

§ 15497. Local Control and Accountability Plan and Annual Update Template.

**Introduction:**

LEA: Marcum-Illinois USD      Contact: Sharon McIntosh, superintendent/principal [SharonM@sutter.k12.ca.us](mailto:SharonM@sutter.k12.ca.us)    530-656-2407      LCAP Year:2014-2015

**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.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>On February 21, 2014 MIUSD Site Council developed nine question survey for the collection of data for Local Controlled Accountability Plan. In addition they planned a Parent Forum for March 17, 2014 designed so all parents /staff could have an input in the process.</p> <p>On March 17, the superintendent along with the MIUSD Site Council conducted a Parent Forum to gather input from the stakeholders based on the survey questions. The questions were asked and discussed in a round table forum and then shared out to the group.</p> <p>The survey” url “from survey monkey was set home in the school newsletter, Marcum Matters, in order to gather more information from the parents.</p>	<p>The LCAP/Parent Advisory Committee reviewed input from all stakeholders .Taking into consideration the eight state priorities, the committee checked to be sure all stakeholder input was addressed in the following Four District Goals</p> <ol style="list-style-type: none"> <li>1. Increase student success in Math, ELA, and NGSS</li> <li>2. Improve communication with parents and families to support student success</li> <li>3. Create a safe and welcoming environment</li> <li>4. Recruit and Retain high quality staff who are continually trained and dedicated to the needs of our students</li> </ol>

Involvement Process	Impact on LCAP
<p>A Parent Advisory Committee was formed at the March 17<sup>th</sup> meeting from the parent/staff that attended.</p> <p>Parent Advisory Committee met on April 7 , 2014 to synthesize the input gathered into four major goals.</p> <p>It was decided that on April 22,2014 ,after spring break , a paper copy of the survey would be sent home with students in order to reach parents who may not have access to internet. In addition the student council was given the survey in order to gather their input.</p> <p>Teachers and staff were able to give input on student learning, professional development and school climate and the utilization of our Data and Assessment System.</p> <p>On May 13, the Board of Trustees reviewed the draft of the LCAP and gave input for the final draft.</p> <p><b>Stakeholders:</b>            Board of Trustees            Parent Advisory Committee            Parents            Student Council            Representative from SCSOCS            Staff</p> <p>June 11, 2014 Public Hearing for LCAP and Budget            June 25, 2014 Adoption of LCAP and Budget</p>	<p>The district goals were designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY). While many of the goals address multiple areas of the state's eight priorities, they also correspond well to the LCAP's three broad categories: Conditions of Learning, Pupil Outcomes, and Engagement.</p> <p>The superintendent/principal worked with Sutter County Superintendent of Schools Education and Business Services and used the time to address "the what" (or the goals) and "the how" (or the actions and services) in the writing of the Local Controlled Accountability plan.</p> <p>Survey of teachers, administration, and Marcum-Illinois Board of trustees surveyed expressed a need for training in the NGSS and STEM for Elementary Teachers. The NGSS will be fully implemented in the third year of the plan.</p>

**Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

**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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Metrics</b> 1.1 Audit of classroom instruction and material –Williams	Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready	All Students including English Learners ,low income and foster youth	All Groups including white, Hispanic, low income, and special education.	1.1 maintain 100% sufficiency of instructional materials including Math, ELA and NGSS	1.1 maintain 100% sufficiency of instructional materials including Math, ELA and NGSS	1.1 maintain 100% sufficiency of instructional materials including Math, ELA and NGSS	Basic Services	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1.2. Pupil performance on common formative assessments at grade level in English Language Arts (ELA) and math and in science	Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready	All Students including English Learners, low income and foster youth	All groups		1.2. TK-8 will have formative Assessments in math	1.2 TK-8 will have common formative assessments in CCCSS math and ELA	1.2. TK-8 will have formative assessments in CCCSS math, ELA and NGSS	Pupil Outcomes Implementation of State Standards
1.3 API is 821 : Subgroups need to meet proficiency	Goal 1:	All Students including English Learners, low income and foster youth	All groups		1.3API will remain frozen.	1.3 API will still remain frozen	1.3 All Groups: Meet and exceed growth targets	Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1.4 ELA proficiency rates are low for white social – disadvantage	Goal 1:	All Students including English Learners, low income and foster youth	All groups		1.4 Increase per cent of students reading at/above grade level by 10%	1.4 Increase per cent of students reading at/above grade level by 10%	1.4 Increase per cent of students reading at/above grade level by 10%	Pupil Outcomes/other measures
1.5 English Language Development : Growth in Dev of Eng (AMAO 1)	Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready	All Students including English Learners, low income and foster youth	All groups		1.5 All groups: Increase per cent growing 1+ level/year by 2% to state target All ELs will meet annual growth expectations per AMAO.	1.5 All groups: Increase per cent growing 1+ level/year by 3% to state target	1.5 All groups increase per cent growing 1+ level/year by 4% to state target	Student Achievement
1.6 English Language Development EL: Redesignation	Goal 1	English Learners Long term ELs	All Groups		1.6 All ELs eligible for reclassification will be reclassified.	1.6 All ELs eligible for reclassification will be reclassified.	1.6 All ELs eligible for reclassification will be reclassified.	Student Achievement



