

Introduction:

LEA: Marcum-Illinois USD **Contact (Name, Title, Email, Phone Number):** Sharon McIntosh, Superintendent/Principal, sharonm@sutter.k12.ca.us, 530-656-2407
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>August 17, 2015 LCAP goals and action steps were shared with the teachers and classified staff.</p> <p>August 20, 2015 Parents, teachers and classified were encouraged to nominate candidates to serve on the Parent Advisory Committee/Site Council.</p> <p>October 20,2015 PAC/Site Council meet to elect officers, review and update bylaws. Mrs. Irby went over the 2015 CaASPP scores and annual LCAP goals and action steps.</p> <p>November 18, 2015 Mrs. Irby went over the 2015 CaASPP scores and annual LCAP goals and action steps. The PAC/Site Council reviewed the Single School Plan and recommended to the school board for approval.</p> <p>January 20, 2016 The PAC/Site Council review student expectations in the single school plan and survey questions for student input on school climate.</p> <p>January 21, 2016 Set up LCAP Midyear check up dates with grade spans K-2;3-5;6-8</p> <p>February 1, 2016 Surveys went out to all stakeholders on the three things that are working well at our site and three things that need improvement.</p> <p>March 17-18, 2016 Student surveys were given to students in grades 3rd to 8th</p> <p>March 18, 2016 The student and parent surveys were shared with the Marcum-Illinois school board.</p> <p>March 9, 2016 A community Forum was held to share the results of parent surveys and to collect input from stakeholders.</p>	<p>As a result of stakeholder input it was decided that our two overarching goals would remain the same for 16-17 school year.</p> <p><i>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.</i></p> <p><i>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</i></p> <p>The following action steps either remained the same or changed based on the following stakeholder input.</p> <p>Stakeholders felt strongly (97%) that the Curriculum and Intervention/Vice Principal (TOA) position was a vital role to our students academic success and they felt (100%)that we should operate a highly functioning site council that represents all areas of our site and subgroups: State preschool, English learners, LI, FY, SWD, Elementary and ASES.</p>

<p>April 13, 2016 Mrs. Irby Curriculum and Intervention teacher /Vice principal reported on progress of LCAP goals for 2014-2015 in a public meeting to parents, pupils, school personnel and community members concerning the progress of implementing interim and summative assessment including our English Learners growth and our current Positive Behavior and Intervention Plan,</p> <p>April 27, 2016 The annual action plan update was shared with the new superintendent/principal and the Curriculum Intervention teacher to gather their input for professional development needs in the 2016-2017 school year.</p> <p>May 11, 2016 LCAP annual update shared with the public and the School Board.</p> <p>June 1, 2016 Draft LCAP and Budget available for public review</p> <p>June 6, 2016 Public Hearing for LCAP and Budget</p> <p>June 8, 2016 Adoption of LCAP and Budget</p> <p>*It is important to note the importance of the one on one conversation with superintendent/principal at Back to School Night, Open House and community events that allows for parents and community members to give their opinions and ideas in an informal manner.</p>	<p>Stakeholders were 100% in agreement on continuing with the 6th-8th grade rotation to ensure course access.</p> <p>There was concern about our students with disabilities in math due to the high level of reading involved in the curriculum. It was suggested that a paraprofessional be hired to assist with the CPM math classes. After school tutoring for math will continue to be offered; it was utilized by 35% of our 6th-8th grade students.</p> <p>Stakeholders were involved in the adopting of the new ELA/ELD curriculum and training for teachers will need to be scheduled.</p> <p>Our parents expressed 97 % satisfaction in our parent to home communication.</p> <p>The consensus of stakeholders felt that the PBIS plan was effective this year. Teachers and staff would like to continue with training on how to redirect student behavior.</p> <p>We had 100% of teachers, staff and parents in favor of the STEM training The students expressed high interest in the GATE classes and in the STEM classes offered in 3rd grade class.</p>
<p>Annual Update for Involvement Process Annual Update:</p>	<p>Annual Update Impact on LCAP</p>

<p>Marcum-Illinois has established a process that involves all stakeholders in the annual input of the goals for the Local Control Accountability Plan in its annual update process. MIUSD has established a Parent Advisory Committee whose members are selected August of each year. PAC members consist of teachers, classified staff, parents of students who are identified as unduplicated pupils identified in Education Code section 42238.01 The Parent Advisory Committee is also represented of our site council and we have representation for our English learners and preschool students.</p> <p>The PAC/Site Council met four times this year on the third Wednesday of October, November, January and March. The Marcum Illinois School Board and community were informed on April 13 2016 via a power point of the progress goals in the LCAP in particular the duties of the teacher on assignment and whether the goals set forth were met. Also at these meetings data was provided on the growth of our English learners for review and comment.</p> <p>Marcum-Illinois is going through a change in leadership as the current superintendent/principal is retiring and the board will use the LCAP surveys to gather information on what type of leader to move the district forward.</p> <p>In February MIUSD posted a link to a parent and teacher survey on our website and in our monthly newsletter in order to gather input from all our stakeholders.</p> <p>In March our 3rd -8th graders were given time in during computer lab or in their classroom to fill out a student survey per 5CCR 15495(a).</p> <p>On March 9, 2016 at a regular scheduled board meeting there was a public hearing where the survey results were shared and a time for public input was set aside.</p> <p>April 13, 2016 LCAP action plans and their progress were shared at a regular scheduled board meeting.</p>	<p>Marcum-Illinois is going through a change in leadership as the current superintendent/principal is retiring and in order to move the district forward the incoming superintendent/principal will work with stakeholders in 2016-2017 to develop a Strategic plan and then use the plan to derive new goals and format them by domains to be easily assigned to the eight state priorities.</p> <p>As a result of sharing this Annual Update with stakeholders the following position/trainings will continue or be added to the action steps for 2016-2017 LCAP.</p> <p>Will continue Curriculum & Intervention/Vice Principal (TOA) position and support.</p> <p>Will continue IT specialist one day a week to support classroom teachers in technology</p> <p>Will support an intervention paraprofessional to assist teachers(tier 1 and tier 2)</p> <p>Will offer PBIS training for classified and certificated staff</p> <p>Will continue STEM coordinator support for teachers in NGSS</p> <p>Will implement training for ELA/ELD curriculum</p> <p>Will provide training for teachers on using Tier 1 and Tier 2 intervention in the adopted Go Math and</p>
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<p>The professional development needs for teachers and staff were shared at the May 11, 2016 regularly scheduled board meeting. Public hearing was scheduled on June 1st for the LCAP and Budget. This will be followed by the LCAP and Budget adoption on June 8, 2016</p>	<p>ELA/ELD curriculum.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

