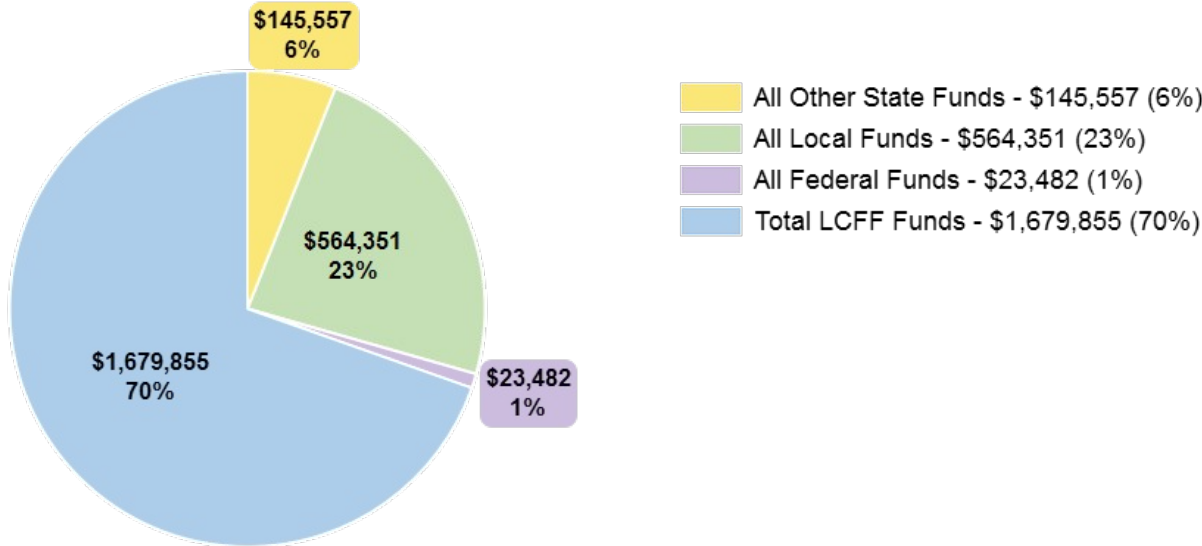# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary
CDS Code: 51714070000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Jimmie Eggers | JimmieE@sutter.k12.ca.us | 530-656-2407

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

- All Other State Funds - $145,557 (6%)
- All Local Funds - $564,351 (23%)
- All Federal Funds - $23,482 (1%)
- Total LCFF Funds - $1,679,855 (70%)

Source	Funds	Percentage
All Other State Funds	$145,557	6%
All Local Funds	$564,351	23%
All Federal Funds	$23,482	1%
	$1,679,855	70%

Breakdown of Total LCFF Funds

$124,054
5%

$1,555,801
65%

LCFF Supplemental & Concentration Grants - $124,054 (5%)

All Other LCFF Funds - $1,555,801 (65%)
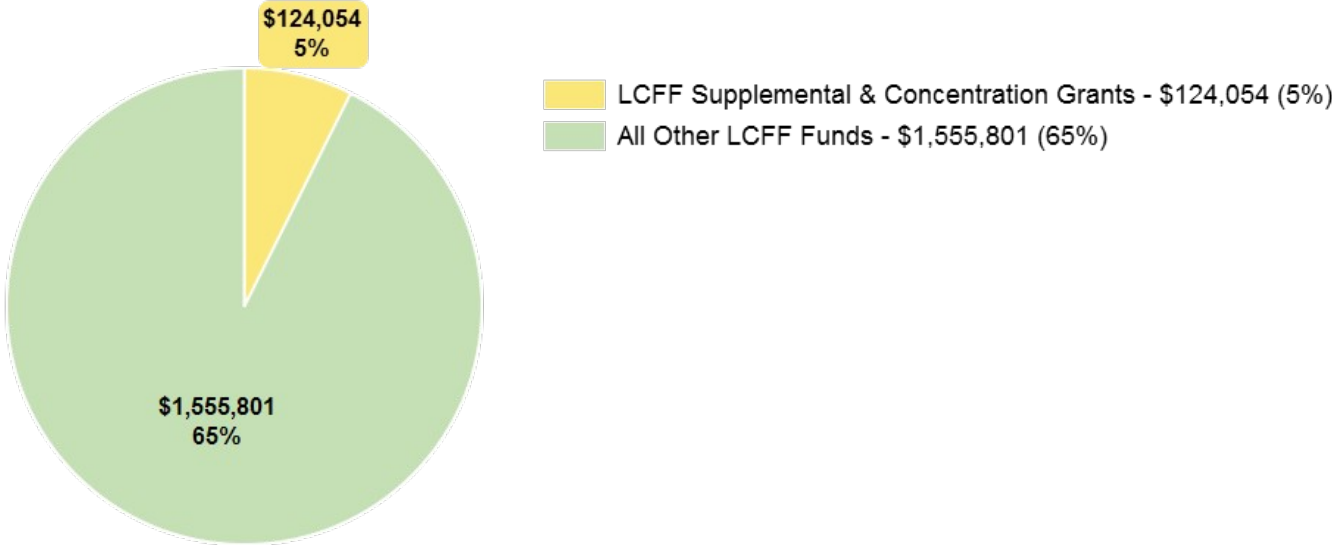
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$124,054	5%
All Other LCFF Funds	$1,555,801	65%

These charts show the total general purpose revenue Marcum-Illinois Union Elementary expects to receive in the coming year from all sources.

Budgeted Expenditures
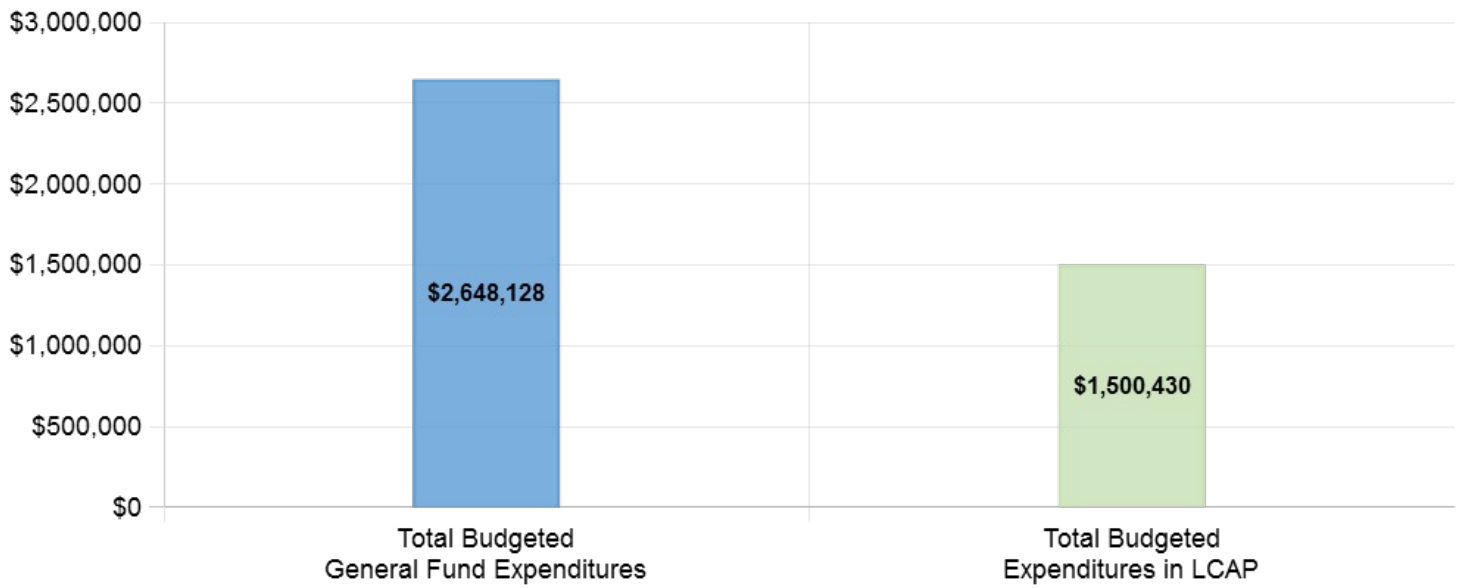
Source	Funds
Total Budgeted General Fund Expenditures	$2,648,128
Total Budgeted Expenditures in LCAP	$1,500,430

This chart provides a quick summary of how much Marcum-Illinois Union Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Marcum-Illinois Union Elementary plans to spend $2,648,128 for the 2019-20 school year. Of that amount, $1,500,430 is tied to actions/services in the LCAP and $1,147,698 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Special Education, Administration, Facilities, Cafeteria, After-School Program, Preschool, and Other Outgo.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Marcum-Illinois Union Elementary is projecting it will receive $124,054 based on the enrollment of foster youth, English learner, and low-income students. Marcum-Illinois Union Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Marcum-Illinois Union Elementary plans to spend $219,901 on actions to meet this requirement.

