

Introduction:

LEA: Marcum-Illinois USD Contact: Sharon McIntosh, Superintendent/Principal SharonM@sutter.k12.ca.us 530-656-2407 LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How the information was made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>December 10, 2015 Teacher on Assignment reported on progress of LCAP goals for 2014-2015 in a public meeting to parents, pupils, school personnel and community members concerning the progress of implementing interim and summative assessment.</p> <p>April 14, 2015. Teacher on Assignment reported on progress of LCAP goals which included teacher training, EL students and assessments and reports for collecting data.</p> <p>April 20, 2015 Superintendent/Principal shared information of progress and LCAP goals with teachers. They were informed that their input would be required and appreciated on the teacher survey that would be sent via email to each of them.</p> <p>April 30, 2015 Input from parents was requested via email in the April 30th newsletter.</p> <p>May 13, 2015 The parent survey was sent out in hardcopy in order to collect more results.</p> <p>May 20, 2015 The results of the surveys were shared at board meeting and public comment was invited.</p> <p>June 10, 2015 Public Hearing for LCAP and Budget</p> <p>June 17, 2015 Adoption of LCAP and Budget</p> <p>*It is important to note the importance of the one on one conversation with Superintendent/Principal at Back to School Night, Open House and community events that allows for parents and community members to give their opinions and ideas in an informal manner.</p>	<p>Stakeholders input indicated that the curriculum and intervention (TOA) teacher who was released to focus on assessment and using data to drive instruction was beneficial to our students and they expressed that they wanted this position to continue. 57.15 % of the teachers agreed that the TOA position should be utilized for the second year of the LCAP and 100% of the teachers used the TOA to assist in using grade book and report card in Illuminate, building assessments with the item bank in Illuminate, and then using that data to drive instruction.</p> <p>The consensus of stakeholders felt that the PBIS plan will only be effective if teachers and staff support the plan consistently. The teacher's survey indicated that the behavior plan is ineffective and two expressed they would like to see tougher discipline from the administrator instead of the practice of re teaching a behavior. It is apparent from the input that training in the Positive behavior plan needs to be more in depth as action for the 2015-2016 school year.</p> <p>Eighty-seven percent of stakeholders felt the district should keep Goal 1 and 100% expressed that the district should keep Goal 2 .The parent survey indicated that some parents are not certain of the process to utilize the parent portal to access the data for their students. There needs to be an action that will be a focus on parent involvement by adding training for parents to help them use this powerful tool.</p> <p>The district will be more detailed in description of action plan in order to enable the district to measure the growth of each goal.</p>

	<p>There was discussion on utilizing the current music position to teach VAPA to all grade levels. It would be a 50% position.</p> <p>It is extremely clear from the survey responses that the teacher on assignment was a needed role in our school district. Having a teacher focus on curriculum, intervention, English learners and assessments has been well received and the results of student growth has been acknowledged and documented. The district has decided to keep this position for the 15-16 school year.</p>
<p>Annual Update: Marcum-Illinois has established a process that involves all stakeholders in the annual input of the goals for the Local Control Accountability Plan in its annual update process. MIUSD has established a Parent Advisory Committee whose members are selected August of each year. PAC members consist of teachers, classified staff, parents of students who are identified as unduplicated pupils identified in Education Code section 42238.01</p> <p>The PAC/site Council met three times a year on the third Monday of October, January and March. The Marcum Illinois School Board and community were informed on December 10, 2014 and April 14, 2015 via a power point of the progress goals in the LCAP in particular the duties of the teacher on assignment and whether the goals set forth were met. Also at these meetings data was provided on the growth of our English learners for review and comment.</p> <p>In April MIUSD posted a parent, student and teacher survey on our website and in our monthly newsletter in order to gather input from all our stakeholders. The week of May 4th our 5th-8th graders were given time in during computer lab to fill out the survey per 5CCR 15495(a).</p> <p>On May 13th at a regular scheduled board meeting there was a public hearing where the survey results were shared and a time for public input was agenzized. The survey was sent home on May 18, 2015 via hard copy to try and solicit more parent involvement.</p>	<p>Annual Update: As a result of sharing the Annual Update with stakeholders over the year, some common themes in their responses emerged.</p> <p>Eighty-Two percent of the stakeholders felt that the TOA on assignment was a vital new role. The curriculum and intervention areas of instruction were ranked the most improved and needed in grades 3rd to 8th.</p> <p>Teachers were 100% supportive of the TOA coaching the teachers on assessments and utilizing the Data and Assessment System of Illuminate and linking standards to grade book and report card.</p> <p>Stakeholders expressed internet in offering music to all students and 88% felt student had course access to all subjects. A common theme was a more structured Physical education program for the 6th-8th graders as well as implementing a rotation of classes.</p> <p>There were forty-five percent of stakeholders not</p>