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

GOAL 1:	To improve and support learning to close achievement gaps in all California standards including ELA/ELD, Mathematics, Science, Visual 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.	Don't forget to check these. Related State and/or Local Priorities: 1x 2x 3__ 4x 5__ 6__ 7x 8x COE only: 9__ 10__ Local : Specify _____
Identified Need :	<ul style="list-style-type: none"> • 51% of all students scored Met or Exceeded Standard on the spring 2015 ELA SBAC. • 44% of all students scored Met or Exceeded Standard on the spring 2015 Math SBAC. • Teacher training is needed for the instructional materials that are fully aligned to the California ELA/ELD and Mathematics standards • Current curriculum, instruction, assessments, and reporting are not fully aligned to the California NGSS State Standards • Maintain Highly Qualified Teachers. 100% of teachers are appropriately assigned and credentialed. API is frozen. • On average, 90% of students remain in the EL program their entire school career. 	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: Low Income (LI), EL, SWD, Foster Youth

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- 52% of students will score Met or Exceeded Standard on the spring 2017 ELA SBAC.
- 45% of students will score Met or Exceeded Standard on the spring 2017 Math SBAC.
- All students will receive ELA/ELD and mathematics instruction that uses CA standards-aligned instructional materials with embedded assessments. Students will be increasingly instructed in NGSS using standards aligned lessons and materials.
- Maintain Highly Qualified Teachers. Maintain 100% of teachers are appropriately assigned and credentialed.
- Provide an effective English learner program to all EL students including Special Education EL students to enable ELs to access core and ELD standards, TK-8, as measured by students being reclassified within 5 to 6 years. 1% of English learners will be reclassified each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Will implement all California standards including ELA, mathematics, science, visual and performing arts and social science/history to ensure all students have course access.</p> <p>a. Provide coaching to teachers on Go Math curriculum for rigor and fidelity</p> <p>b. Adopt Wonders for grades K-5 and Study Snyc common core aligned instructional materials for 6th-8th</p> <p>c. Provide paraprofessional to assist in 6th-8th CPM math for SWD</p> <p>d. Will provide STEM Consultant to coach teachers in NGSS.</p>	<p>School Wide</p>	<p>xALL</p> <hr/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>a.TOA \$32,392 Supp/conc</p> <hr/> <p>b.Books and Supplies LCFF base</p> <hr/> <p>Title II Release time \$5,500</p> <hr/> <p>c.\$12,000 supp/conc</p> <hr/> <p>d. \$5,000 Title II</p>

<p>2. A systematic assessment program, including common universal screeners, interim, and diagnostic assessment and curriculum assessment will be monitored by Curriculum and intervention teacher</p> <p>a. Teachers will receive release time to analyze assessment data with TOA.</p> <p>b. TOA teacher will monitor student progress toward proficiency on all common assessments. ELA, Math, Social Studies, and Science for Grades 6 –8.</p>	<p>School Wide</p>	<p><u>xALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Teacher Release time \$5,500 Supp/conc</p> <p>50% TOA \$32,392 Supp/conc</p>
<p>3. Develop and expand teacher and student daily use of technology.</p> <p>a. Continue to provide computer lab and chrome books for use in afterschool program .</p> <p>b. IT Specialist for goggle docs in the 6th-8th classroom and technology classes in grades K-4th.</p> <p>c. Infrastructure support for technology to be purchased from the Sutter County Superintendent of Schools Technology department.</p>	<p>School Wide</p>	<p>xALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base</p> <p>IT support \$16,028.48 LCFF Base</p> <p>\$6,000 LCFF Base</p>
<p>4. Provide Professional Development (PD) for administrative, certificated and classified staff and coaching for certificated staff to support student learning</p> <p>a.PD will include strategies for implementation of new ELA/ELD curriculum in support of our English learners.</p> <p>b.PD will include use of common Assessments and analysis of student work and data to inform academic achievement and instruction.</p>	<p>School Wide</p>	<p><u>xALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ELA/ELD Supplemental Release time 1,500</p> <p>50%TOA \$32,392</p>