Udate on Increased or Improved Services for

High Needs Students in 2018-19
Current Year Expenditures: Increased or Improved Services for High Needs Students
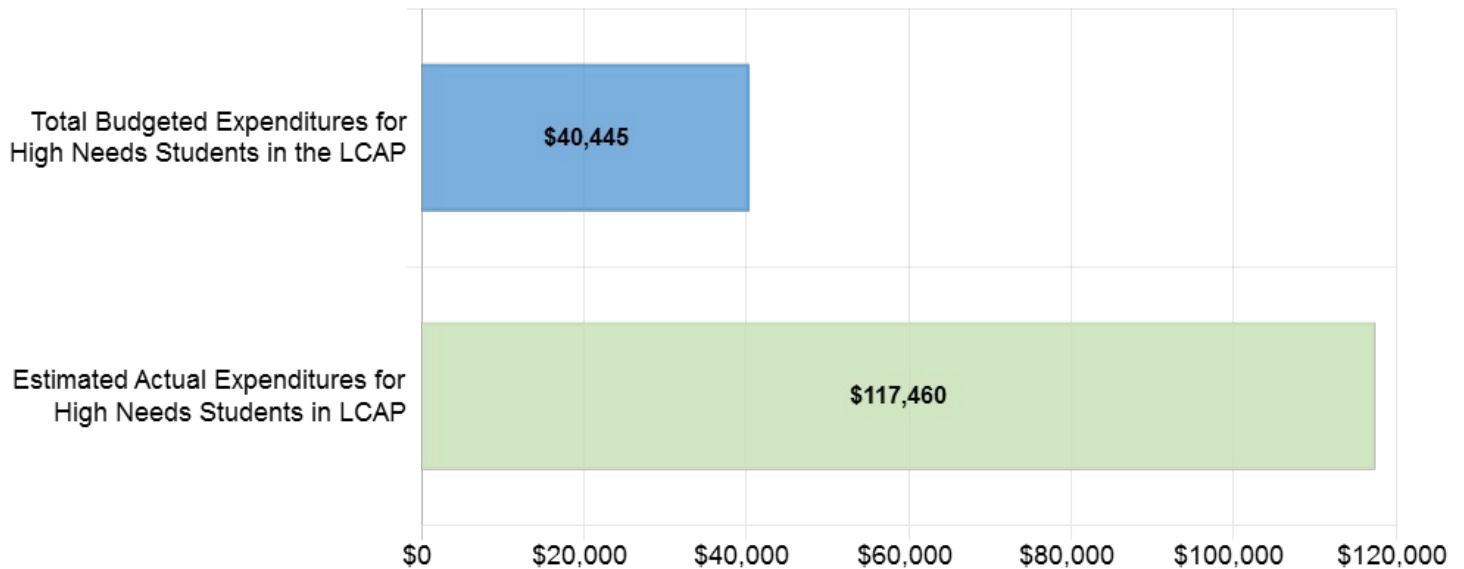
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$40,445
Estimated Actual Expenditures for High Needs Students in LCAP	$117,460

This chart compares what Marcum-Illinois Union Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Marcum-Illinois Union Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Marcum-Illinois Union Elementary's LCAP budgeted $40,445 for planned actions to increase or improve services for high needs students. Marcum-Illinois Union Elementary estimates that it will actually spend $117,460 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Marcum-Illinois Union Elementary School District	Jimmie Eggers Superintendent/Principal	JimmieE@sutter.k12.ca.us 530-656-2407

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Marcum-Illinois Union School District, established in 1926, serves approximately 180 students in Transitional Kindergarten through eighth grades, as well as 3 and 4 year olds in our state preschool. The mission of Marcum-Illinois School*, to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards*, is supported by *all* stakeholders. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility to the end that they may participate productively in a democratic society.

A majority of our students,63%, come to us on inter-district transfers because of our core values, academic success, and connection to the community. Among our student population, 42% are on the free and reduced lunch program, 10% are English Learners, and 11% are students with disabilities. For the 2018-19 school year no students were suspended and the Chronic Absenteeism rate at P2 was 4.7%.

We believe that all children can learn and have allocated financial and personnel resources to support students. The Superintendent, under direction from the Board of Trustees, is committed to keeping class sizes small and providing the instructional materials and supports needed to assure the success of all students. Services for unduplicated pupils and individuals with exceptional needs include professional development focusing on supporting struggling students; instructional aides to support small group and intensive intervention to all students including Socioeconomically Disadvantaged, English Learners, Foster Youth, and Students with Disabilities; and services to English Learners.

In addition to our state preschool MIUSD supports after-school Gifted and Talented programs, sports, tutoring, and an after-school program (ASES) called "The Den" that provides-at low or no cost to parents-literacy, enrichment, and recreational support for students daily from 3:00 to 6:00 p.m. The district authorizes one charter school (South Sutter Charter) that is required to create their own LCAP.

LCAP Highlights

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

Working closely with stakeholders, the Marcum-Illinois Union Elementary School District developed a Strategic Plan that outlines the district's Mission and Vision.

Mission: the mission of the Marcum-Illinois Union Elementary School District is to provide a high-quality education for every student in this district.

Vision: All stakeholders of the Marcum-Illinois Union Elementary School District commit to act in collaboration and to openly support our district's students in their pursuit of a quality education.

Taking into consideration our Strategic Plan along with input from stakeholders and evaluation of state and local data we have determined our two LCAP goals continue to be the necessary focus areas.

Goal 1 – To improve and support learning to close achievement gaps in all California standards including ELA/ELD, Mathematics, Science Visual and Performing Arts, Physical Education and Social Science/History to ensure all students have access to a broad course of study and graduate college and career ready.

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.

Review of Performance

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

Greatest Progress

MIUESD students scored in the *High (Green)* performance level (Standard Met) on the Academic Indicator for ELA on the California School Dashboard at 14.2 points above level 3. The percentage of all students meeting the achievement standard on the spring 2018 Smarter Balanced ELA Assessment is 52% and 56% in Math. Local universal assessment, Winter NWEA MAP, showed significant increases in percent proficient for two subgroups in math: English learners went from 21% proficient in 2018 to 50% proficient in 2019 and Students with Disabilities went from 4% proficient in 2018 to 38% proficient in 2019. Our focus on establishing growth targets, tracking student progress, and planning and providing intervention supported these increases. See: Goal 1,

Actions 1, 2, 8, and 9. In the 2019/20 school year we will continue to focus on analysis of data, monitoring student progress, and providing targeted intervention. See: Goal 1, Actions 1,4, and 5.

The district continues to make progress with English learners. On the spring 2018 Summative ELPAC 62.5% of students tested scored in the highest level of 4, 31.3% scored 3, and 6.3% scored level 1. Five English learners were redesignated during the 2018/19 school year. A reorganization of our English learner program from our EL Plan, identifying LTELS, analyzing EL data, and professional development have contributed to this growth. See: Goal 1, Action 10. In 2019/20 we will continue to provide ELD services, monitor LTEL progress, and support as needed. See: Goal 1, Action 6.

Stakeholder engagement has also been successful. The process was started with the Strategic Plan adopted in 2018. A series of ten stakeholder meetings were held between March 2017 and June 2018 giving ample opportunities for input. The commitment to ongoing communication through parent information opportunities, regular communications, school events, and bi-annual surveys. On a spring 2019 parent survey, 94.7% of parents feel their involvement in their child's education is valued and 100% are asked what they value about the school. See: Goal 2, Action 1. Our Strategic Plan requires that we survey parents two times per year so in addition to continuing that in 2019/20, we will provide parent information opportunities, regular communication, and invitations to school events. See Goal 2, Action 1.