<p>The annual update was also shared at the May 13 and the June 10 regular scheduled board meeting.</p>	<p>satisfied with the Positive behavior plan and the consistency of its implementation. After discussion at the May 13th public hearing it was determined that a vice principal position to assist with the PBIS and with meeting with the PAC would be a benefit to supporting this program for one more year.</p>
---	--

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	To improve and support learning to close achievement gaps in all California standards including ELA/ELD, mathematics, science, visual performing arts and social science/history to ensure all students graduate college and career ready.	Don't forget to check these. Related State and/or Local Priorities: 1x 2x 3__ 4x 5__ 6__ 7x 8x COE only: 9__ 10__ Local : Specify _____
---------	--	---

Identified Need :	California Standards need to be implemented with rigor/relevance of curriculum and support as well as provide enrichment for ALL students based on STAR assessments for the 2014-2015 for all subgroups.
-------------------	--

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: SED, EL, SWD,FOSTER

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	A. Each subgroup will increase their scores by 10% in the ELA and Math assessments B. Increase of 5% in students making progress toward English proficiency over 2015 rates, as measured by CELDT C. Increase of 5% in English Learner reclassification rate over 2014-15 rates
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Will implement all California standards including ELA, mathematics, science, visual and performing arts and social science/history to ensure all students have course access. a. Provide professional learning on ELA/ELD strategies to teachers b. Adopt Go Math common core aligned instructional materials for Tk-5 th grade c. Provide visual and performing arts to all students in grades TK-8 th by hiring a 1.1 FTE certificated music and art teacher.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title III Sutter Consortium will provide training Books and Supplies LCFF base Title II Release time \$5,500 50% VAPA \$29,923 LCFF Base
2. Develop a systematic assessment program,	School	<u>X</u> ALL	

<p>including common universal screeners, interim, and diagnostic assessments (Topic/Theme/Trimester), and assessments.</p> <p>a. Clarify existing and implement required assessments for</p> <ul style="list-style-type: none"> • TK – Grade 2 (early literacy assessment) • Grades 3 – 5 ELA & Math; <p>b. Clarify existing and implement required assessments for ELA, Math, Social Studies, and Science for Grades 6 –8 .Monitor student progress toward proficiency on all common assessments.</p>	<p>Wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Teacher Release time \$5,500 Supp/conc</p> <p>50% Curriculum/Intervention Teacher \$32,392 Supp/conc</p>
<p>3. Develop and expand teacher and student daily use of technology.</p> <p>a. Utilize the BIIG grant to upgrade to fiber optic</p> <p>b. Provide library services for student use of technology for literacy and for research in addition to testing support.</p> <p>c. explore the use of technology and internet access available to students before and after school</p>	<p>School Wide</p>	<p>xALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>IT Support \$15,454 LCFF Base</p> <p>50% Library Paraprofessional \$17,071 Supp/conc</p> <p>50% Certificate Teacher: ASES \$29,923 Supp/conc</p>
<p>4. Provide Professional Development (PD) for administrative, certificated and classified staff and coaching for certificated staff to support student learning</p> <p>a. PD will include strategies for implementation of use of a variety of instructional strategies for ELA with emphasis on writing,</p> <p>b. PD will include use of common Assessments and analysis of student work and data to inform academic achievement and instruction.</p> <p>c. Maintain current Teacher on Special Assignment (TOA) to provide PD and coaching to certificated</p>	<p>School Wide</p>	<p><u>X ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>ELA/ELD Supplemental 1,500</p> <p>Title III</p> <p>Curriculum/Intervention (TOA) \$32,392 Supp/conc</p>

