skills to help and advocate for their children better. Parents requested both PIQE and attending CABE be continued on an annual basis. Through the LCAP, the MJUSD supports general education and Title III supplemental services by providing schools with an EL Facilitator to support communication with parents.

In addition, the district strives to support ELs through summer programs with the collaboration of our ELO-P program and Saturday School for Immigrant students.

### Title IV

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

## 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 2022-23 school year, MJUSD had an unduplicated student count of 76.19%. 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 six strategic goals. Educational partner input through the public forums framed the MJUSD LCAP plan, which largely features centrally distributed services to English learners, students of low-income families, and foster youth through site-specific programs and personnel. MJUSD is expanding these funds to provide access to greater numbers of highly qualified staff who are well prepared to collaborate and implement a researched-based California standards-aligned curriculum, a strong system of support and collaboration amongst all Educational Partner, 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 Educational Partner surveys, 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.

## 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.



## 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.

## 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 based 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 the "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 reported to the California Department of Education serve as the basis for 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-three 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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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— Educational Partner Engagement

Data Collection

District staff completed the Local Control and Accountability Plan (LCAP) Federal Addendum: Title I, Part A - Educator Equity worksheet to evaluate Support Effective Instruction for Title II.

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

At the elementary level, the average minority rate is 68%, and the average ineffective teacher rate is 1%. At the middle school level, the minority rate is 66%, and the average ineffective teacher rate is 5%. At the high school level, the minority rate is 67%, and the average ineffective rate is 18%. Based on these results, at the elementary school level, the only school that exceeds the average of 1% is Cedar Lane Elementary, with 5% (or one teacher). At the middle school level, two sites, Foothill and MicKenney, exceed the average; however, these two sites have a lower percentage of minority students than Yuba Gardens. At the high school level, the highest level of ineffective teachers resides at the school with the lowest percentage of minority students. Therefore, in MJUSD, minority students are not taught at a higher level rate than other students by ineffective teachers.

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

At the elementary level, the average low-income rate is 74%, and the average ineffective teacher rate is 1%. At the middle school level, the low-income rate is 74%, and the average ineffective teacher rate is 5%. At the high school level, the low-income rate is 66%, and the average ineffective rate is 17%. Based on these results, at the elementary school level, the only school that exceeds the average of 1% is Cedar Lane Elementary, with 5% (or one teacher). At the middle school level, two sites, Foothill and MicKenney, exceed the average; however, these two sites have a lower percentage of minority students than Yuba Gardens. At the high school level, the highest level of ineffective teachers resides at the school with the lowest percentage of minority students. Therefore, in MJUSD, minority students are not taught at a higher level rate than other students by ineffective teachers.

3. Are minority students taught at higher rates than other students by inexperienced teachers (teachers with two or fewer years of teaching experience)?

At the elementary level, the average minority rate is 68%, and the average inexperienced teacher rate is 6%. At the middle school level, the minority rate is 66%, and the average ineffective teacher rate is 13%. At the high school level, the minority rate is 67%, and the average ineffective rate is 10%. Based on these results, there are five sites (Cedar Lane, Edgewater, Johnson Park, Linda, and Olivehurst) that exceed the district average of inexperienced teachers as well as the district average of minority students. At the middle school level, McKenney exceeds the district average but does not exceed the district average of minority students. At the high school level, one site, Lindhurst, exceeds the district average of inexperienced teachers and minority students. Therefore, in MJUSD, minority students at six sites are taught at a higher level rate than other students by inexperienced teachers.

4. Are low-income students taught at higher rates than other students by inexperienced teachers (teachers with two or fewer years of teaching experience)?

The average low-income rate is 74% at the elementary level, and the average inexperienced teacher rate is 6%. At the middle school level, the low-income rate is 74%, and the average ineffective teacher rate is 13%. At the high school level, the low-income rate is 66%, and the average ineffective rate is 10%. Based on these results, there are four sites (Cedar Lane, Johnson Park, Linda, and Olivehurst) that exceed the district average of inexperienced teachers as well as the district average of low-income students. At the middle school level, McKenney exceeds the district average, which matches the district average of low-income students. At the high school level, one site, Lindhurst, exceeds the district

average of inexperienced teachers and low-income students. Therefore, in MJUSD, minority students at five sites are taught at a higher level rate than other students by inexperienced teachers.

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

No, MJUSD had no sites that exceeded the district's average of minority students and the district's average of out-of-field teachers.

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

No, MJUSD did not have any sites that exceeded the district's average of minority students and the district's average of out-of-field teachers by 5%.

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 or ineffective 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 careers and eventually find jobs closer to their area of residence. Annually, the district looks to re-hire 68 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. To ensure that the District continues increasing its teacher retention rate, the District has been approved for a \$250,000 Teacher Residency Grant. This grant focuses on retaining special education and secondary single-subject teachers in our District with a focus on increasing diversity in the workplace. Teachers in this program commit to 4 years of teaching in our District and receive stipends to fund their credential programs.