One of our greatest successes is the decline of 2.8% in our Pupil Suspension indicator on the fall 2018 California School Dashboard. This decline puts us at 0.6% in the Very Low (Blue) performance category. Our work with PBIS has led to a decline in pupil discipline incidents. See: Goal 2, Action 3. In the 2019/20 school year we will implement to fidelity Positive Behavior Intervention & Supports (PBIS) and provide behavior training and support to decrease referrals, suspensions/expulsions, and middle school dropouts. See Goal 2, Action 2.

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

Greatest Needs

Attendance is a metric where improvement is needed. On the fall 2018 California School Dashboard Priority 5, Pupil Engagement, Chronic Absenteeism is 11.2%. While this is only an increase of 1% it is in the *High (Orange)* performance category. In order to address student attendance, MIUESD will host attendance assemblies and provide incentives for students to encourage positive attendance, develop and implement an attendance monitoring/notification system, call the parents when a student is at risk of becoming Chronically Absent, and create attendance plans when necessary. See: Goal 2, Action 3.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the California School Dashboard, there is a gap between student groups in achievement on the spring 2018 Smarter Balanced ELA Assessment. The status for *All Students* in ELA is *High*

(Green), 14.2 points above 3 but a status of *Low (Orange),* 13.9 points below 3 for our *Socioeconomically Disadvantaged* subgroup. In order to address this achievement gap, we are implementing a Multi-Tiered System of Support (MTSS). With this MTSS process and our expanded academic Response to Intervention (RtI) program we expect to see this performance gap lesson for the 2019/20 school year. See: Goal 1, Action 5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No Schools Identified

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

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

Goal 1

To improve and support learning to close achievement gaps in all California standards including ELA/ELD, Mathematics, Science, Visual and Performing Arts, Physical Education and Social Science/History to ensure all students have access to a broad course of study and graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Academic Progress Indicator and CAASPP Data 1.1 Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	CA School Dashboard, fall 2018 - ELA 14.2 points above level 3; declined -11.1 points (High/Green)
Academic Progress Indicator and CAASPP Data 1.2 Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	CA School Dashboard, fall 2018 - Math 0.4 points below level 3; declined -15.4 points (Medium/Yellow)
Local Indicator – Implementation of State Academic Standards 1.3 Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science	Professional development was offered in ELA/ELD, Math, Science, and History/Social Science
Local Indicator – Basic Conditions at School 1.4 Maintain standards- aligned instructional materials in ELA/ELD and math	100% standards-aligned instructional materials in ELA/ELD and math
Local Indicator – Basic Conditions at School	Evaluated the relative success of two units of study implemented in the prior

1.5 Evaluate the relative success of two units of study implemented in the prior year. Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	year. Evaluated new science instructional materials on the SBE approved materials list. One teacher attended science Toolkit training at PCOE.
Local Indicator – Basic Conditions at School 1.6 Continue review of materials presented to SBE for recommendation. Consider piloting materials Consider purchasing materials	Evaluated materials; piloted two social studies programs in K-5
Local Indicator – Basic Conditions at School 1.7 Maintain fully credentialed and appropriately assigned teachers	100% fully credentialed and appropriately assigned teachers
Local ELA/ELD data 1.8 MAP Reading Socioeconomically Disadvantaged -48% English learners – 37% Students with Disabilities – 17% All Students – 52% Publisher Assessments Adjust based on baseline data	1.8 MAP Reading Socioeconomically Disadvantaged -36% English learners – 17% Students with Disabilities – 38% All Students – 42%
Local Math data 1.9 MAP Math Socioeconomically Disadvantaged -28% English learners – 21% Students with Disabilities – 4% All Students – 54% Publisher Assessments Adjust based on baseline data	1.9 MAP Math Socioeconomically Disadvantaged -27% English learners – 50% Students with Disabilities – 38% All Students – 39%
Reclassification data and EL progress Indicator and Local EL data 1.10 Reclassify 1-2 students Re-evaluate goals based on the transition from the CELDT to the ELPAC	On the Summative ELPAC assessment, spring 2018, 62.5% of student scored Level 4 and 31% scored Level 3. Reclassified 5 students

API 1.11 API has been eliminated and replaced with a new State Accountability System.	API has been eliminated and replaced with a new State Accountability System.
Daily Instructional Schedule 1.12 Maintain student access to a broad course of study	Maintained student access to a broad course of study
Daily Instructional Schedule and Local Indicator – Implementation of State Standards 1.13 Collaborate on: evaluating and refining the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS	Collaborated on: evaluating and refining the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS
Local Indicator – Basic Conditions at School 1.14 Maintain facilities in good repair as per Facilities Inspection Tool	Maintained facilities in good repair as per Facilities Inspection Tool
AESES application 1.15 Maintain "The Den" after school program	Maintained "The Den" after school program

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	Teachers met each trimester with the TOA to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	$82,500 Base 1000 3000 5000	$58,535 Base - 1000,3000, 5000 $4630 Title I Classified Salaries and Benefits $1350 Title II Certificated Salary and Benefits
1.2 Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze math	Teachers met each trimester with the TOA to analyze Math CAASPP data, determine growth targets (if available), identify trends, and plan	See 1.1	See 1.1

CMSPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	for instruction that matches the rigor and demands of the state assessment.		
1.3 Teachers will continue to participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas	No grade level summits were held this year through Sutter County Superintendent of Schools. Teachers were provided on-site customized professional development from our TOA in all content areas and were sent to off-site trainings as appropriate.	$2,000 Base See 1.1 Materials and Supplies	0 Base
1.4 Maintain standards-aligned instructional materials in ELA/ELD and math	Maintained standards-aligned instructional materials in ELA/ELD and math	$2,000 Base Books and Supplies	$2,971 Base Books and Supplies
1.5 Site level planning time dedicated to science County office support for evaluating relative success of new units, possibly expanding the development or acquisition of additional units of study. Review key components of tools like the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 throughout the process County office support on-site for supporting NGSS-aligned instructional practices and identifying areas of focus for support	One teacher participated in Science Toolkit training through PCOE and will support other teachers in using this tool to evaluate science materials	$6,040 total $3,020 5200 $3,020 5800 $4,645 Title I; $1,395 Title II Professional Development, Travel and Conferences, and Professional/Consulting Services	0

1.6 Review History/Social Science instructional materials available for adoption	Two programs were piloted in K-5th grades and one will be purchased and implemented in the 2019-20 school year	$1,350 Base Professional Development Travel and Conferences Professional/Consulting Services	$850 Base Professional Development, Travel & conferences, Certificated salaries
1.7 Maintain fully credentialed and appropriately assigned teachers	Maintained fully credentialed and appropriately assigned teachers	$661,991 Base $33,095 Supplemental Certificated Salaries	$679,000 Base Certificated Salaries
1.8 Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in ELA/ELD Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in ELA/ELD Expand minimum day grade level articulation to include collaboration with out South Sutter districts. Adapt the current PE schedule to allow for additional collaboration opportunities for teachers Teachers will meet regularly with TOA to analyze ELA/ELD assessment data, plan for instruction, and student intervention TOA will provide coaching and support to	TOA continued to monitor and track student progress by reviewing monthly assessments with teachers. There is an assessment plan and school wide protocol for summative assessments using adopted instructional materials in ELA/ELD Adapted the current PE schedule to allow for additional collaboration opportunities for teachers TOA met with teachers monthly to analyze ELA/ELD assessment data, plan for instruction, student intervention, and support to teachers on Wonders and StudySync Instructional aides were used in classrooms to support students while teachers worked with small groups for designated ELD and/or intervention.	See 1.1	$117,430 Supplemental Classified Salaries and Benefits

teachers on Wonders and StudySync Continue to develop and expand academic Rtl programs during the school day by providing designated time and support			
1.9 Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in math Teachers will meet regularly with TOA to analyze math assessment data, plan for instruction, and student intervention TOA will provide coaching and support to teachers on GoMath! .and CPM Continue implementation of Rtl programs beyond the school day through the after-school program for 6th-8th grade students	The TOA continued to monitor and track student progress towards proficiency on unit tests and universal math assessments by reviewing monthly assessments with teachers There is an assessment plan and school wide protocol for summative assessments using adopted instructional materials in math Teachers met regularly with TOA to analyze math assessment data, plan for instruction, and student intervention TOA provided coaching and support to teachers on GoMath! and CPM Intervention beyond the school day was offered through the after-school program for 6th-8th grade students at least 3 times per week.	See 1.1	See 1.1
1.10 Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the	Students continued to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week Prior to the start of the school year teachers were provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services Support and monitoring plans for LTEL students and students at risk of becoming LTEL were reviewed with the classroom teacher	See 1.7	See 1.7