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1.7 Math Proficiency in grades 6-8 to prepare student to enter 9 <sup>th</sup> grade math CPM Pre and Post Test	Goal 1	All students including English Learners, low income and foster youth	All Groups		1.7 Identify and Pilot CCSS aligned assessment tool	1.7 Set baseline levels of performance	1.7 Revisit targets based on performance	Student Achievement Standards Implementation
1.8 Transition for Foster Youth: Prompt Enrollment and Scheduling.	Goal 1:	Foster Youth	All groups		1.8 Establish a two day average for enrollment /scheduling	1.8 Maintain a two day average for enrollment /scheduling	1.8 maintain a two day average for enrollment/scheduling	Basic Services
1.9 Comprehensive Course of Study: Elementary	Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate	All students including English Learners, low income and foster youth	All groups		1.9 Establish baseline for use of time for core subjects and interventions for students and targeted groups	1.9 Evidence of increased balance across full course of study for all students and targeted groups	1.9Evidence of increased balance across full course of study for all students and targeted groups	Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	college and career ready							
1.10 Recruit and maintain Highly Qualified and Skilled Teachers		All students including English Learners, low income and foster youth	All Groups		1.10 maintain and recruit teachers who are highly skilled and qualified Basic Implementation	1.10 Maintain and recruit Teachers who are highly skilled and qualified Intermediate Implementation	1.10 Maintain and recruit I teachers who are highly skilled and qualified Full Implementation	Basic Services
1.11. Implementation of new standards: Common Core State Standards( CCSS), English Language Development standards ( ELD) and Next generation (NGSS)	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.	All students including English Learners, low income and foster youth	All groups		1.11 100% of teachers trained in basics CCSS/NGSS As applicable to their grade content  Identify a tool gauge implementation of CCSS/ELD/NGSS establish a baseline	1.11 100% of teachers trained in intermediate CCSS/NGSS As applicable to their grade content  Increase implementation of CCSS/ ELD/NGSS by 20% of classes	1.11 New teachers will be trained in basics CCSS/NGSS As applicable to their grade content  Increase implementation of CCSS/ ELD/NGSS by 100% of classes	Student Achievement Other pupil outcomes Student Access



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
2.3 Well maintained facilities	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	All	School site		2.3 Maintain 100% exemplary/Good Overall Ratings	2.3 Maintain 100% exemplary/Good Overall Ratings	2.3 Maintain 100% exemplary/Good Overall Ratings	Basic Services
2.4 Increase opportunities for parents/families to provide input to school district decisions. Metric: 20% returned surveys	Goal 2	All students including English Learners, low income and foster youth	School Site		2.4 Increased opportunities to provide input on school district decisions by survey on web and hardcopies home by 2%	2.4 Increased opportunities to provide input on school district decisions by survey on web and hardcopies home by 3%	2.4 Increased opportunities to provide input on school district decisions by survey on web and hardcopies home by 4%	Parental Involvement