<p>staff.</p> <p>d. Professional Development for English Language Development will continue utilizing Tittle III Sutter County consortium support</p>			
<p>5. Implement/expand Rtl programs aligned to California Standards for ELA and Math to support student learning. (Rtl – Response to Intervention – Academic & Behavioral)</p> <p>a. Continue to develop and expand academic RTI programs during the school day, by providing designated time and support.</p> <p>b. Continue to Implement PBIS (Positive Behavioral Interventions & Supports) program on campus to teach/support positive behaviors and social skills and to provide behavioral interventions.</p> <p>c. Develop/expand academic RTI programs beyond the school day through after-school program.</p>	<p>School Wide</p>	<p>X ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>50% Curriculum/Intervention Teacher (TOA) \$32,392 supplemental /concentration</p> <p>50% Vice Principal \$38,063 LCFF Base Funding</p> <p>50% Certificated Teacher \$29,923 Supplemental /concentration</p>
<p>6. Increase services-to the following programs to support student learning of SWD, EL: State Preschool, NSLP, ASES by contributing monies from the general fund to support staff over and above what the grant supplies</p>	<p>School Wide</p>	<p><u>X</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Contributions from General Fund</p> <p>State Preschool: \$39,709 NSLP: \$48,270 ASES: \$27,933</p>
<p>LCAP Year 2: 2016-17</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>A Baseline SBAC for ELA is _____. Our expected growth is _____.</p> <p>Baseline SBAC for Mathematics is _____. Our expected growth is _____.</p> <p>B. Increase of 5% in students making progress toward English proficiency over 2015 rates, as measured by CELDT.</p> <p>C. Increase of 5% in English Learner reclassification rate over 2015 rates.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Will implement all California standards including ELA/ELD, mathematics, science and social science/history to ensure all students have course access.</p> <p>a. Continue to provide professional learning on ELA/ELD strategies for designated and integration support.</p> <p>b. Adopt ELA/ELD instructional materials</p> <p>c. Continue to provide 1.1 FTE visual and performing arts certificated teacher.</p>	<p>School Wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Title III</p> <p>Books and Supplies LCFF Base</p> <p>Title II Release time \$5,500 Supp/conc</p>
<p>2. Will develop a systematic assessment program, including common universal screeners, interim, and diagnostic assessments (Topic/Theme/Trimester), and assessments.</p> <p>a. Clarify, existing and implement required assessments for TK – Grade 2 (early literacy assessment)</p> <p>b. Clarify existing and implement required assessments for Grades 3 – 5 ELA & Math;</p>	<p>School Wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Teacher Release time \$5,500 50% Curriculum/Intervention Teacher \$32,392 Supplemental/concentration</p>

<p>c. Clarify existing and implement required assessments for ELA, Math, Social Studies, and Science for Grades 6 –8. Monitor student progress toward proficiency on all common assessments</p>			
<p>3. Will develop and expand teacher and student daily use of technology.</p> <p>a. Utilize the BIIG grant to upgrade to fiber optic</p> <p>b. provide library services for student use of technology for literacy and for research in addition to testing support.</p> <p>c. explore the use of technology and internet access available to students before and after school</p>	<p>School Wide</p>	<p>X ALL</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>IT Support \$15,454</p> <p>50% Library Paraprofessional \$17,071</p>
<p>4. Provide Professional Development (PD) for administrative, certificated and classified staff and coaching for certificated staff to support student learning</p> <p>a. PD will include strategies for implementation of use of a variety of instructional materials for ELA with emphasis on writing,</p> <p>b. PD will include use of common Assessments and analysis of student work and data to inform academic achievement and instruction.</p> <p>c. Maintain current Teacher on Special Assignment (TOA) to provide PD and coaching to certificated staff.</p> <p>d. Professional Development for English Language Development will continue utilizing Tittle III Sutter County consortium support .</p>	<p>School Wide</p>	<p>X ALL</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>ELA/ELD Supplemental 1,500 Title III Curriculum/Intervention (TOA) \$32,392</p>
<p>5. Implement/expand Rtl programs aligned to</p>	<p>School Wide</p>	<p>ALL</p>	<p>50%</p>