classroom teacher and ELD teacher ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers Reclassification Policy will be updated to include data from local assessments	Practice ELPAC tests were shared and discussed with teachers. Reclassification Policy has been updated to include data from local assessments as well as ELPAC criteria		
1.11 Maintain API as we await guidance from the State	API has been eliminated and replaced with a new State Accountability System.	0	0
1.12 Maintain broad course access for all students Develop and expand teacher and student daily use of technology by exploring a partnership with South Sutter Charter to provide Google Classroom PD for teachers Continue to look for a credentialed music teacher to provide services to students during the regular day and in the after-school program Teachers will continue to provide art instruction in the classroom Infrastructure support for technology through a Ceniom	Maintained broad course access for all students Developed and expanded teacher and student daily use of technology buy purchasing Chromebooks and beginning to use Google Classroom Continued to look for a credentialed music teacher to provide services to students during the regular day and in the after-school program with no success Teachers in all grade levels continued to provide art instruction in the classroom each trimester Infrastructure support for technology through Ceniom	$35,000 Base See 1.6 4000 5000	$49,766 Base See 1.6 4000 5000

1.13 Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools	All classes had time scheduled for science instruction. Although we were not able to contract with Sutter County Superintendent of Schools, we were able to send two teachers to trainings at other county offices. Teachers worked with TOA to review resources, units of study, and parent engagement strategies as it relates to science instruction TOA participated in science professional learning for administrators through PCOE	See 1.1	See 1.1
1.14 Maintain facilities in good repair as per the Facilities Inspection Tool	Maintained facilities in good repair as indicated on the Facilities Inspection Tool (FIT). The FIT was used to inspect the facilities in January and June.	$50,000 Base Building and Improvements of Buildings	$93,719 Base Building and Improvements of Buildings
1.15 Continue STEM based activities for students in the after-school program Maintain GATE program Provide 3rd-8th grade students additional intervention opportunities based on credentialed teacher availability	Continued STEM based activities for students in the after-school program 2 times per month Maintained GATE program Provided 3rd-8th grade students additional weekly, after-school intervention opportunities based on credentialed teacher availability	$7,350 Supplemental 1000 3000	$6,840 Supplemental 1000 3000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services for Goal 1 were implemented as planned. Successes included: teachers worked with the Teacher on Assignment (TOA) to analyze ELA and Math data, determine growth targets, and plan for instruction; teachers were provided on-site customized professional development from our TOA in all content areas; all teachers were appropriately credentialed and assigned; we maintained a broad course of study; students had standard-aligned materials in all subject areas; the Response to Intervention (RtI) and the Gifted and Talented Education (GATE) programs were expanded; and English learners received improved designated English Language Development (ELD) services and reclassification goals were met. Challenges included scheduling substitutes for professional development activities and designing and implementing quality science lessons.

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

The effectiveness of the academic actions and services as implemented to achieve Goal 1 is demonstrated through the California School Dashboard, assessment outcomes, and stakeholder surveys. Local universal assessment, Winter NWEA MAP, showed significant increases in percent proficient for two subgroups in math: English learners went from 21% proficient in 2018 to 50% proficient in 2019 and Students with Disabilities went from 4% proficient in 2018 to 38% proficient in 2019. On the summative ELPAC assessments, 62.5% of student scored Level 4 and 31% scored Level 3. The facilities were maintained in "Good" repair as per the Facilities Inspection Tool.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were four actions that had a material difference between budgeted expenditures and estimated actual expenditures in Goal 1.

1) A decrease in spending of $23,665 in Action 1.1 was due to an adjustment of the TOA's duties and the need for her services in other actions. 2) An increase in spending of $117,460 in Action 1.8 was due to Supplemental funds being inadvertently left out of the LCAP but in the budget. 3) An increase in spending of $14,766 in Action 1.12 was due to using vendor services for technology support, and 4) An increase in spending of $43,719 in Action 1.14 was due to facilities repairs that were not identified when the 2018/19 LCAP was written and approved.

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

As a result of outcome analysis and completion of our Strategic Plan, some of our previous actions will be adjusted in 2019/20 to align with the needs of our students and priorities of our stakeholders.

Actions 1 and 2 separated ELA/ELD and Math evaluation of data and 8 and 9 were duplicates of 1 and 2. We have combined these actions and teachers will now work with our Director of Student Services to analyze ELA/ELD and Math data. Goal 1, Action 1

Actions 3, 5, 6, 13 all were related to professional development. We have combined these actions into one action related to professional development in ELA/ELD, Math, Science, and History/Social Science. Goal 1, Action 2

Action 4 became Goal 1, Action 3

Action 7 has been modified. Goal 1, Action 4

Action 8 activities have been combined with other actions except for RtI. The action has been modified. Goal 1, Action 5

Action 10 has been adjusted. Teachers have been provided PD on the change from CELDT to ELPAC and the English Learner Plan, including the Reclassification Policy has been updated. Goal 1, Action 6

Action 11 Since API has been eliminated and a new State Accountability System is not yet in place, we are suspending this action for now.

Action 12 has been adjusted. The VAPA activities are being moved to another action. The technology action has been reworded. Goal 1, Action 7

Action 14 has been moved to Goal 2, Action 5

Action 15 has been modified and is included in Goal 1, Action 8

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
2.1 – Parent, Student, and Staff Surveys Continue to administer Parent, Student, and Staff Survey in the fall and spring	2.1 Parent, Student, and Staff surveys were administered in the fall and spring.

2.2 Sign-In Sheets Results of parent survey Continue to increase attendance at parent workshops; Continue to survey parents	2.2 Spring 2019 Parent Survey indicated 94.7% of respondents feel that their involvement in their child's education is valued and 100% feel that their input is valued.
2.3 suspension Rate Indicator Status will decline by an additional .5% 2018-19 Decrease number of suspensions by 1 student	2.3 No students were suspended in the 2018/19 school year. The CA School Dashboard, fall 2018, showed a decline of 2.8%.
2.4 Expulsion Data Maintain 0 expelled students	2.4 Maintained 0 expelled students
2.5 Attendance Data Maintain at 97% or increase attendance rate Decrease the number of students identified as chronically absent by 2 students	2.5 2019 P2 attendance – 96.34% Decreased number of students identified as chronically absent by 7 students
2.6 Middle School Dropout Data Maintain 0 middle school dropout students	2.6 Maintained 0 middle school dropout students

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Continue to administer survey 2 times a year and hold a follow up meeting with all stakeholders to discuss results and create a plan for recommendations	Surveys related to the LCAP and our Strategic Plan were given 2 times during the year and follow-up meetings were scheduled with stakeholders to discuss results and plan for recommendations.	$0	$0
2.2 Implement at least one family/parent workshop on bullying at Back to School Night to support student learning. Considering offering the session again depending on parent participation Continue to ensure regular updating of 3rd- 8th grade student assignments and grades in the Illuminate Parent Portal	A family/parent workshop on bullying was presented at Back to School Night. 3rd-8th grade assignments and grades were updated, and students/parents had access to the Illuminate Parent Portal. The website is current, and families are encouraged to check it for information. The Marcum Matters Newsletter is on the website and sent home electronically.	$1,750 Base Materials and Supplies	$2,347 Base Materials and Supplies