The district encompasses 75 miles from north to south. Teachers serving in the outlying schools tend to reside and raise their families in these areas, resulting in these sites maintaining a more experienced and qualified 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.

Actions to address disparities:

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

Effect on LCAP

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

Goal 1 Action 1 in the LCAP describes providing instructional planning time and development through the embedded collaboration process.

Goal 1 Action 3 describes providing professional development to deepen educator knowledge of effective instructional strategies, practices, and Common Core instruction.

Goal 1 Action 4 in the LCAP describes the district's efforts to support new hires through new teachers workshops.

Goal 1 Action 12 & 13 describes providing instructional coaching to support teachers in teaching literacy.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

**Term**

**Definition**

Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

MJUSD supports Cedar Lane Elementary and Dobbins Elementary in developing a Comprehensive Support and Intervention (CSI) plan 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 Educational Partners, 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 for each action item. The School Site Council and Board of Trustees approved the SPSA.

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 regularly 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.

Dobbins is currently advancing its plan to address absenteeism rates specifically, as well as supporting high-quality first instruction and interventions to address the specific educational needs of students. Cedar Lane continues to address academic needs by implementing the ELSB Grant and using the CSI funds to expand their learnings from the ELSB Grant with a schoolwide implementation of best practices. The schools' plan will allow more learners to benefit from high-quality first instruction and intensive interventions.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))

7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**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 various 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 on 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 from parent advisory groups such as the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC). The policy is on the district website; hard copies are 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. The district also provides training to both administration and parents on the responsibilities of a School Site Council. 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 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, ensuring a collective responsibility between the school and parent/community Educational Partners to meet the educational needs of students who are not achieving 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. This 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 duly approved by the SSC and the Board of Trustees and distributed to all parents. In addition, a School-Parent Compact, 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 how the school and families will partner to help children achieve high academic standards.

Various methods to encourage parent and family engagement are incorporated into the educational program. The district collects feedback from Educational Partners in meaningful ways: surveys of parents and community, DAC and DELAC meetings, visiting all school sites, parent meetings, facilities committees, fiscal committees, and town hall meetings. These opportunities for involvement have been used repeatedly on subjects from LCAP expenditures to topics related to facility needs. The district's Educational Services website has an open survey opportunity to offer feedback. A [feedback@mjusd.com](mailto:feedback@mjusd.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 to welcome them to the campus. A telephone message system is also utilized to keep parents updated on parent and family engagement opportunities and 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 and 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 encompassing activities. The Superintendent and district administrators keep the board apprised of updates from district-level committees.

Staff is trained in working with parents and valuing their contributions as equal partners in education. PLCs include sharing data with parents to strengthen ties between parents and the school. The district provides reasonable accommodations to parents and family members. Special accommodations are made for communicating with families with accessibility 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. Outreach through the attendance and welfare office helps locate and isolate support for delinquent and neglected individuals throughout the community. At the highest tier of support, students are referred to our SARB and have access to various school, county, and outside agency support. MJUSD has added the Foster Plus Program to effectively track and place foster students quickly and utilize our school counselors as case managers. Beyond these strategies, we have added three officers (2 from the Yuba County Sheriff's Office and one from the Marysville Police Department) to support our positive outreach to service all of our county and city programs. We also have probation officers at both of our comprehensive sites to case-manage students on probation and offer prevention services to students.

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 combined 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 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 for more intensive intervention within the school day and maximize PLCs. Using 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. In conjunction with their SSCs, schools develop 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 modifications 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 perform below grade level and are eligible for Title I academic support. 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, attended 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. We provide school supplies, clothes, shoes, and hygiene items through Title I, grant funding, and generous community support. 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 ABCs and 123s 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 can 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 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 Student Welfare & Attendance/Homeless Liaison is also covered under the Title I homeless reservation. Title I reservation funds are used to provide transportation, supplemental materials, and supplies for homeless students and 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 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 child, but it also surveys each child's parent. Hence, the kindergarten teacher better understands 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 the continuity of children's learning will take place in the form of coordinated professional development activities of preschool and kindergarten teachers to align prekindergarten and kindergarten curricula and goals and arrange for the preschool teacher and kindergarten teacher to observe 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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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 outreach activities at middle and high schools. Events focusing on high school 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 are present in 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 them to future opportunities. Summer newsletters are also sent 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. MJUSD offers 22 sequenced pathways in 9 industry sectors with at least 300 hours of instruction. Sequences are typically taught over two years. CTE courses combine academic and occupation-related course requirements. Many CTE courses count for college credit and are A-G approved to meet minimum admission requirements for the University of California system. Articulated classes in agriculture, early childhood education, and graphic design allow students to earn college credit through CTE pathways. Industry representatives participate on advisory committees at the school and district levels to help the district tailor CTE curriculum to meet employment demands.