<p>c.Maintain TOA to provide PD and coaching to certificated staff for English Language arts and Mathematics instruction,</p> <p>d.Professional Development for English Language Development will continue utilizing Tittle III Sutter County consortium support</p>			<p>Supp/conc</p> <p>Title III Consortium</p>
<p>5. Implement/expand Rtl programs aligned to California Standards for ELA and Math to support student learning. (Rtl – Response to Intervention – Academic & Behavioral)</p> <p>a.Continue to develop and expand academic Rtl programs during the school day, by providing designated time and support.</p> <p>b.Continue to Implement PBIS (Positive Behavioral Interventions & Supports) program on campus to teach/support positive behaviors and social skills and to provide behavioral interventions.</p> <p>c.Continue implementation of Rtl programs beyond the school day through after-school program for CPM (6th-8th) Grade math.</p>	<p>School Wide</p>	<p>xALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>50%TOA \$32,392 supplemental /concentration</p> <p>50% TOA \$38,063 LCFF Base Funding</p> <p>Paraprofessional \$12,000 Supplemental /concentration</p>
<p>6. Increase services-to the following programs to support student learning of SWD, EL: State Preschool, NSLP, ASES by contributing monies</p>	<p>School Wide</p>	<p><u>x</u>ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Contributions from General Fund</p>

from the general fund to support staff over and above what the grant supplies

__Other Subgroups:(Specify)_____

State
Preschool:
\$39,709
NSLP:
\$48,270
ASES:
\$27,933

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- 53% of students will score Met or Exceeded Standard on the spring 2017 ELA SBAC.
- 46% of students will score Met or Exceeded Standard on the spring 2017 Math SBAC.
- All students will receive ELA/ELD and mathematics instruction that uses CA standards-aligned instructional materials with embedded assessments. Students will be increasingly instructed in NGSS using standards aligned lessons and materials.
- Maintain Highly Qualified Teachers. 100% of teachers are appropriately assigned and credentialed.
- Provide an effective English learner program to all EL students including Special Education EL students to enable ELs to access core and ELD standards, TK-8, as measured by students being reclassified within 5 to 6 years. 1% of English learners will be reclassified each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Will implement all California standards including ELA, mathematics, science, visual and performing arts and social science/history to ensure all students have course access.</p> <p>a. Provide coaching to teachers on Go Math curriculum for rigor and fidelity</p> <p>b. Adopt Wonders for grades K-5 and Study Sync common core aligned instructional materials for 6th-8th</p> <p>c. Provide paraprofessional to assist in 6th-8th CPM math for SWD</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>a.TOA \$32,392 Supp/conc</p> <hr/> <p>b.Books and Supplies LCFF base</p> <hr/> <p>Title II Release time</p>

<p>d. Will provide STEM Consultant to coach teachers in NGSS.</p>			<p>\$5,500</p> <p>c.\$12,000 supp/conc</p> <p>d.5,000 Title II</p>
<p>2. A systematic assessment program, including common universal screeners, interim, and diagnostic assessment and curriculum assessment will be monitored by Curriculum and intervention teacher</p> <p>a. Teachers will receive release time to analyze assessment data with TOA</p> <p>b. TOA teacher will monitor student progress toward proficiency on all common assessments. ELA, Math, Social Studies, and Science for Grades 6 –8</p>	<p>District Wide</p>	<p>xALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Teacher Release time \$5,500 Supp/conc</p> <p>50% TOA \$32,392 Supp/conc</p>
<p>3. Develop and expand teacher and student daily use of technology.</p> <p>a. Continue to provide computer lab and chrome books for use in afterschool program</p> <p>b. IT Specialist for goggle docs in the 6th-8th classroom and technology classes in grades K-4th</p> <p>c. Infrastructure support for technology to be purchased from the Sutter County Superintendent of Schools Technology department.</p>	<p>District Wide</p>	<p>xALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Base</p> <p>IT support \$16,028.48 LCFF Base</p> <p>\$6,000 LCFF Base</p>
<p>4. Provide Professional Development (PD) for administrative, certificated and classified staff and coaching for certificated staff to</p>	<p>District Wide</p>	<p>xALL</p> <hr/> <p>OR:</p>	

<p>support student learning</p> <p>a. PD will include strategies for implementation new ELA/ELD curriculum in support of our English learners.</p> <p>b. PD will include use of common Assessments and analysis of student work and data to inform academic achievement and instruction.</p> <p>c. Maintain TOA to provide PD and coaching to certificated staff for English Language arts and Mathematics instruction,</p> <p>d. Professional Development for English Language Development will continue utilizing Tittle III Sutter County consortium support</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ELA/ELD Supplemental Release time 1,500</p> <p>50% TOA \$32,392 Supp/conc</p> <p>Title III Consortium</p>
<p>5. Implement/expand Rtl programs aligned to California Standards for ELA and Math to support student learning. (Rtl – Response to Intervention – Academic & Behavioral)</p> <p>a. Continue to develop and expand academic Rtl programs during the school day, by providing designated time and support.</p> <p>b. Continue to Implement PBIS (Positive Behavioral Interventions & Supports) program on campus to teach/support positive behaviors and social skills and to provide behavioral interventions.</p> <p>c. Continue Rtl programs beyond the school day through after-school program for</p>	<p>District Wide</p>	<p>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>50% TOA \$32,392 supplemental /concentration</p> <p>50% TOA \$38,063 LCFF Base Funding</p> <p>Paraprofessional \$12,000 Supplemental /concentration</p>