Continue to update District website to ensure current information is available to families Continue to mail home and post on the website the Marcum Matters Newsletter Teachers will continue to mail home at least two student success postcards each week Invite parents to attend monthly ROAR assemblies Recognize Wildcat Community Contributors at monthly Board Meetings. Invite families to attend.	Teachers mailed home two student success postcards each week. Parents were invited to attend monthly ROAR assemblies. Wildcat Community Contributors were recognized at Board meetings.		
2.3 Re-evaluate the current implementation of PBIS school-wide Review current schoolwide rules with teachers, support staff, and students and procedures to ensure alignment with classroom rules and expectations. Create a plan to teach/remind all students and staff of expectations and consequences. Continue monthly ROAR assemblies recognizing students' academic and behavioral successes	The current implementation of PBIS has been evaluated. School-wide rules have been reviewed with teachers, support staff, and students to ensure alignment with classroom rules and expectations. ROAR assemblies were held 10 times during the year to recognize students' academic and behavioral successes.	$4,150 Base 1000,2000,3000	$5,339 Base 1000 3000
2.4 Maintain 0 expelled students	Maintained 0 expelled students	$0	0
2.5 Attendance Assemblies for students with incentives to encourage positive attendance	Attendance Assemblies were held 3 times during the year to encourage positive attendance.	$1,500 Base Materials and Supplies Awards	0
2.6 Phone calls to students at risk of becoming chronically absent are made by	Phone calls were made, and meetings were held with the parents of chronically absent	$1,000	0

support staff to create an attendance plan to create an attendance plan	students. We are investigating the attendance letter feature within our student information system as a means of automating this process.	Base 1000, 2000, 3000	
2.7 Maintain middle school dropout rate of O	Maintained middle school dropout rate of 0	0	0
2.8 Supplement transportation so costs are not forwarded on to families	Home to school transportation was provided to all in-district students at no cost to families.	$88,433 Base 6000	$90,786 Base 4300 5600

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services for 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,* were implemented as planned. Successes included: communication strategies were varied and included surveys 2 times per year, assemblies to celebrate attendance and achievement, Facebook postings, an up-to-date web site, newsletters, and student update postcards mailed to parents. Also, we continued to provide home to school transportation to our in-district students at no cost to families. Challenges included scheduling appointments with parents of chronically absent students.

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

The effectiveness of the actions and services as implemented in Goal 2 is demonstrated through stakeholder surveys which indicate 94.7% of parents feel the communication between home and school is good, 94.7% feel that their involvement in their child's education is valued, and 100% of parents feel they are asked what they value about the school. The Chronic Absenteeism rate at 2019 P2 was 4.7%, a significant decline from the previous year's rate. We continue to have 0 expelled students and have maintained a 0% middle school dropout rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were three actions that had a material difference between budgeted expenditures and estimated actual expenditures in Goal 2.

1) A decrease in spending in Action 2.5 of $1,500 due to the use of previously purchased awards, 2) A decrease in spending in Action 2.6 of $1,000 due to the actions being carried out by existing staff during their normal work hours, and 3) An increase in spending in Action 2.3 of $2,353 due to the addition of training days.

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

Goal 2, Action 1 is part of our Strategic Plan and an important means of gathering stakeholder input so does not need to be a specific action in our LCAP so it is being eliminated for 2019/20

Action 2 has been modified and moved to Action 1

Actions 3, 4, and 7 relate to student behavior and school connectedness. They have been combined and moved to Action 2

Actions 5 and 6 support student attendance so they have been modified, combined, and moved to Action 3

Action 8 has been modified and moved to 4

Goal 1, Action 14 has been modified and moved to Goal 2, Action 5

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

The Marcum-Illinois Union School District consulted with the following stakeholder groups as part of the review and planning process for the 2019-20 LCAP:

Board of Trustees – Topics included: LCAP Goals/Actions Update, CA School Dashboard, Stakeholder Survey Results, LCAP Annual Update, LCAP Draft/Input

August 13, 2018, September 10, 2018, September 24, 2018, October 8, 2018, November 5, 2018, December 3, 2018, January 14, 2019, February 5, 2019, March 11, 2019, April 8, 2019, and May 13, 2019

Public Final Hearing

June 10, 2019

Board Approval Date

June 17, 2019

Staff/Parent/Community Survey

Spring 2019

Student Survey- 3rd -8th

Spring 2019

Site Council Meetings - Topics included: LCAP Goals/Actions Update, LCAP Annual Update, LCAP Draft/Input
November 28, 2018, January 23, 2019, February 20, 2019, and March 20, 2019

Staff Meetings (Marcum-Illinois does not have a Bargaining Unit) - Topics included: LCAP Goals/Actions Update, LCAP Annual Update, LCAP Draft/Input

August 29, 2018, September 26, 2018, October 31, 2018, November 28, 2018, January 30, 2019, February 27, 2019, March 27, 2019, April 24, 2019, and May 29, 2019

Impact on LCAP and Annual Update

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

Based on stakeholder input, several actions were consolidated to allow similar actions to be grouped together for ease of implementation as well as communicating and tracking progress. Also, several actions were eliminated as they no longer applied or were met. Stakeholder groups wanted close alignment of the LCAP and the Strategic Plan that was completed in 2018. In addition, the LCAP Advisory group felt strongly that LCAP actions, especially those related to professional development activities, should not be tied to a specific agency.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

To improve and support learning to close achievement gaps in all California standards including ELA/ELD, Mathematics, Science, Visual and Performing Arts, Physical Education and Social Science/History to ensure all student have access to a broad course of study and graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Strategic Plan: Academics 1, 2, 3, 4

Identified Need:

Student achievement data from a variety of state and local sources demonstrates that not all students are achieving at the same level.

1.1 Spring 2018 ELA SBAC: 52% of *All* students Met or Exceeded Grade level standards on the spring 2018 ELA SBAC; 37.5% of Socioeconomically Disadvantaged student Met or Exceeded Grade level standards

　　Spring 2018 Math SBAC: 56% of all students Met or Exceeded Grade Level standards on the spring 2018 Math SBAC; 50% of Socioeconomically Disadvantaged student Met or Exceeded Grade level standards

1.2 Local ELA assessment: Percent proficient – All Students: 42%, English Learners: 17%, Students with Disabilities: 38%, Socioeconomically Disadvantaged: 36% on winter 2019 NWEA MAP Reading assessment.

　　Local Math assessment: Percent proficient – All Students: 39%, English Learners: 50%, Students with Disabilities: 38%, Socioeconomically Disadvantaged: 27% on winter 2019 NWEA MAP Math assessment

1.3 Spring 2019 survey of teachers indicated the need for continued support and professional development in implementing rigorous state standards: Science: 60%, Social Studies: 60%

1.4 Spring 2019 survey of parents indicated the value of after-school programs such as "The Den", GATE activities, and interventions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 – Academic Progress Indicator and CAASPP Data	"Green" Performance Category Status - "High" 18 points abovelevel3 Change "Increased" 18.9 points 2016-17 CAASPP Data	Increase status to reflect 23 points above level 3 (Standard Met) to 28 points above level 3 (Standard Met) Adjust 2018-19 based on November 2017 release of the Dashboard	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	ELA: 55% of All students proficient CA Dashboard: 18 points about level 3

	2016-17 CAASPP Data 　3rd Grade 62% 　4th Grade 63% 　5th Grade 59% 　6th Grade 62% 　7th Grade 76% 　8th Grade 68% 　Overall 65% 　**Preliminary Data**	Grade level and overall CAASPP scores will increase 4-5%		
1.2 - Academic Progress Indicator and CAASPP Data	"Blue" Performance Category status - "High" 7.9 points abovelevel3 Change "Increased Significantly" 17.3 points 2016-17 CAASPP Data 3rd Grade 63% 4th Grade 69% 5th Grade 43% (Incomplete) 6th Grade 36% 7th Grade 72% 8th Grade 58% Overall 57% (Incomplete) **Preliminary Data**	Increase status to reflect 12.9 points above level 3 (Standard Met) to 17.9 points above level 3 (Standard Met) Adjust 2018-19 based on November release of the Dashboard) Grade level and overall CAASPP scores will increase 3-4%	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Math: 58% of All students proficient CA Dashboard: 5 points above level 3
1.3 - Local Indicator - Implementation of State Academic Standards	Teachers are offered ongoing professional development in ELA/ELD, Math, Science, and History/Social Science	Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science	Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science	Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science
1.4- Local Indicator　Basic　Conditions at	Current ELA/ELD and math instructional materials are standards aligned	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math