MJUSD launched an Early College Program in 2021-22 in partnership with Yuba College. Students who complete this program will earn an Associate in Arts (A.A.) in Social and Behavioral Studies in addition to their high school diploma during their four years at MJUSD. The program offers many benefits to students who participate. Students can receive support and resources to help ease the transition to college. In addition, the program reduces both the time and cost of a college education. Early College students earn transferable UC and CSU college units and learn to navigate the college experience with the support needed to ensure success now and in the future. Early College students are more likely to continue enrollment in college and earn a college degree after 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.

The Middle College Academy is a progressive new partnership with Yuba College. The school is located on the Yuba College campus, and MJUSD students are dually enrolled as high school and college students. At The Academy, students can complete six years of education in four. By the end of their high school years, they will have earned a high school diploma and completed two years of college, focusing on their discipline of choice. This pathway gives students a big head start when transferring to a four-year university, saving both time and considerable money in tuition. Those students who are motivated to earn a national certification in a high-wage, high-skill profession such as industrial manufacturing, nursing, or other fields can be well on their way to completing a certification program.

### **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 reserves a minimum of 1% from Title I, Part A, to support and enhance our preschool program. Title I extends services by funding an additional preschool teacher. 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

(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

### 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)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**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:

##### Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

MJUSD has systems of professional growth and improvement that include induction and support programs for teachers, principals, and other school leaders and opportunities for building the capacity of teachers. MJUSD has developed a network of internal trainers/teacher leaders in the past year 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 Educational Partners input, guides all professional development planning. District educators use multiple measures described in the LCAP 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. These include the state five-by-five and dashboard data, data analysis through Aeries Dashboard, universal screening, and common assessments in 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 college and/or career readiness journey.

### 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).

##### Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

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

With a district unduplicated count of 76.19%, all sites' comprehensive support and improvement activities under Section 1111(d) and 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:**

### **Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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

First and foremost, consultation is implemented through the LCAP process, where we consult with all Educational Partners, 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
- Educational Partners Surveys (LCAP, Healthy Kids, D/ELAC, Professional Development Needs, ELSSA)
- Data from district initiatives (PLC, RTI, PBIS, MTSS, UDL) Link to CSTPs

MJUSD is continually in consultation with Educational Partners and has illustrated our need to develop a simplified and more timely survey or community outreach 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

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

For the past four years, MJUSD has provided training from experts such as Project GLAD and professional development opportunities from the California Department of Education, EL Rise, with teachers receiving additional high-quality professional development with an emphasis on designated ELD instruction. This year, MJUSD has moved to operationalize that training 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 through an 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 are 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 this training, 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 training in Literacy
- Ongoing strategies for supporting EL students in the English language 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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

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

MJUSD serves approximately 160 immigrant students, most 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 Saturday School opportunities throughout the school year.

### **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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

**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, 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, teachers receive additional high-quality professional development in research-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.

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
- The district-funded EL Program Specialist helps 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 utilize appropriate strategies to ensure comprehensibility of instruction for English learner students.

Elementary school 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. Secondary schools provide an additional class period for ELD, designated instruction to support language acquisition to support grade-level instruction in the core content areas, and intentional instruction to support language acquisition.

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:

- (A) 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
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**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, our universal screener STAR 360, and data monitoring in ELLevation. 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 at risk of becoming LTELs (Long-term English learners) or are already considered LTELs.

## Meeting challenging state academic standards

MJUSD monitors individual English learners through multiple measures, including the State language assessment, CAASPP, universal screening, district common assessment data, and formative assessment from the classroom.

MJUSD holds the school sites accountable by reviewing the completion of all mandatory forms, including the review of student academic data, student progress monitoring, and site administrator observations of employee performance regarding supporting English learners.

MJUSD has a program specialist who ensures 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.

## Measures for Monitoring:

- Regularly monitor student progress using ELLevation.
- Principal Assurance Checklist to ensure timelines at the school site are met.
- Regular district-level data meetings with the administration

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

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

The district's comprehensive needs assessment is driven by the LCAP process, which involves all Educational Partners, 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 and metrics to be measured and includes an evaluation of the effectiveness of the LCAP goals and activities. The MJUSD uses information and various data sources to anchor decisions about planning, implementing, and assessing quality. Consultation with district advisory groups (SSC, DELAC, ELAC, and DAC) provides ongoing feedback to update and improve services and activities continually. LCAP effectiveness is tracked through the Dashboard and other local measures. Student achievement data, Educational Partner surveys measuring school climate (LCAP, College and Career opportunities, 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. A feedback@mjUSD.com and LCAP@musd.com email have been created to provide additional feedback avenues.

Results of the LCAP needs assessments, and Educational Partner feedback sessions indicated that student wellness and school safety are a priority. To address these needs, MJUSD will focus on providing a well-rounded education by critically looking at the college and career measures and supporting activities that will enhance efforts already in place in the district. In addition, the district will continue to provide support to ensure the students have access to mental health needs. Finally, MJUSD will work at ensuring our families and community are well informed regarding the efforts the district is taking to prepare our students for post high school activities.



## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022