CPM (6th-8 th) Grade math.			
6. Increase services-to the following programs to support student learning of SWD, EL: State Preschool, NSLP, ASES by contributing monies from the general fund to support staff over and above what the grant supplies	District Wide	<input type="checkbox"/> ALL	Contributions from General Fund State Preschool: \$39,709 NSLP: \$48,270 ASES: \$27,933
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 53% of students will score Met or Exceeded Standard on the spring 2017 ELA SBAC. • 46% of students will score Met or Exceeded Standard on the spring 2017 Math SBAC. • All students will receive ELA/ELD and mathematics instruction that uses CA standards-aligned instructional materials with embedded assessments. Students will be increasingly instructed in NGSS using standards aligned lessons and materials. • Maintain Highly Qualified Teachers. 100% of teachers are appropriately assigned and credentialed. • Provide an effective English learner program to all EL students including Special Education EL students to enable ELs to access core and ELD standards, TK-8, as measured by students being reclassified within 5 to 6 years. 1% of English learners will be reclassified each year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Will implement all California standards including ELA, mathematics, science, visual and performing arts and social science/history to ensure all students have course access. a. Provide coaching to teachers on Go Math curriculum for rigor and fidelity b. Adopt Wonders for grades K-5 and Study Snyc common core aligned instructional materials for 6 th -8 th	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	a.TOA \$32,392 Supp/conc b.Books and Supplies LCFF base Title II

<p>c. Provide paraprofessional to assist in 6th-8th CPM math for SWD</p> <p>d. Will provide STEM Consultant to coach teachers in NGSS.</p>			<p>Release time \$5,500</p> <p>c.\$12,000 supp/conc</p> <p>d.5,000 Title II</p>
<p>e. A systematic assessment program, including common universal screeners, interim, and diagnostic assessment and curriculum assessment will be monitored by Curriculum and intervention teacher</p> <p>a. Teachers will receive release time to analyze assessment data with TOA</p> <p>b. TOA teacher will monitor student progress toward proficiency on all common assessments. ELA, Math, Social Studies, and Science for Grades 6 –8</p>	District Wide	<p><input checked="" type="checkbox"/>ALL Or:</p> <p><input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups: (Specify)_____</p>	<p>Teacher Release time \$5,500 Supp/conc</p> <p>50% TOA \$32,392 Supp/conc</p>
<p>f. Develop and expand teacher and student daily use of technology.</p> <p>a. Continue to provide computer lab and chrome books for use in afterschool program</p> <p>b. IT Specialist for goggle docs in the 6th-8th classroom and technology classes in grades K-4th</p> <p>c. Infrastructure support for technology to be purchased from the Sutter County Superintendent of Schools Technology department.</p>	District Wide	<p><input checked="" type="checkbox"/>ALL Or:</p> <p><input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups: (Specify)_____</p>	<p>LCFF Base</p> <p>IT support \$16,028.48 LCFF Base</p> <p>\$6,000 LCFF Base</p>
<p>g. Provide Professional Development (PD) for</p>	District Wide	<p><input checked="" type="checkbox"/>ALL Or:</p>	

<p>administrative, certificated and classified staff and coaching for certificated staff to support student learning</p> <p>a. PD will include strategies for implementation new ELA/ELD curriculum in support of our English learners.</p> <p>b. PD will include use of common Assessments and analysis of student work and data to inform academic achievement and instruction.</p> <p>c. Maintain TOA to provide PD and coaching to certificated staff for English Language arts and Mathematics instruction,</p> <p>d. Professional Development for English Language Development will continue utilizing Title III Sutter County consortium support</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>ELA/ELD Supplemental Release time 1,500</p> <p>Curriculum/Intervention (TOA) \$32,392 Supp/conc</p> <p>Title III Consortium</p>
<p>h. Implement/expand RtI programs aligned to California Standards for ELA and Math to support student learning. (RtI – Response to Intervention – Academic & Behavioral)</p> <p>a. Continue to develop and expand academic RtI programs during the school day, by providing designated time and support.</p> <p>b. Continue to Implement PBIS (Positive Behavioral Interventions & Supports) program on campus to teach/support positive behaviors and social skills and to provide behavioral interventions.</p> <p>c. Continue RtI programs beyond the school day through after-school program for CPM (6th-8th) Grade math.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>50% TOA \$32,392 supplemental /concentration</p> <p>50% TOS \$38,063 LCFF Base Funding</p> <p>Paraprofessional \$12,000 Supplemental</p>

			/concentration
i. Increase services-to the following programs to support student learning of SWD, EL: State Preschool, NSLP, ASES by contributing monies from the general fund to support staff over and above what the grant supplies	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Contributions from General Fund State Preschool: \$39,709 NSLP: \$48,270 ASES: \$27,933

GOAL 2:	Improve communication with parents and families to support student success and create a safe and welcoming environment that will ensure academic and social/emotional well-being for each student	Related State and/or Local Priorities: 1__ 2__ 3x 4__ 5x 6x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<ul style="list-style-type: none"> • There is a need to continue informing new and returning parents of student success and celebrating that success through our PBIS and ROAR assemblies. • Parent input needed on the development of the strategic plan. • Maintain a high functioning PAC/Site Council 		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: SED, EL, SWD,FOSTER	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Hold Eight ROAR assemblies recognizing academic and behavioral student successes. • Community Forum for parent input on strategic plan • Hold at least three Marcum PAC/Site Council meetings 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.District Communication to Families:	School	xALL	