School				
1.5 – Local Indicator Basic Conditions at School	Instructional materials in science are not aligned to the Next Generation Science Standards (NGSS)	Evaluate materials to determine what can be repurposed with modification. Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials	Evaluate the relative success of two units of study implemented in the prior year. Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	N/A
1.6 – Local Indicator Basic Conditions at School	Instructional materials in History/Social Science are not aligned to the new Framework	Attend 2016 Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Consider piloting materials Consider purchasing materials	N/A
1.7- Local Indicator Basic Conditions at School	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers
1.8-Local ELA/ELD data	STAR Reading Socioeconomically Disadvantaged - 49% English learners - 36% Students w/ Disabilities - 9% All Students-54% Publisher Assessments No Baseline Data	MAP Reading Socioeconomically Disadvantaged – 44% English learners – 33% Students w/ Disabilities – 13% All Students – 48% Publisher Assessments	MAP Reading Socioeconomically Disadvantaged – 48% English learners – 37% Students w/ Disabilities – 17% All Students – 52% Publisher Assessments	MAP Reading Socioeconomically Disadvantaged – 40% English learners – 20% Students w/ Disabilities – 40% All Students – 45%

		Create a baseline	Adjust based on baseline data	
1.9 - Local Math data	STAR Math Low Income - 67% English learners - 50% Students w/ Disabilities - 27% All Students - 71% Publisher Assessments No Baseline Data	MAP Math Socioeconomically Disadvantaged – 24% English learners – 17% Students w/ Disabilities – 0% All Students – 50% Publisher Assessments Create a baseline	MAP Math Socioeconomically Disadvantaged – 28% English learners – 21% Students w/ Disabilities – 4% All Students – 54% Publisher Assessments Adjust based on baseline data	MAP Math Socioeconomically Disadvantaged – 30% English learners – 50% Students w/ Disabilities – 40% All Students – 40%
1.10-Reclassification data and English Learner Progress Indicator and Local EL data	8% (1/13) of Els were reclassified. 25% (2/8) of El's made progress in 2016-17. No performance category or status and change was reported due to there not being a significant number of English learners	Baseline year for ELPAC Reclassify 1-2 students	Reclassify 1-2 students Re-evaluate goals based on the transition from the CELDT to the ELPAC	On the Summative ELPAC assessment, spring 2020: 4 – 50% 3- 25% 2- 10% 1- 15% Reclassify 3 students
1.11-API	API is currently not reported	API has been eliminated and replaced with a new State Accountability System.	API has been eliminated and replaced with a new State Accountability System.	API has been eliminated and replaced with a new State Accountability System.
1.12- Daily Instructional Schedule	All students have access to a broad course of study	Maintain student access to a broad course of study	Maintain student access to a broad course of study	Maintain student access to a broad course of study
1.13-Daily Instructional Schedule and Local Indicator Implementation of State Standards	There is no comprehensive transition plan for NGSS	Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS	Collaborate on: evaluating and refining the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS	N/A

1.14- Local Indicator - Basic Conditions at School (Facilities Inspection Tool)	Facilities are in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	This metric has been moved to Goal 2.
1.15-AESES application	"The Den" after school program is currently operating daily	Maintain "The Den" after school program	Maintain "The Den" after school program	Maintain "The Den" after school program

Planned Actions / Services

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

Action   1.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	Develop and implement a process to analyze ELA and Math data to determine growth targets, identify trends, and plan rigorous instruction and intervention for students not yet proficient.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,219	$82,500	a. $6,765 b. $1,500
Source	Base	Base	Supplemental
Budget Reference	1000,3000,5000	1000,3000 , 5000	a. 5800 Professional Consulting Services b. 5200 Travel and Conference

Action   1.2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

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

Students to be Served: **Scope of Services:**   **Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income, Students with Disabilities	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze math CMSPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the _rigor and demands of the state assessment.	Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze math CMSPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	Provide professional development opportunities and on-site coaching to teachers as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, Science, and History/Social Studies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	a. $28,437 b. $8,002 c. $1,000 d. $2,866
Source	Base	Base	a. Supplemental b. Supplemental c. Base D. Title II
Budget Reference	See 1.1	See 1.1	a. 1000 Certificated Salaries b. 3000 Certificated Benefits

| | | c. 1000 Certificated Salaries (subs) |
| | | D. 5200 Travel and Conference |

Action 3

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income, Students with Disabilities	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. Customized professional development from Sutter County Superintendent of Schools will be provided	Teachers will continue to participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. Customized professional development from Sutter	Modified and combined with Action 1.2

on site to support teachers in all content areas TOA will provide follow up coaching for teachers 5th and 6th grade teacher will participate in Academic Vocabulary Toolkit training offered through Sutter County Superintendent of Schools Provide teachers with the opportunity to participate in a 4-day writing Institute with Dr. Kate Kinsella offered through Sutter County Superintendent of Schools Consider moving away from the STAR Reading/Math assessment platform to MAPP	County Superintendent of Schools will be provided on site to support teachers in all content areas	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.1; $2,000	See 1.1; $2,000	N/A
Source	Base	Base	N/A
Budget Reference	See 1.1 Materials and Supplies	See 1.1 Materials and Supplies	N/A

Action 1.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Maintain standards-aligned instructional materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$78,760
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	4000 Textbooks

Action   4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math	Moved to 1.3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	N/A
Source	Base	Base	N/A
Budget Reference	Books and Supplies	Books and Supplies	N/A

Action   1.4

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Provide high quality instruction by hiring, training, and monitoring teachers to ensure they are appropriately placed and highly qualified to provide improved services to students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a. $524,517 b. $197,986
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	a. 1000 Certificated Salaries b. 3000 Certificated Benefits

Action   5

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Site level planning time dedicated to science County office support for developing units of study, as well as facilitating the process of reviewing materials using the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 County office support on-site for supporting NGSS-aligned instructional practices	Site level planning time dedicated to science County office support for evaluating relative success of new units, possibly expanding the development or acquisition of additional units of study. Review key components of tools like the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 throughout the process County office support on-site for supporting NGSS-aligned instructional practices and identifying areas of focus for support	Modified and combined with Action 1.2

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$2,000	$2,000	N/A
Source	Base	Base	N/A
Budget Reference	Books and Supplies	Books and Supplies	N/A

Action   1.5

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

<div align="center">**OR**</div>

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income, Students with Disabilities	LEA -wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	1.5 Utilize Instructional Aides to provide opportunities for smaller groups and intensive intervention to all students including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a. $108,251 b. $63,925 c. $1,497 d. $423
Source	N/A	N/A	a. Supplemental b. Supplemental c. Title I d. Title I
Budget Reference	N/A	N/A	a. 2000 Classified Salaries b. 3000 Classified Benefits c. 1000 Certificated Salaries d. 3000 Certificated Benefits

Action   6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials. Teachers participate in History/Social Studies Framework Rollout offered by Sutter County Superintendent of Schools	Review History/Social Science instructional materials available for adoption	Modified and combined with Action 1.2

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,350	$1,350	N/A
Source	Base	Base	N/A
Budget Reference	Professional Development, Travel and Conferences and Professional Consulting Services	Professional Development, Travel and Conferences and Professional Consulting Services	N/A

Action 1.6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

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

Students to be Served: **Scope of Services:** **Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Provide English Learners improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week. Identify LTEL students or students at risk of becoming LTEL, review data, create a plan of support, and monitor progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	See 1.4 & 1.5 $1,500
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	4300 Instructional Supplies

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Moved to Action 1.4

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$695,086	$695,086	N/A
Source	$661,991 Base, $33,095 Supplemental	$661,991 Base, $33,095 Supplemental	N/A
Budget Reference	Certificated Salaries	Certificated Salaries	N/A

Action 1.7

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	1.7 Provide teachers and students with technology access and tools to enhance and support curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a. $47,600 b. $5,000
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	a. 5800 Professional Services & Consulting b. 4400 Equipment

Action 8

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in ELA/ELD Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in ELA/ELD Expand minimum day grade level articulation to include collaboration with out South Sutter districts. Adapt the current PE schedule to allow for additional collaboration opportunities for teachers Teachers will meet regularly with TOA to analyze ELA/ELD assessment data, plan for instruction, and student intervention TOA will provide coaching and support to teachers on Wonders and StudySync	Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in ELA/ELD Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in ELA/ELD Expand minimum day grade level articulation to include collaboration with out South Sutter districts. Adapt the current PE schedule to allow for additional collaboration opportunities for teachers Teachers will meet regularly with TOA to analyze ELA/ELD assessment data, plan for instruction, and student intervention TOA will provide coaching and support to teachers on Wonders and StudySync	Monitoring and Curriculum modified and combined with Action 1.1 RTI portion modified and moved to Action 1.5