<p>California Standards for ELA and Math to support student learning. (Rtl – Response to Intervention – Academic & Behavioral)</p> <p>a. Continue to Develop and expand academic Rtl programs during the school day, using research-based best practices and programs for academic and behavioral interventions and support.</p> <p>b. Continue to Implement PBIS (Positive Behavioral Interventions & Supports) program on campus to teach/support positive behaviors and social skills and to provide behavioral interventions.</p> <p>c. Develop/expand academic Rtl programs beyond the school day through after-school program.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Curriculum/Intervention Teacher (TOA) \$32,392 supplemental /concentration</p> <p>50% Vice Principal \$38,063 LCFF Base Funding</p>
<p>6. Increase services-to the following programs to support student learning of SWD, EL: State Preschool, NSLP, ASES by contributing monies form the general fund to support staff over and above what the grant supplies.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Contributions from General Fund State Preschool: \$39,709 NSLP: \$48,270 ASES: \$27,933</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>A Baseline SBAC for ELA is _____. Our expected growth is _____.</p> <p>Baseline SBAC for Mathematics is _____. Our expected growth is _____.</p> <p>B. Increase of 5% in students making progress toward English proficiency over 2015 rates, as measured by CELDT. C. Increase of 5% in English Learner reclassification rate over 2015 rates.</p>		
<p>Actions/Services</p>	<p>Scope of</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted</p>

	Service		Expenditures
<p>1. Will implement all California standards including ELA, mathematics, science, visual and performing arts and social science/history to ensure all students have course access.</p> <p>a. Continued to Provide professional learning on ELA/ELD strategies and support for new testing model.</p> <p>b. Continue to provide visual and performing arts</p> <p>c. Adopt NGSS instructional materials</p>	School Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Title III</p> <p>Books and Supplies LCFF Base</p> <p>Title II Release time \$5,500 Supp/conc</p>
<p>2. Will develop a systematic assessment program, including common universal screeners, interim, and diagnostic assessments (Topic/Theme/Trimester), and assessments</p> <p>a. Clarify existing and implement required assessments for TK – Grade 2 (early literacy assessment)</p> <p>b. Clarify existing and implement required assessments for Grades 3 – 5 ELA & Math;</p> <p>c. clarify existing and implement required assessments for ELA, Math, Social Studies, and Science for Grades 6 –8 .Monitor student progress toward proficiency on all common assessments</p>	School Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>Or:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Teacher Release time \$5,500 50% Curriculum/Intervention Teacher \$32,392</p>
<p>3. Will develop and expand teacher and student daily use of technology.</p> <p>a.Utilize the BIIG grant to upgrade to fiber</p>	School Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>Or:</p>	<p>IT Support \$15,454 LCFF Base</p>

<p>optic b.provide library services for student use of technology for literacy and for research in addition to testing support. c.explore the use of technology and internet access available to students before and after school</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>50% Library Para-professional \$17,701 Supp.conc</p>
<p>4. Provide Professional Development (PD) for administrative, certificated and classified staff and coaching for certificated staff to support student learning</p> <p>a. PD will include strategies for implementation of use of a variety of instructional strategies for science.</p> <p>b. PD will include use of common Assessments and analysis of student work and data to inform academic achievement and instruction.</p> <p>c. Maintain current Teacher on Special Assignment (TOA) to provide PD and coaching to certificated staff.</p> <p>d. Professional Development for English Language Development will continue utilizing Title III Sutter County consortium support .</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL Or: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ELA/ELD Supplemental 1,500 Title III Curriculum/Intervention (TOA) \$32,392 Supplemental/concentration</p>
<p>5. Implement/expand Rtl programs aligned to California Standards for ELA and Math to support student learning. (Rtl – Response to Intervention – Academic & Behavioral)</p> <p>a. Develop and expand academic Rtl programs during the school day, using</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>50% Curriculum/Intervention Teacher (TOA) \$32,392 supplemental /concentration</p>