<ul style="list-style-type: none"> a. Continue to ensure regular updating of 3rd to 8th student assignments on student grades on Illuminate grade book/Parent Portal. b. Continue to provide parent training in parent access/use of Illuminate /Parent Portal. c. Continue to update District website to ensure current information. d. Continue the Marcum Matters Newsletter e-version and hard copy. 	Wide	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	LCFF Base Funding
<p>2.Parent Empowerment/Education:</p> <ul style="list-style-type: none"> a. Continue to Implement at least one family/parent education class to support student learning. b. Parent Advisory/Site Council will represent our elementary school, preschool, EL, SWD and ASES program. Their input will be sought on the strategic plan. c. Each teacher to mail home at least two student success postcards a week. 	School Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	50% Vice Principal \$38,063 LCFF Base
<p>3.Address Basic Needs:</p> <ul style="list-style-type: none"> a. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources b. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards. c. Maintain appropriate staffing levels for maintenance, building and grounds 	School Wide	<p>xALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	LCFF Base

<p>d. Recruit and retain highly qualified, excellent administrative, certificated and classified staff.</p> <p>e. Maintain sufficiency of standards-aligned instructional materials</p>			
<p>4.. Address Pupil Engagement and School Climate</p> <p>a. Maintain student attendance rate</p> <p>b. Reduce chronic absenteeism rate</p> <p>c. Maintain 0% middle school dropout rate</p> <p>d. Decrease student suspension rate</p> <p>e. Decrease or maintain expulsion rate</p>	<p>School Wide</p>	<p><u>xALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Funding</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Hold Eight ROAR assemblies recognizing academic and behavioral student successes. • Community Forum for parent input on LCAP Goals and Action Steps • Hold at least three Marcum PAC/Site Council meetings 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.District Communication to Families:</p> <p>a.Continue to ensure regular updating of 3rd to 8th student assignments on student grades on Illuminate grade book/Parent Portal.</p> <p>b.Continue to provide parent training in parent access/use of Illuminate /Parent Portal.</p> <p>c.Continue to update District website to ensure current information.</p> <p>d.Continue the Marcum Matters Newsletter e- version and hard copy.</p>	<p>District Wide</p>	<p><u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Funding</p>

<p>2.Parent Empowerment/Education:</p> <p>a. Continue to Implement at least one family/parent education class to support student learning.</p> <p>b. Parent Advisory/Site Council will represent our elementary school, preschool, EL, SWD and ASES program. Their input will be sought on the strategic plan.</p> <p>c. Each teacher to mail home at least two student success postcards a week.</p>	<p>District Wide</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>50% Vice Principal \$38,063 LCFF Base</p>
<p>3.Address Basic Needs:</p> <p>a. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources</p> <p>b. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards</p> <p>c. Maintain appropriate staffing levels for maintenance, building and grounds</p> <p>d. Recruit and retain highly qualified, excellent administrative, certificated and classified staff.</p> <p>e. Maintain sufficiency of standards-aligned instructional materials</p>	<p>District Wide</p>		<p>LCFF Base Funding</p>
<p>4.. Address Pupil Engagement and School Climate</p> <p>a. Maintain student attendance rate</p> <p>b. Reduce chronic absenteeism rate</p> <p>c. Maintain 0% middle school dropout rate</p> <p>d. Decrease student suspension rate</p> <p>e. Decrease or maintain expulsion rate</p>	<p>District Wide</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base Funding</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Hold Eight ROAR assemblies recognizing academic and behavioral student successes. • Community Forum for parent input on LCAP Goals and Action Steps • Hold at least three Marcum PAC/Site Council meetings 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>1.District Communication to Families:</p> <p>a.Continue to ensure regular updating of 3rd to 8th student assignments on student grades on Illuminate grade book/Parent Portal.</p> <p>b.Continue to provide parent training in parent access/use of Illuminate /Parent Portal.</p> <p>c.Continue to update District website to ensure current information.</p> <p>d.Continue the Marcum Matters Newsletter e- version and hard copy.</p>	<p>District Wide</p>	<p><u>x</u>ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>LCFF Base Funding</p>
<p>2.Parent Empowerment/Education:</p> <p>a. Continue to Implement at least one family/parent education class to support student learning.</p> <p>b. Parent Advisory/Site Council will represent our elementary school, preschool, EL, SWD and ASES program. Their input will be sought on the strategic plan.</p> <p>c. Each teacher to mail home at least two student success postcards a week.</p>	<p>District Wide</p>	<p><u>x</u>ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>50% Vice Principal \$38,063 LCFF Base</p>
<p>3.Address Basic Needs:</p>	<p>District Wide</p>	<p><u>x</u>ALL</p>	

<ul style="list-style-type: none"> a. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources b. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards. c. Maintain appropriate staffing levels for maintenance, building and grounds d. Recruit and retain highly qualified, excellent administrative, certificated and classified staff e. Maintain sufficiency of standards-aligned instructional materials 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>LCFF Base Funding</p>
<p>4.. Address Pupil Engagement and School Climate</p> <ul style="list-style-type: none"> a. Maintain student attendance rate b. Reduce chronic absenteeism rate c. Maintain 0% middle school dropout rate d. Decrease student suspension rate e. Decrease or maintain expulsion rate 	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>LCFF Base Funding</p>