Continue to develop and expand academic Rtl programs during the school day by providing designated time and support	Continue to develop and expand academic Rtl programs during the school day by providing designated time and support	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	N/A
Source	Base	Base	N/A
Budget Reference	See 1.1	See 1.1	N/A

Action 1.8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Maintain GATE program by offering a variety of programs to students such as: STEM based activities for students in the after-school program, access to visual and performing arts programs (VAPA), and a wide assortment of enrichment options.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a. $720 b. $152 c. $400 d. $721
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	a. 1000 Certificated Salaries b. 3000 Certificated Benefits c. 5800 Professional Services and Consulting d. 4300 Supplies

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served: **Scope of Services:**   **Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in math Teachers will meet regularly with TOA to analyze math assessment data, plan for instruction, and student intervention TOA will provide coaching and support to teachers on GoMath! and CPM Continue implementation of Rtl programs beyond the school day through the after-school program for 6th-8th grade students	Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in math Teachers will meet regularly with TOA to analyze math assessment data, plan for instruction, and student intervention TOA will provide coaching and support to teachers on GoMath! .and CPM Continue implementation of Rtl programs beyond the school day through the after-school program for 6th-8th grade students	Modified and combined with Action 1.1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	N/A
Source	Base	Base	N/A

Budget Reference	See 1.1	See 1.1	N/A

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be	Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be	Modified and moved to Action 1.6

	created, the student monitored, and data shared among the classroom teacher and ELD teacher	
	ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress	
	Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers	
	Reclassification Policy will be updated to include data from local assessments	

created, the student monitored, and data shared among the classroom teacher and ELD teacher

ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers

Reclassification Policy will be updated to include data from local assessments

Column 2 text:
created, the student monitored, and data shared among the classroom teacher and ELD teacher

ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers

Reclassification Policy will be updated to include data from local assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	N/A
Source	Base	Base	N/A
Budget Reference	See 1.1	See 1.1	N/A

Action 11

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain API as we await guidance from the State	Maintain API as we await guidance from the State	Eliminated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 12

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain broad course access for all students Develop and expand teacher and student daily use of technology by exploring a partnership with South Sutter Charter to provide Google Classroom PD for teachers Continue to look for a credentialed music teacher to provide services to students during the regular day and in the after-school program Teachers will continue to provide art instruction in the classroom Infrastructure support for technology through a Ceniom	Maintain broad course access for all students Develop and expand teacher and student daily use of technology by exploring a partnership with South Sutter Charter to provide Google Classroom PD for teachers Continue to look for a credentialed music teacher to provide services to students during the regular day and in the after-school program Teachers will continue to provide art instruction in the classroom Infrastructure support for technology through a Ceniom	Modified and Moved to 1.7

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$35,000	N/A
Source	Base	Base	N/A

Budget Reference	See 1.6 4000,5000	See 1.6 4000,5000	N/A

Action 13

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

<div align="center">OR</div>

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and	Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and	Modified and combined with Action 1.2

	parent engagement strategies		
	Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools	Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	N/A
Source	Base & Supplemental	Base & Supplemental	N/A
Budget Reference	Professional Development	Professional Development	N/A

Action 14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain facilities in good repair as per the Facilities Inspection Tool	Maintain facilities in good repair as per the Facilities Inspection Tool	Moved to Goal 2, Action 2.5

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$50,000	N/A
Source	Base	Base	N/A
Budget Reference	Building and Improvements of Buildings	Building and Improvements of Buildings	N/A

Action 15

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue STEM based activities for students in the after-school program Maintain GATE program Provide 3rd-8th grade students additional intervention opportunities based on credentialed teacher availability	Continue STEM based activities for students in the after-school program Maintain GATE program Provide 3rd-8th grade students additional intervention opportunities based on credentialed teacher availability	Modified and moved to Action 1.8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,300	$7,300	N/A
Source	Supplemental	Supplemental	N/A
Budget Reference	1000, 3000	1000, 3000	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: Strategic Plan: Culture & Climate 2, 3, 4, 5; Facilities 1, 2, 3

Identified Need:

Students must attend school in order to learn and master rigorous state standards

-2019 P2 Attendance Rate is 96.34% and Chronic Absenteeism rate is 4.7%

Parents must feel valued and equal partners in the education of their children

-Spring 2019 survey indicates 94.7% of parents feel their involvement is valued

-Spring 2019 survey indicated 21% of parents routinely access the Parent Portal

-Spring 2019 survey indicated 63.2% of parents have been given different options or ways to be involved with school and 78.9% are invited to meetings to find out what is happening at the school

Students and Parents must perceive school as a safe place to learn

-Spring 2019 Parent Survey indicated 89.5% feel school is safe

-Spring 2019 Student (3rd-8th) Survey indicated 95.2% feel school is safe and 17.5% indicated that bullying is a problem

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 - Parent.	Parent, Student, and Staff Survey administered in the	Continue to administer Parent, Student, and Staff	Continue to administer Parent, Student, and Staff	N/A Required for Strategic Plan

Student, and Staff Surveys	fall and spring	Survey in the fall and spring	Survey in the fall and spring	
2.2 - Sign-in Sheets Results of parent survey	One parent workshop was implemented in the fall of 2016.Parentattendance could not be determined as attendance was not tracked. Parent survey given to parents each year	Track attendance at parent workshops Update parent survey to include specific questions related to how they are kept current on grades, school functions including students, and parent workshops.	Continue to increase attendance at parent workshops Continue to survey parents	Spring 2020 parent survey Involvement valued: 96% Access Parent Portal: 35% Given Involvement Options: 65% Invited to Meetings: 80% School is Safe – Parents – 89.5% Students – 95.2%
2.3 - Suspension Rate Indicator	"Orange" Performance Category Status "Medium" 2.1% Change "Increased" 1.6% 2016-17 -6/167 students suspended.	Status will decline by .5% 2017-18 - decrease number of suspensions by 5 students	Status will decline by an additional .5% 2018-19-decrease number of suspensions by 1 student	Maintain 0% suspension rate
2.4- Expulsion Data	O expelled students	Maintain O expelled students	Maintain O expelled students	Maintain O expelled students
2.5 Attendance Data	Current attendance rate is 95.82%	Increase attendance rate to97%	Maintain at 97% or increase attendance rate	Increase P2 to 97%
2.6- Attendance Data	9% (15/167) of students are identified as chronically absent	Decrease the number of students identified as chronically absent by 2 students	Decrease the number of students identified as chronically absent by 2 students	Decrease Chronic Absence rate to 3%
2.6 - Middle School Dropout Data	0 Middle School Students	Maintain O middle school dropout students	Maintain O middle school dropout students	Maintain O middle school dropout students

Planned Actions / Services

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

Action   1

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to administer survey 2 times a year and hold a follow up meeting with all stakeholders to discuss results and create a plan for recommendations	Continue to administer survey 2 times a year and hold a follow up meeting with all stakeholders to discuss results and create a plan for recommendations	Eliminated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	N/A

Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 2.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Promote parent engagement/participation for all students including unduplicated students and students with exceptional needs through parent information opportunities, regular communication, and school events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$1,000
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	4300 Supplies

Action   2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement at least one family/parent workshop on bullying at Back to School Night to support student learning. Considering offering the session again depending on parent participation	Implement at least one family/parent workshop on bullying at Back to School Night to support student learning. Considering offering the session again depending on parent participation	Modified and moved to Action 2.1

Continue to ensure regular updating of 3rd- 8th grade student assignments and grades in the Illuminate Parent Portal Continue to update District website to ensure current information is available to families Continue to mail home and post on the website the Marcum Matters Newsletter Teachers will continue to mail home at least two student success postcards each week Invite parents to attend monthly ROAR assemblies Consider recognizing students at monthly Board Meetings. Invite families to attend.	Continue to ensure regular updating of 3rd-8th grade student assignments and grades in the Illuminate Parent Portal Continue to update District website to ensure current information is available to families Continue to mail home and post on the website the Marcum Matters Newsletter Teachers will continue to mail home at least two student success postcards each week Invite parents to attend monthly ROAR assemblies Recognize Wildcat Community Contributors at monthly Board Meetings. Invite families to attend.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,750	$1,750	N/A
Source	Base	Base	N/A
Budget Reference	Materials and Supplies	Materials and Supplies	N/A