<p>research-based best practices and programs for academic and behavioral interventions and support.</p> <p>b. Implement PBIS (Positive Behavioral Interventions & Supports) program on campus to teach/support positive behaviors and social skills and to provide behavioral interventions.</p> <p>c. Develop/expand academic Rtl programs beyond the school day through after-school program</p>			<p>50% Vice Principal \$38,063 LCFF Base Funding</p>
<p>6. Increase services-to the following programs to support student learning of SWD, EL: State Preschool, NSLP, ASES by contributing monies form the general fund to support staff over and above what the grant supplies.</p>	<p>School Wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Contributions from General Fund</p> <p>State Preschool: \$39,709</p> <p>NSLP: \$48,270</p> <p>ASES: \$27,933</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Improve communication with parents and families to support student success and create a safe and welcoming environment that will ensure academic and social/emotional well-being for each student		Related State and/or Local Priorities: 1__ 2__ 3x 4__ 5x 6x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	There is a need to have more parents engaged in student learning, particularly in low income, EL and SWDs-subgroups, based on LCAP input meetings. Training of parents on data and assessment needed in order for parents to understand the system of grading.		
Goal Applies to:	Schools:	ALL Applicable Pupil Subgroups: SED, EL, SWD,FOSTER	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	a. 5% increase in parental satisfaction over 2014/15 levels, based on annual parent survey – overall and by subgroup, including parents of students with special needs. b. Implementation of at least one family engagement/support/empowerment program within the district.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.District Communication to Families: a. Ensure regular updating of 3 rd to 8 th student assignments on student grades on Illuminate gradebook/Parent Portal. b. Provide parent training in parent access/use of Illuminate /Parent Portal. c. Update District website to ensure current information.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base Funding
2.Parent Empowerment/Education: a. Implement at least one family/parent education class to support student learning. b. Establish highly functioning Parent Advisory/Site	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	50% Vice Principal \$38,063

Council through agendas and attendance.			
3.Address Facilities Needs: a. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources b. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards. c. Maintain appropriate staffing levels for maintenance, building and grounds	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base Funding
4.Ensure highly qualified teachers (HQT) Recruit and retain highly qualified, excellent administrative, certificated and classified staff.	School Wide	<u>X ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base Funding

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	a. 2% increase in parental satisfaction over 2014/15 levels, based on annual parent survey – overall and by subgroup, including parents of students with special needs. b. Implementation of at least two family engagement/support/empowerment program within the district.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. District Communication to Families: a. Ensure regular updating of 3 rd to 8 th student assignments on student grades on Illuminate grade book/Parent Portal. b. Provide parent training in parent access/use of Illuminate /Parent Portal. c. Update District website to ensure current information.	School Wide	<u>__ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base Funding
2. Parent Empowerment/Education:	School Wide	<u>__ALL</u>	50% Vice

<p>a. Implement at least two family/parent education class to support student learning.</p> <p>b. Establish highly functioning Parent Advisory/Site Council through agendas and attendance.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Principal \$38,063</p>
<p>3. Address Facilities Needs:</p> <p>a. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources (P</p> <p>b. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards.</p> <p>c. Maintain appropriate staffing levels for maintenance, building and grounds</p>	<p>School Wide</p>		<p>LCFF Base Funding</p>
<p>4. Ensure highly qualified teachers (HQT) Recruit and retain highly qualified, excellent administrative, certificated and classified staff.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Funding</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>a. 2% increase in parental satisfaction over 2014/15 levels, based on annual parent survey – overall and by subgroup, including parents of students with special needs.</p> <p>b. Implementation of at least two family engagement/support/empowerment program within the district.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>1. District Communication to Families:</p> <p>a. Ensure regular updating of 3rd to 8th student assignments on student grades on Illuminate grade book/Parent Portal.</p> <p>b. Provide parent training in parent access/use of Illuminate /Parent Portal.</p> <p>c. Update District website to ensure current</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>LCFF Base Funding</p>

information.			
<p>2. Parent Empowerment/Education:</p> <p>a. Implement at least two family/parent education class to support student learning.</p> <p>b. Establish highly functioning Parent Advisory/Site Council through agendas and attendance.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	50% Vice Principal \$38,063
<p>3. Address Facilities Needs:</p> <p>a. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources (P</p> <p>b. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards.</p> <p>c. Maintain appropriate staffing levels for maintenance, building and grounds</p>	School wide	<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	LCFF Base Funding
<p>4. Ensure highly qualified teachers (HQT)</p> <p>Recruit and retain highly qualified, excellent administrative, certificated and classified staff.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	LCFF Base Funding

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions.

Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	To improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready	Related State and/or Local Priorities: 1x 2x 3__ 4x 5__ 6_ 7x 8x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: SED; Foster; EL; SWD	
Expected Annual Measurable Outcomes:	1.1 Maintain 100% sufficiency of instructional materials including Math ELA and NGSS 1.2. TK-8 will have formative Assessments in math 1.3 API will remain frozen. 1.4 Increase per cent of students reading at/above grade	Actual Annual Measurable Outcomes: 1.1 Teachers are currently using content based ELA district adopted curriculum to teach California Sstandards using the Illuminate item bank to help with critical thinking and they added depth of knowledge and deeper critical thinking strategies to prepare students for the CASSP. The 6th-8th grade teachers have common core math instructional materials and all grades have science and social studies/history books to teach their current curriculum. The

	<p>level by 10%</p> <p>1.5 All English Learner groups: Increase percent growing 1+ level/year by 2% to state target</p> <p>1.6 ELs: decrease by 10% LTELS: Increase students exited by 10%</p> <p>1.7 Identify and pilot California Standards- aligned assessment tool</p> <p>1.8 Establish a two day average for enrollment /scheduling</p> <p>1.9 Maintain access to enrollment in a board course of study which include mathematics, English Language Arts, Science, Social Science, Physical Education/Health, visual and performing Arts as well as interventions for students and targeted groups.</p> <p>1.10 maintain and recruit teachers who are highly skilled and qualified and place them accordingly.</p> <p>1.11 100% of teachers trained in basics CCSS/ELD/NGSS As applicable to their grade content</p>	<p>district is currently using SPARKS for physical education and Art Attack for Art curriculum and a part time music teacher who teachers band to 4th-8th grade and choir.</p> <p>1.2 Tk-8 had formative assessments built into Illuminate for ELA and Mathematics.</p> <p>1.3 API is being restructured thorough out the state.</p> <p>1.4 Student achievement has improved in reading by an average of 11% based on STAR reading scores compared from 13-14 to 14-15.The 13-14 baseline was 72% scoring proficient or above.</p> <p>1.5 Four of eight English Learners increased one level (50%) and the baseline was by 2%.</p> <p>1.6 We exited one long term English Learner during 14-15 and our baseline was 10%. 1/8=12% this year.</p> <p>1.7 The district teacher on assignment supported the teachers in building assessments in the item bank on illuminate for the summative and interim assessments.</p> <p>1.8 We were able to enroll/schedule a new students in one day. Our baseline was a two day average.</p> <p>1.9 During the 14-15 school year, superintendent/principal reviewed the lesson plans of each grade level and noted interventions were in place but science and social/studies subjects were not getting the necessary minutes.</p> <p>1.10. Administrator observed teachers twice a year and visited classrooms and gave regular feedback in order to maintain skilled teachers. Training was provided to teachers in analyzing data to drive instruction.</p> <p>1.11 Teachers were trained ELA/ELD standards and Math standards but there was no training provided for NGSS.</p>	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted		Estimated