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

Original GOAL 1 from prior year LCAP:	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.		Related State and/or Local Priorities: 1_x 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Low Income (LI), EL, SWD, Foster Youth		
Expected Annual Measurable Outcomes:	<p>A. Each subgroup will increase their scores by 10% in the ELA and Math assessments</p> <p>B. Increase of 5% in students making progress toward English proficiency over 2015 rates, as measured by CELDT</p> <p>C. Increase of 5% in English Learner reclassification rate over 2014-15 rates</p>	Actual Annual Measurable Outcomes:	<p>The metric of 10% for subgroups was not met and we will be moving forward with District Wide and individual student growth measured by local assessments</p> <p>B.CELDT Proficiency Scores 2015 43% 2016 50%</p> <p>C.2015 10% Rate of reclassification Of our seven students No one was reclassified for the 2016 year</p>	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1 Will implement all California standards including ELA, mathematics, science, visual and performing arts and social science/history to ensure all students have course access. a. Provide professional learning on ELA/ELD	1.Title III Sutter Consortium will provide training Books and Supplies LCFF base	1. California standards were implemented in all grade levels including ELA/ELD mathematics, science , visual and performing arts and social science /history. This was verified by class schedules, principal observation and grade book. a. Professional learning ELA training was provided by	1.Title III Sutter Consortium will provide training Title II Release	

strategies to teachers	Title II Release Time \$5,500	Dawn Carl, Educational Services on September 20, 2016 and October 19, 2016 presented to the TK-8 th grade teachers	Time Ed Services \$750
b. Adopt Go Math common core aligned instructional materials for TK-5 th grade	LCFF Base	b. First year implementation of GO Math common core aligned instructional materials	LCFF base
c. Provide visual and performing arts to all students in grades TK-8 th by hiring 1.1 FTE certificated music and art teacher	50% VAPA \$29,923 LCFF Base	c. We provided VPA to all students in grades TK-8 th from August to December. Then in January our VAPA Teacher resigned and classrooms teachers taught VAPA in their classrooms.	\$28,276.00 VAPA LCFF base
. Develop a systematic assessment program, including common universal screeners, interim, and diagnostic assessments (Topic/Theme/Trimester) and assessments	2. Teacher Release Time \$5,500 Supp/Conc	2. Common Universal screeners were developed using STAR and Early Literacy. In addition to interim and diagnostic assessments as well as using Illuminate toolkit. It was discussed that the adopted Go Math	2. Teacher Release Time \$5,500 Supp/Conc
a. Clarify existing and implement required assessments for 1.TK-Grade 2 (early literacy assessment), 2. Grades 3-5 ELA & Math	50% Curriculum/ Intervention Teacher \$32,392 Supp/Conc	a. Curriculum has resources for EL and SWD that may give a more accurate indicator of where all of our students are as well as our LI,SWD , EL and FY.	50% Curriculum/ Intervention Teacher \$32,392.00 Supp/Conc
b. Clarify existing and implement required assessments for ELA, Mat, Social Studies and Science for grades 6-8. Monitor student progress toward proficiency on all common assessments		b. Curriculum and Intervention teacher worked with tth-8ht grade teaches to monitor progress toward proficiency on local and state assessments in all subject matter.	
3. Develop and expand teacher and student daily use of technology	3. IT Support \$15,454 LCFF	3. Implemented weekly keyboarding class , STARFALL, Google Docs in classrooms so students were able to learn	2. IT Support