Action 2.2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Implement to fidelity Positive Behavior Intervention & Supports (PBIS) and provide behavior training and support to decrease referrals, suspensions/expulsions, and middle school dropouts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$1,000
Source	N/A	N/A	Base

Budget Reference	N/A	N/A	4300 Supplies

Action 3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

<div align="center">OR</div>

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Re-evaluate the current implementation of PBIS school-wide Review current schoolwide rules with teachers, support staff, and students and procedures to ensure alignment with classroom rules and expectations. Create a plan to teach/remind all students and staff of expectations and	Re-evaluate the current implementation of PBIS school-wide Review current schoolwide rules with teachers, support staff, and students and procedures to ensure alignment with classroom rules and expectations. Create a plan to teach/remind all students and staff of expectations and	Modified and moved to Action 2.2

consequences. Continue monthly ROAR assemblies recognizing students' academic and behavioral successes	consequences. Continue monthly ROAR assemblies recognizing students' academic and behavioral successes	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 2.3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

<div align="center">OR</div>

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Implement various positive attendance strategies such as rewards and an attendance monitoring/notification system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$2,633
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	5800 Professional Services and Consulting

Action 4

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain O expelled students	Maintain O expelled students	Eliminated – Action 2.2 supports this action

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   2.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Continue to provide transportation services at no cost to families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a. $59,345 b. $28,652 c. $11,400 d. $7,300
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	a. 2000 Classified Salaries b. 3000 Classified Benefits c. 4300 Supplies – Fuel d. 5600 Repairs, Rentals, Leases

Action   5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Attendance Assemblies for students with incentives to encourage positive attendance.	Attendance Assemblies for students with incentives to encourage positive attendance.	Modified and moved to 2.3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,500	$1,500	N/A
Source	Base	Base	N/A
Budget Reference	Material and Supplies Awards	Material and Supplies Awards	N/A

Action   2.5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

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

Students to be Served: **Scope of Services:**   **Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Continue to provide safe, well maintained facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a. $2,600 b. $22,025 c. $91,000 d. $126,205 e. $63,248
Source	N/A	Base	Base
Budget Reference	N/A	N/A	a. 4300 Supplies b. 5000 Repairs, Services c. 6000 Construction and Equipment d. 2000 Classified Salaries e. 3000 Classified Benefits

Action   6

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Phone calls to students at risk of becoming . chronically absent are made by support staff Meeting with parents and Superintendent for chronically absent students is held in order to create an attendance plan	Phone calls to students at risk of becoming . chronically absent are made by support staff Meeting with parents and Superintendent for chronically absent students is held in order to create an attendance plan	Modified and moved to Action 2.3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	N/A
Source	Base	Base	N/A
Budget Reference	1000, 2000, 3000	1000, 2000, 3000	N/A

Action 7

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain middle school dropout rate of O	Maintain middle school dropout rate of O	Eliminated – Action 2.2 supports this action

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 8

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplement transportation so costs are not forwarded on to families	Supplement transportation so costs are not forwarded on to families	Modified and moved to Action 2.4

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$88,433	$88,433	N/A
Source	Base	Base	N/A
Budget Reference	6000	6000	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 103,545	8.83%

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

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

Marcum-Illinois provides the following services through Supplemental Funds for English learners, Low-Socioeconomically Disadvantaged Students, Foster Youth, and Homeless Youth: Paraprofessionals enable classroom teachers to provide improved services for students through small group instruction Students receive improved tutoring services and other enrichment opportunities through the After School Program Tutoring services provided by credentialed teachers will continue to be offered to students after school Supplement transportation costs in order to prevent forwarding on costs to the families

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 108,378	9.08 %

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

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

Marcum-Illinois provides the following services through Supplemental Funds for English learners, Low-Socioeconomically Disadvantaged Students, Foster Youth, and Homeless Youth:

Paraprofessionals enable classroom teachers to provide improved services for students through small group instruction
Students receive improved tutoring services and other enrichment opportunities through the After-School Program
Tutoring services provided by credentialed teachers will continue to be offered to students after school
Supplement transportation costs in order to prevent forwarding on costs to the families

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 124,054	9.09%

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

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

The Marcum-Illinois Union Elementary School District (MIUESD) strives to provide a high-quality education for every student in the district and endeavors to do so by addressing the unique needs and abilities of all students. MIUESD offers a rigorous core program for all students while including support services for English learners, reclassified English learners, socioeconomically disadvantaged students, foster youth, and homeless children. This includes the goal that every student is healthy, safe, connected, supported, and challenged. The district's Strategic Plan commits financial resources (LCFF) to maintaining small class sizes. Unduplicated students (Els, low SES, foster and homeless youth) require more than just best practices or research-based materials to be successful; positive teacher-student relationships are essential. Smaller class sizes create a better ratio for these relationships to occur. MIUESD understands that in order to focus on targeted/unduplicated student populations, class-size and teacher-student relationships are very important elements to student success. We believe that smaller teacher to student ratios support teacher-student connections. In smaller classes, teachers are better able to make meaningful connections to their students than in larger classes. Since we focus on this relationship element within our instruction, interventions, and professional development, we believe we are leveraging the positive aspects of smaller class sizes. Baker, Brant & Morlock (2008) found that positive teacher-student relationships predicted improved student behaviors, thereby improving the classroom environment for learning.

The district has identified the following actions/expenditures to meet the supplemental funding target. These address the needs of English learners, reclassified English learners, foster youth, homeless children, and socioeconomically disadvantaged students but are not inclusive of all eligible expenditures for these students.

Action 1.2 Provide professional development opportunities and on-site coaching to teachers as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, Science, and History/Social Studies.

The Director of Student Services serves as an instructional coach to our teachers to provide model lessons, co-teach with classroom teachers to target the needs of all students with a focus on the specific needs of English learners, students who come from low socioeconomic background and foster youth students. California's current frameworks focus on literacy throughout the core and ask teachers to incorporate techniques that serve English learners so they may access a rigorous curriculum. H. Mizell writes in *Why Professional Development Matters*, "The complexity of teaching is so great that one-third of teachers leave the profession within three years and 50% leave within five years (Ingersoll, 2003). Even experienced teachers confront great challenges each year, including

changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and student learning suffers."

Action 1.5 Utilize Instructional Aides to provide opportunities for smaller groups and intensive intervention to all students including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities.

In her research on early literacy and future school success Mead, (2010) argued that students who did not learn to read proficiently by the end of third grade may never reach grade level literacy standards. In addition, a 2008 study by the National Assessment of Educational Progress revealed 37% fourth-graders failed to achieve basic levels of reading achievement; this incidence was even higher among low income and ethnic minority groups and students learning English as a second language (Lonigan & Shanahan, 2009). However, Barnett (2001), offered that early educational interventions have been shown to partially offset the impacts of poverty and inadequate learning environments on child development and therefore improve school success. Marcum-Illinois Union Elementary School District has utilized a similar form of early intervention in ELA and math over recent years. Students are identified through multiple measures and provided small group intervention based on the level of need. We have found success with this program in the past but continued to refine our practice. We believe our unduplicated students will continue to close the achievement gap over time.

The district will continue to evaluate, explore and refine strategies and service effectiveness for unduplicated students with metrics, the state rubrics, other local measures, and input.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a

description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

>**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve

services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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).

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 was the information 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Marcum-Illinois Union Elementary School District
CDS code:	51714076053292
LEA contact information:	Jimmie Eggers; (530) 656-2407; jimmiee@sutter.k12.ca.us
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF funds	$ 1,679,855
LCFF supplemental & concentration grants	$ 124,054
All other state funds	$ 145,557
All local funds	$ 564,351
All federal funds	$ 23,482
Total Projected Revenue	$ 2,413,245

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures	$ 2,648,128
Total Budgeted Expenditures in LCAP	$ 1,500,430
Total Budgeted Expenditures for High Needs Students in LCAP	$ 219,901
Expenditures not in the LCAP	$ 1,147,698

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 40,445
Estimated Actual Expenditures for High Needs Students in LCAP	$ 117,460

Not for Inclusion with the Template