### **Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready	Basic Services  Pupil Achievement  Pupil Outcomes  Pupil Engagement  Implementation of State Standards  Course Access	1. Professional Development for Quality First Instruction support of student learning( research based instructional practices which acknowledge and respect cultural and economic diversity			2. Build site capacity around TK-8 <sup>th</sup> elementary CCSS math instruction including the eight CCSS identified mathematical practices.  <b>Cost:5,000 Release Time LCFF Base</b>	2. .Build site capacity around TK-8 <sup>th</sup> elementary CCSS math instruction including the eight CCSS identified mathematical practices.  <b>Cost \$5,000 Release Time LCFF Base</b>	2. Continue with building site capacity around TK-8 <sup>th</sup> elementary CCSS math instruction including the eight CCSS identified mathematical practices.  <b>Cost:\$5,000 Release Time LCFF Base</b>
Goal 1		1. Professional Development for Quality First Instruction support of student learning( research based instructional practices which acknowledge and respect cultural and economic diversity			3. Provide professional learning on ELA/ELD strategies to Teachers for ELA, math and science.  <b>Cost:\$1,500 Supp/Conc</b>	3. Provide professional learning on ELA/ELD strategies to Teachers for ELA, math and science.  <b>Cost:\$1,500 Supp/Conc</b>	3. Provide professional learning on ELA/ELD strategies to Teachers for ELA, math and science.  <b>Cost:\$1,500 Supp/Conc</b>
Goal 1					4. Maintain an academic coach to provide support to teachers in	4. Maintain an academic coach to provide support to teachers in instructional practice, assessment and curriculum aligned to new	4. Maintain an academic coach to provide support to teachers in instructional practice, assessment and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					instructional practice, assessment and curriculum aligned to new standards <b>Cost:16,000</b> <b>Title II</b> <b>Supp/conc</b> <b>LCFF base</b>	standards <b>Cost:16,000</b> <b>Title II</b> <b>Supp/conc</b> <b>LCFF base</b>	curriculum aligned to new standards. <b>Cost:16,000</b> <b>Title II</b> <b>Supp/conc</b> <b>LCFF base</b>
Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready	Basic Services Pupil Achievement Pupil Outcomes Pupil Engagement Implementation of State Standards Course Access	2. Use data and evidence to inform decisions and actions and evaluate progress and effectiveness of actions by student subgroups	LEA Wide		2.1Release a teacher on special assignment to support teacher understanding of use of data and evidence to improve student learning. <b>Cost: \$60,000</b> <b>Supp/Conc</b>	2.1Release a teacher on special assignment to support teacher understanding of use of data and evidence to improve student learning <b>Cost: \$60,000</b> <b>Supp/Conc</b>	2.1Release a teacher on special assignment to support teacher understanding of use of data and evidence to improve student learning <b>Cost: \$60,000</b> <b>Supp/Conc</b>
		2. Use data and evidence to inform decisions and actions and evaluate progress and effectiveness of	LEA Wide		2.2Teacher on special assignment will develop grade level	2.2Teacher on special assignment will develop grade level assessments <b>Cost: \$60,000</b>	2.2Teacher on special assignment will develop grade level assessments <b>Cost: \$60,000</b>



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		actions by student subgroups			assessments  <b>Cost: \$60,000 Supp/Conc</b>	<b>Supp/Conc</b>	<b>Supp/Conc</b>
Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready	Parent Involvement  Pupil Engagement  Course Access	3. Teachers will embed technology into their instruction to increase student engagement.	LEA-wide		3.1Chrome books will be used to enhance pupil engagement in a CCSS or NGSS lesson <b>once a week</b> to improve student engagement <b>Cost: \$10,000 LCFF Base</b>	3.1Chrome books will be used to enhance pupil engagement in a CCSS or NGSS lesson <b>twice a week</b> to improve student <b>Cost: \$10,000 LCFF Base</b>	3.1Chromebooks will be used to enhance pupil engagement in a CCSS or NGSS lesson <b>three times a week</b> to improve student. <b>Cost: \$10,000 LCFF</b>
Goal 2: Improve communication with parents and families to support student success and Create a safe and welcoming environment that	Parent Involvement  School Climate  Pupil Engagement  Pupil	<b>MIUSD will positively impact student learning and social/emotional well-being by providing:</b>  <u>1.Early Intervention and Dropout preventions</u>			1.1Maintain a zero drop out rate <b>Base Funding</b>	1.1Maintain a zero drop out rate <b>Base Funding</b>	1.1Maintain a zero drop out rate <b>Base Funding</b>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
will ensure academic and social/emotional well-being for each student.	Achievement	<u>2.School Climate</u>			2.1Review and Reflect on current school wide PBIS ( Wildcat ROAR)	2.1Continue to develop and use the school wide PBIS( Wildcat Roar)	2.1Update and revise the PBIS plan(Wildcat Roar) as needed