<p>a. Utilize the BIIG grant to upgrade fiber optic</p> <p>b. Provide library services for student use of technology for literacy and for research in addition to testing support</p> <p>c. Explore the use of technology and internet access available to students before and after school</p> <p>4. Provide professional development (PD) for administrative, certificated, and classified staff and coaching for certificated staff to support student learning</p> <p>a. PD will include strategies for implementation of</p>	<p>Base</p> <p>50% Library Para professional \$17,071 Supp/Conc</p> <p>50% Certificated Teacher: ASES \$29,923 Supp/Conc</p> <p>4. ELA/ELD</p>	<p>new technology skills and show improvement over time.</p> <p>Teachers were trained in advance smart board techniques, technology standards and in use of technology needed for student success on the CaASPP.</p> <p>a. The district is scheduled to upgrade to a fiber optic line in May through the BIIG grant.</p> <p>b. We were unable to provide a full time library paraprofessional. But our IT specialist from Educational Services was able to support 3rd to 5th grade in technology for literacy and research in addition for testing support,</p> <p>c. Technology made available in the after school program on a daily basis by student's being able to access Moby max online in their homework class. They could also work on assigned research if needed.</p> <p>4.Our TOA attended leaders cadre, Writing workshop , EL seminars and Transitional Kindergarten conference to use resources learned to assist in coaching out TK-8th teachers to support learning</p> <p>a. Dawn Carl, Educational Services, taught a</p>	<p>\$16,028.48</p> <p>\$750.00 Consultant</p> <p>3 a&b. IT Support Ed Services \$16,028.48</p> <p>50% Certificated Teacher: ASES \$28,276.00 Supp/Conc</p>
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<p>use of a variety of instructional strategies for ELA with emphasis on writing</p> <p>b. PD will include use of common assessments and analysis of student work and data to inform academic achievement and instruction</p> <p>c. Maintain current TOA to provide PD and coaching to certificated staff</p> <p>d. Professional Development for English Language Development will continue utilizing Title III Sutter County consortium support</p>	<p>supplemental \$1,500 Title III Curriculum/ Intervention (TOA) \$32,392 Supp/Conc</p>	<p>workshop for teachers on "Writing for Common Core in September and October.</p> <p>b. Teachers were given released time to work with C&I teacher and Kristi Johnson, Educational services came to our site and work with teachers on course access and using instructional time effectively. In addition to observing designated and integrating ELD.</p> <p>c. TOA was on assignment to provide PD and coach two new teachers and returning teachers.</p> <p>d. Kristi Johnson, Education services worked with our teachers on 10/6 10/12 and 10/14 and 11/3/15 and 11/5/15. She observed instruction and met individually to discuss ELD strategies for serving our EL students and strategic instruction,</p>	<p>\$700 LCFF base</p> <p>ELA/ELD supplemental \$1,500 Title III</p> <p>Curriculum/ Intervention (TOA) \$32,392 Supp/Conc</p>
<p>5. Implement/expand Rtl programs aligned to California Standards for ELS and Math to support student learning (Rtl-Reponse to Intervention-Academic & Behavioral)</p> <p>a. Continue to develop and expand academic Rtl programs during the school day, by providing designated time and support</p> <p>b. Continue to implement PBIS (Positive</p>	<p>5. 50% Curriculum/ Intervention Teacher (TOA) \$32,392 Supp/Conc</p> <p>50% Vice</p>	<p>1. We were able to implement RTI for our ELs and our math in the individual classrooms by setting aside 30-40 minutes for strategic instruction for all our learners.</p> <p>a. We will expanded this program to include our students who have exceeded or met standards by providing Moby Max enrichment or moving forward with addition and multiplication facts per individual student needs.</p> <p>b. PBIS was supported with assistance from the TOA worked with teachers and classified staff</p>	<p>5. 50% Curriculum/ Intervention Teacher (TOA) \$32,392 Supp/Conc</p>

<p>Behavioral Interventions and Support) program on campus to teach/support positive behaviors and social skills and to provide behavioral interventions</p> <p>c. Develop/expand academic Rtl programs beyond the school day through after-school program</p> <p>6. Increase services to the following programs to support student learning of SWD, EL: State Preschool, NSLP, ASES by contributing monies from the general fund to support staff over and above what the grant supplies</p>	<p>Principal \$38,063 LCFF Base Funding 50% Certificated Teacher \$29,923 Supp/Conc</p> <p>6. Contributions from General Fund State Preschool: \$39,709, NSLP: \$48,270, ASES: \$27,933</p>	<p>on redirecting behaviors and following through with the behavior as it is written,</p> <p>c. Implemented afterschool intervention by hiring a certificated teacher to work with our 6th-8th graders during homework time in our afterschool program. Tutoring was offered to students by their classroom teacher.</p> <p>6. Services were increased to support student learning of SWD, EI, Preschool, LI and ASES students by contributing monies from the general fund to support additional staff over and above what the grant supplies.</p>	<p>50% Vice Principal \$38,063 LCFF Base Funding</p> <p>50% Certificated Teacher \$28,276.60 Supp/Conc</p> <p>6. Contributions from General Fund State Preschool: \$39,709, NSLP: \$48,270, ASES: \$27,933</p>
<p>Scope of service:</p>	<p>District Wide</p>	<p>Scope of service:</p>	<p>District Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Original</p>		<p>Related State and/or Local Priorities:</p>	
<p>GOAL 2</p>			

GOAL 2 from prior year LCAP:	Improve communication with parents and families to support student success and create a safe and welcoming environment that will ensure academic and social/emotional well-being for each student	1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: LI, EL, SWD, Foster Youth
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Expected Annual Measurable Outcomes:	a. 5% increase in parental satisfaction over 2014/15 levels, based on annual parent survey – overall and by subgroup, including parents of students with special needs. b. Implementation of at least one family engagement/support/empowerment program within the district.	Actual Annual Measurable Outcomes:	a. We had a 10% increase in parental satisfaction over 2014-2015. We have 95% of our parents satisfied with our school. 100% of ELs are satisfied and 100% of our SWD are satisfied. At this time we do have any foster youth. b. We implemented two family engagement /support meetings for parents this school year and held a community forum to gather input from parents.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. District Communication to Families: a. Ensure regular updating of 3 rd to 8 th student assignments on student grades on Illuminate gradebook /Parent Portal. b. Provide parent training in parent access/use of Illuminate /Parent Portal. c. Update District website to ensure current	1.LCFF Base Funding	1. District Communication a. C&I teacher on assignment verified that all teachers in grades 1 st to 8 th were utilizing the grade book and that parents had access to the parent portal. b. Two parent trainings were offered this school year and classroom teachers let parents know they could call office for support on getting onto the portal to view student assignments and current grades,	1.LCFF Base Funding