	Expenditures		Actual Annual Expenditures
<p>1. Professional Development for Quality First Instruction support of student learning (research based instructional practices which acknowledge and respect cultural and economic diversity)</p> <p>1.1. Develop and support teachers' instructional practices to ensure all students can actively read and comprehend informational text and identify text features and text structures as is called for in California Standards..</p> <p>1.2. Build site capacity around TK-8th elementary CCSS math instruction including the eight CCSS identified mathematical practices.</p> <p>1.3. Provide professional learning on ELA/ELD strategies to Teachers for ELA, math and science.</p> <p>1.4. Maintain an academic coach to provide support to teachers in instructional practice, assessment and curriculum aligned to new standards.</p>	<p>LCFF \$5,000</p> <p>LCFF \$5,000</p> <p>Supp/Conc \$1,500</p> <p>Title II, sup/conc LCFF base \$16,000</p>	<p>1.1 Academic Coach work directly with teachers on informational text and text features in the California Standards. This was ongoing throughout the year.</p> <p>1.1 The coach supported the two new teachers with classroom management and lesson planning, specifically using the current curriculum to plan the depth of lessons necessary for the new California standards.</p> <p>1.2. Academic Coach worked individually with teachers on math instruction specifically mathematical practices and conceptual understanding.</p> <p>1.2 The district provided with support from the Sutter County Consortium professional learning on ELA/ELD standards. The results was the knowledge that in addition to the thirty minutes of direct instruction the teachers need to provide integrated ELD.</p> <p>1.4 The district hired an academic coach to support to teachers in instructional practice, assessment and curriculum aligned to California standards. She also supported the two new teachers in class management</p>	<p>Academic Coach 1 \$8,450</p> <p>Academic Coach 1 \$8,450</p> <p>Release Time \$990</p> <p>No cost (Consortium Title III)</p> <p>Academic coach₃ \$8,450.00</p>
<p>2. Use data and evidence to inform decisions and actions and evaluate progress and effectiveness of actions by student subgroups</p> <p>2.1 Release a teacher on special assignment to support teacher understanding of use of data and evidence to improve student learning.</p> <p>2.2 Teacher on special assignment will develop grade level assessments</p>	<p>TOA Supp.conc \$60,000</p> <p>TOA supp/conc \$60,000</p>	<p>2.1 Teacher on special assignment supported teacher understanding of use of data and evidence in improving student learning by holding a one on one meeting with each teacher</p> <p>2.2 Teacher on special assignment developed grade level assessments for ELA and Math for grades Tk-8.</p>	<p>Teacher on Assignment 1 61,163.00</p> <p>Teacher on</p>

<p>3. Teachers will embed technology into their instruction to increase student engagement.</p> <p>3.1 Chrome books will be used to enhance pupil engagement in a CCSS or NGSS lesson once a week to improve student engagement</p>	<p>LCFF Base \$10,000</p>	<p>3.1 Chrome books were purchased and teachers scheduled a thirty minute daily technology time for students. In addition once a week each class worked on the skills needed to take the CASSP test</p>	<p>Assignment 2 61,163.00</p> <p>\$13,681</p>
<p>Scope of service:</p> <p>xALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p>xALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4. For English Learners and Re-designated fluent English proficient pupils.</p> <p>4.1 Professional Development English Language Development Two Half day instructional days support for all staff administrators, coaches, resource teachers ELA/ELD</p> <p>4.2 Continue to ensure designated ELD and Integrated ELD programs are in place in all classrooms and that support is provided to increase the success of EL students.</p> <p>For Foster Youth Ensure foster youth will be immediately enrolled in appropriate classes Revise and refine data system to allow for tracking and monitoring of foster youth; ensure proper use and access to data system by school site personnel.</p>		<p>supp/conc \$1,500</p> <p>supp/conc \$1,500</p> <p>LCFF Base Funding</p>	