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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.	Parent Involvement  School Climate  Pupil Engagement  Pupil Achievement	3. Parent Involvement and engagement Establish LCAP Parent Advisory Committee to advise on LCAP development and oversight as required under Ed Code 52063	LEA Wide		3.1 Develop a structure for LCAP to ensure representation of meaningful parents of LI, EL and foster youth,          ALL teachers will contact parents at least every three weeks with progress of students parent portal will be introduced at parent meetings and back to school night	3.1 Continue PAC meetings to review and refine LCAP plan.          <i>By survey increase of 2% of level of communication All communications via internet and paper, emergency system copies home</i>	3.1 Continue PAC meetings to review and refine LCAP plan.          By survey increase of 2% of level of communication All communications via internet and paper, emergency system copies home

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready</p> <p>Goal 2: Improve communication with parents and families to support student success and create a safe and welcoming environment that will ensure</p>	<p>Student Achievement</p> <p>Student Engagement</p> <p>Implementation of CCSS</p>	<p><b><u>For English Learners and Re-designated fluent English</u></b> proficient pupils. Professional Development English Language Development</p>	<p>LEA-wide</p>		<p>Two Half day instructional days support for all staff administrators, coaches, resource teachers ELA/ELD <b>Cost \$1,500 Supp/conc</b></p>	<p>Ongoing ELA/ELD for new staff  <b>Cost \$1,500 Supp/Conc</b></p>	<p>Ongoing ELA/ELD for new staff.  <b>Cost \$1,500 Supp/Conc</b></p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
academic and social/emotional well-being for each student							
<p>Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready</p> <p>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</p>	<p>Student Achievement</p> <p>Student Engagement</p> <p>Implementation of CCSS</p>	<p><u>Continue to ensure designated ELD and Integrated ELD programs are in place in all classrooms and that support is provided to increase the success of EL students.</u></p>	LEA-Wide		<p>Guided Language Acquisition Design (GLAD) training for teachers and support staff to establish a baseline <b>Cost: \$1,500 LCFF Base</b></p>	<p>Continue training and implementation of GLAD <b>Cost: \$1,500 LCFF Base</b></p>	<p>Review GLAD instruction and implementation. <b>Cost: \$1,500 LCFF Base</b></p>



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1. To Improve and support student learning to close achievement gaps in Math, ELA and NGSS and ensure all students graduate college and career ready</p> <p>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</p>	<p>Student Achievement</p> <p>Student Engagement</p> <p>Implementation of CCSS</p>	<p><b><u>For Low Income, English Learners and Foster Youth;</u></b></p> <p>Provide intervention for students who need to meet proficiency in ELA , Math and NGSS</p>	<p>LEA-wide</p>		<p>Teacher on assignment will Continue to support the district’s current intervention program to meet needs of all students. <b>Cost \$60,000 Supp/Conc</b></p>	<p>Continue to adjust and implement intervention program <b>Cost \$60,000 Supp/Conc</b></p>	<p>Continue to adjust and implement intervention program <b>Cost \$60,000 Supp/Conc</b></p>

- C. Describe the LEA’s increase in 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 charter wide 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

MIUSD funding for Supplemental and Concentration in FY14-15 is estimated at \$127,852 After identifying \$ 96,242 PY 12-13 expenditures which support and serve the students identified in the unduplicated count, the increased expenditures in 2014-15 are estimated to be \$31,610. These funds will be used to hire a Teacher on Special Assignment called an Curriculum/Intervention Specialist \$60,000; Increase Academic Coach Time; \$16,000 ELD materials and training for teachers \$25,000 , Release time for teachers: \$5,000

- D. 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). 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). 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.

The unduplicated student count for MIUSD is estimated to be 6 5.03 % in the 2014-15 school year. Programs and services are offered school wide at Marcum for all our students including English Learners, Foster Youth and Low Income. The supplemental and concentration funds were allocated to increase the student achievement of EL, FY and LI by hiring a TOSA to assist teachers in implementing High Quality Instruction and use the data tools to drive instruction through core as well is Intervention instruction.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.