<p>information.</p> <p>2. Parent Empowerment/Education:</p> <p>a. Implement at least one family/parent education class to support student learning.</p> <p>b. Establish highly functioning Parent Advisory/Site Council through agendas and attendance.</p> <p>3. Address Basic Needs:</p> <p>a. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources</p> <p>b. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards.</p> <p>c. Maintain appropriate staffing levels</p>	<p>2.50% Vice Principal \$38,063</p> <p>LCFF Base</p>	<p>c. Website is updated weekly to ensure current information.</p> <p>2. Parent Empowerment/Education</p> <p>a. Curriculum/ Intervention Teacher (TOA held a class on Back to School night to instruct parents on how to access the parent portal and read CaASPP scores, In addition a community forum was held on March 9, 2016 to address any concerns about student learning.</p> <p>b. A Parent Advisory /Site Council were formed via an election that represents administration, teacher, and classified staff. English Learner, Students with Disabilities and our Low Income students have representation on the Parent Advisory/Site Council. There is also representation from our state preschool and after school (ASES) program. The committee met four times this school year.</p> <p>3. Address Basic Needs</p> <p>a. Needs were prioritized in the Facilities Audit Report and Facilities Master which included sealing the roof,</p> <p>b. The top priority is the BIIG grant which will enable us to upgrade our T1 lines to fiber optic</p> <p>c. Due to adding full day TK class and a PM preschool class we had to contract for</p>	<p>2.</p> <p>50% Curriculum/ Intervention Teacher (TOA) \$32,392 Supp/Conc</p> <p>b.50% Vice Principal \$38,063 LCFF Base Funding</p> <p>LCFF Base</p>
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<p>for maintenance, building and grounds</p> <p>d. Recruit and retain highly qualified, excellent administrative, certificated and classified staff.</p> <p>e. Maintain sufficiency of standards-aligned instructional materials</p> <p>7.Address Pupil Engagement and School Climate</p> <p>a. Maintain student attendance rate</p> <p>b. Reduce chronic absenteeism rate</p> <p>c. Maintain 0% middle school dropout rate</p> <p>d. Decrease student suspension rate</p> <p>e. Decrease or maintain expulsion rate</p>	<p>4.LCFF Base Funding</p>	<p>custodial help due in addition to note being able to fill a .50 custodian.</p> <p>d. We were able to recruit and retain eleven highly qualified administrative and certificated staff. We were also able to maintain our classified employees for support.</p> <p>e. Go Math was purchased for the 2015-2016 school year. The teachers were extremely involved in the ELA/ELD adoption and chose Wonders/ Study/ Sync for adoption for the 2016-2017 school year.</p> <p>2. Address Pupil Engagement and School Climate</p> <p>a. Maintained student attendance rate 96%</p> <p>b. Reduced chronic absenteeism by 1% a. 2015 (2%) 2016 (1%)</p> <p>c. Continued to have a 0% middle school dropout rate</p> <p>d. Decreased student suspension rate by 1%</p> <p>e. Maintained a zero expulsion rate</p>	<p>4.LCFF Base Funding</p>
<p>Scope of service:</p>	<p>District Wide</p>	<p>Scope of service:</p>	<p>District Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As the current superintendent/principal is retiring the Marcum School Board has given direction to keep LCAP Goals 1 and 2 for 2016-2017. The incoming superintendent/principal will work with all stakeholders to develop a Strategic Plan for the school district. The LCAP Goals for 17-18 will be realigned to the strategic plan by domains so all the eight state priorities can be recognized simply.</p> <p>Due to new legislation, the 2014-2015 CAASPP ELA and Math test scores establish a baseline for the new testing system. Because two years of data is needed to determine growth targets, the 2014-2015 and 2015-2016 CAASPP ELA and Math scores will be used to determine targets. There will be expected outcomes related to the CAASPP results included in the LCAP for 2016-2017.</p> <p>The actions steps for the 2016-2017 will include:</p> <ul style="list-style-type: none"> • Curriculum & Intervention/Vice Principal position and support. • IT specialist one day a week to support classroom teachers in technology • an intervention paraprofessional to assist teachers (tier 1 and tier 2) • PBIS training for classified and certificated staff • STEM coordinator support for teachers in NGSS • Implement training for ELA/ELD curriculum • Training for teachers on using Tier 1 and Tier 2 intervention in the adopted Go Math and ELA/ELD curriculum. • Contribute as needed to the Preschool, Cafeteria and ASES program 		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$109,092
<p>The Marcum-Illinois Union Elementary School District received approximately \$109,092 dollars in the supplement and concentration portion of the LCCFF supporting our 43% unduplicated pupils. The majority of these funds will continue to be spent on personnel hired to support student achievement. The largest expenditure is for the Curriculum Intervention teacher/ Vice Principal position. This is a teacher on assignment. The data we have collected research has shown that our interventions are working to close the achievement gap that exists between our LI, FY and EL students as well as our SWD. The last two years of data strongly supports that investing in this coaching model has led to student success. This past year and in the coming year we will focus professional learning in key areas of: building and maintaining professional learning communities through vertical grade span alignment; focus on writing and literacy skills, implementing the ELA/ELD framework and implementing the next generation of science standards. In addition technology support was offered once a week to assist teachers in meeting the needs of students in using the chrome books, test practices, and constructed responses.</p>	

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

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

9.98	%
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The district's Minimum Proportionality Percentage for student with disabilities, low income pupils, foster youth, and English Learners is 9.98% . Specific services offered to unduplicated pupils above and beyond base program are afterschool intervention, universal access time as well as integrated and designated time. Instructional assistants were provided to assist in the classroom to work individually with students , in addition to teachers offering tutoring sessions after school to our unduplicated pupils. There were resources offered in our adopted content aligned math material that teachers used to utilize the needs of our unduplicated students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is

enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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