<p>For Low Income, English Learners and Foster Youth; Provide intervention for students who need to meet proficiency in ELA , Math and NGSS</p> <p>Teacher on assignment will Continue to support the district's current intervention program to meet needs of all students.</p>		<p>Teacher on assignment supported the district's current intervention program by adding attendance option on Illuminate and implemented in January the Moby Max online curriculum for all students</p>	<p>Teacher on Assignment 3 61,163.00</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The changes in actions and services will be...</p> <p>Administrator will evaluate rigor and course access for all students by implementing a schedule based on state frameworks and will conduct walkthroughs supporting this goal. Coaching for teachers will be provided by TOA and the TOA will continue implementation for a the second year of assessments. The academic coach position will no longer be needed.</p> <p>Professional Development will be provided for the Positive Behavior Intervention by having current TOA be a 50 % administrative intern who oversee the PBIS program to ensure it is fairly and consistently implemented by all staff.</p> <p>A 1.1 FTE certificated teacher will be hired to support visual and performing art. The district will continue to contribute monies to National Lunch program, state preschool and after school program (ASES) The contribution will include an afterschool certificated teacher that will be utilized for tutoring and intervention for low achieving students EL,SWD and SED.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Improve communication with parents and families to support student success and create a safe and welcoming environment that will ensure academic and social/emotional well-being for each student.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: SWD,SED,EL		
Expected Annual Measurable Outcomes:	MIUSD will positively impact student learning and social/emotional well-being by providing: 2.1 Maintaining zero dropout rate for middle school students 2.2 Maintain/reduce suspension/expulsion rate by 1% 2.3 Maintain 100% exemplary/Good Overall Ratings on school facilities 2.4 Increase opportunities to provide input on school district decisions by survey on web and hard copies home by 2%	Actual Annual Measurable Outcomes:	MIUSD positively impacted student learning by 2.1 14-15 middle school rate stayed at 0%. 2.2 14-15 suspensions rate was .5% there were no student expulsions 2.3 Facilities Inspections tool reflected a 100% exemplary /Good Overall ratings on school facilities for 2014-2015 2.4 Opportunities for parents, teachers, staff and students to provide input via email and newsletters was offered and several teachers contribute added articles on reading, instructional strategies and on positive student achievement.
LCAP Year:2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Middle school drop out rates (0%) Maintain a zero %drop out rate 2.2 School Climate: Review and Reflect on current school wide PBIS (Wildcat ROAR) 3. Parent Involvement and engagement	LCFF Base Funding LCFF Base Funding LCFF Base Funding LCFF Base Funding	2.1 Middle school drop out rates (0%) For 14-15 our middle school rate stayed at 0% . 2.2 Behaviorist from County office reviewed our PBIS. He explained that our plan is a well thought out plan, but the concern is staff, teachers are not implementing it consistently. There is a big concern about buy in from 6 th -8 th graders. Kindness Month was a huge success with over 37,651 acts of kindness documented. LCAP Parent Advisory met in October, January and March but due to sickness and conflicting of schedule the meetings were postponed and one on one talks with principal took	LCFF Base Funding LCFF Base Funding

<p>Establish LCAP Parent Advisory Committee to advise on LCAP development and oversight as required under Ed Code 52063</p> <p>3.1 Develop a structure for LCAP to ensure representation of meaningful parents of LI, EL and foster youth,</p> <p>3.2 All teachers will contact parents at least every three weeks with progress of students parent portal will be introduced at parent meetings and back to school night</p>	<p>LCFF Base Funding</p>	<p>precedent.</p> <p>PTO met on November 18, December 11, March 19 and April 28.</p> <p>3.1 We recruited EL and SWD parents to be on our Parent Advisory Committee as well as staff and teachers who teach EL and SWD. In 2013-14, there was 1 parents of LI, EL, and SWD represented. In 2014-15, there were 2 parents.</p> <p>3.2 Teachers sent out over 350 positive post cards and meet at least twice this year with parents.</p>	<p>LCFF Base Funding</p> <p>LCFF Base Funding</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue to maintain the zero dropout rate. A focus needs to be on training for staff, teachers and students in order to implement the PBIS in a consistent manner. A process needs to be implemented for voting on members of the Parent Advisory/Site Council so that representation is equitable.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>173,542.00</u>
<p>Marcum-Illinois currently has 59% unduplicated pupils. MIUSD is a Title 1 school wide school. The district goals are designed to close the achievement gap and meet the needs of ALL students including English learners, students with disabilities and social –educational disadvantage students. It is our goal to design an individualized plan of instruction for each of student based on their individual strengths and needs as assessed by district benchmarks/assessments. By providing these services district wide, we are able to reach and serve the populations that generated the funds.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15.49	%
<p>The district’s Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 15.49% Specific services offered to unduplicated pupils are afterschool intervention, a teacher on assignment for curriculum and intervention, designated universal access time and instructional assistants to assist in the classroom. Increased services also include class sizes of 15:1 at the Tk-3 level.</p>	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).