Local Control Accountability Plan and Annual Update (LCAP)

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Marcum-Illinois Union School District serves students TK through 8th grade as well as 3 and 4 year olds in our morning state preschool. We offer an after-school program (ASES) called "The Den" that provides—at no cost to parents—literacy, enrichment, and recreational support for students daily from 3:00 to 6:00 p.m. It is the belief of this school that all children can learn. The mission of Marcum-Illinois School is to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility to the end that they may participate productively in a democratic society.

Our student population has 165 students. There are 63% inter-district transfers, 40% are on the free and reduced lunch program, 8% are English Learners, and 10% are students with disabilities. Our significant subgroups are socioeconomic disadvantaged, white, and Hispanic. We do not have significant subgroup populations for foster youth and homeless, English learners, nor students with disabilities.

Our staffing changes include a new superintendent, 3 new teacher positions out of 10 total positions. The district authorizes one charter school (South Sutter Charter) that is required to create their own LCAP.

LCAP HIGHLIGHTS

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

A new feature this year is the California School Dashboard (www.caschooldashboard.org). It is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity. To help you better understand the new language of accountability, please visit the above website for more information about the performance categories.

A new Superintendent was hired in 2016-17. The LCAP emphasizes increased professional development for teachers in ELA/ELD, math, science, and History/Social Science. Continued efforts to include parents in decision making and school events continues to be a priority. The process to create comprehensive strategic plan was started in 2016-17. Additional work will continue in 2017-18 with an alignment of the LCAP to the strategic plan.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

ELA: "Green" performance category. Status is "high" at 18.3 points above level 3 and represents an increase in 18.9 points from 2014-15. The average student at Marcum-Illinois is in the "standard met" level.

Math: "Blue" performance category. Status is "high" at 7.9 points above level 3 and increased significantly at 17.3 points from 2014-15. The average student at Marcum-Illinois is in the "standard met" level.

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

GREATEST NEEDS

Suspension is in the "orange" performance category for "all students". Status is "high" at 4.7% but has declined .8% from 2014-15 to 2016-17.

Increased suspension rate is attributed to a bullying issue on campus. In 2017-18, we will be holding both student and parent assemblies on bullying as well as re-evaluating how PBIS is implemented schoolwide

We also have a need to re-evaluate our current English learner program

in order to increase the number of students we are reclassifying each year. The EL program and schedule will be re-evaluated in 2017-18 in order to provide improved integrated and designated ELD service to this group of students.

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

PERFORMANCE GAPS

According to the California School Dashboard there are no identified performance gaps at this time.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or improved services are provided to low-income students, English learners, and foster youth through our RtI program, increased instructional aides in the classroom as well as increased services in our After School Program.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,361,046
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$995,427

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The following are paid from the General Fund
1. Administration
2. Paraprofessional salaries
3. After School Program "The Den"
4. Preschool Program
5. Routine Restricted Maintenance
6. Transportation
7. Utilities

$1,365,619	Total Projected LCFF Revenues for LCAP Year

Annual Update

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

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

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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.

ACTUAL

- On the 2016-17 ELA SBAC assessment, 65% met or exceeded standard. According to the CA Schools Dashboard, all students are in the "Green" performance category with the average student scoring 18 points above level 3 (Standard Met). This represents and increase of 18.9 points since 2015-16.

- On the 2016-17 Math SBAC assessment 55% met or exceeded standard. According to the CA Schools Dashboard, all students are in the "Blue" performance category with the average student scoring 7.9 points above level 3 (Standard Met). This represents a significant increase of 17.3 points since 2015-16.

- Students have received ELA/ELD and Mathematics

instruction that uses CA standards-aligned instructional materials with embedded assessments. Professional development for standards implementation and lesson planning was offered to all teachers. 6 teachers attended Grade Level Summits offered through Sutter County Superintendent of Schools which focused on the implementation of new ELA/ELD materials as well as NGSS.

- Currently there is one intern teacher working towards his credential. This teacher will not be returning in 2017-18.

- All EL students received daily Designated ELD services from their teacher. 1/13 students were reclassified this year which represents an 8% reclassification rate. According to the CA Schools Dashboard, English Learner Indicator data is not reported due to their not being a significant number of English learners. Should Marcum-Illinois have a student group of at least 11 students, status and change will be reported in future years.

ACTIONS / SERVICES

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

Action **1**

| Actions/Services | PLANNED
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. | ACTUAL
a. All teachers K-5 were provided coaching *in GoMath!* training on August 15, 2016. All teachers 6-8 participated in articulation sessions with East Nicolaus High School. All teachers participated in a training on "Collaborative Conversations" in Math on |

a. Provide coaching to teachers on Go Math curriculum for rigor and fidelity b. Adopt *Wonders* for grades K-5 and *StudySnyc* common core aligned instructional materials for 6th-8th c. Provide paraprofessional to assist in 6th-8th CPM math for SWD d. Will provide STEM Consultant to coach teachers in NGSS.	October 16, 2016. Teacher on special assignment (TOA) provides ongoing coaching, observations and feedback, lesson plan assistance, and data analysis support to all teachers in all content areas. b. *Wonders* and *StudySync* instructional materials were adopted. c. A 0.5 FTE paraprofessional was hired to assist with math grades 6-8. This position will not be funded in the 2017-18 school year. d. Sutter County Superintendent of Schools STEM Coordinator providing coaching and professional development to teachers on NGSS through a series of Grade Level Summits in September, November, January, and March.

Expenditures

BUDGETED	ESTIMATED ACTUAL
a. TOA $32,392 Supplemental b. Books and Supplies LCFF base Title II Release time $5,500 c. $12,000 supplemental d. $5,000 Title II	a. $32,392 Supplemental b. $0 c. $12,000 supplemental d. $5,000 Title II

ACTIONS / SERVICES

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

Action   **2**

Actions/Services

PLANNED	ACTUAL
2. A systematic assessment program, including common universal screeners, interim, and diagnostic assessment and curriculum assessment will be monitored by	a. Teachers were released from their classroom once per month to analyze assessment data with TOA. Teachers met in grade level spans (K-2, 3-5, 6-8) with TOA during minimum days last Wednesday of the month) to analyze data and plan for instruction.

Curriculum and intervention teacher a. Teachers will receive release time to analyze assessment data with TOA. b. TOA teacher will monitor student progress toward proficiency on all common assessments. ELA, Math, Social Studies, and Science for Grades 6 –8.	b. TOA monitored common monthly assessments in ELA/ELD and Math for all teachers. 6th-8th grade common assessments in ELA, Math, Social Studies, and Science were monitored. Data was regularly pulled and teachers met with TOA to analyze data and plan for intervention support.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher Release time $5,500 Supplemental 50% TOA See Action 1	$5,500 See Action 1

ACTIONS / SERVICES

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

Action **3**

	PLANNED	ACTUAL
Actions/Services	3. **Develop and expand teacher and student daily use of technology**. a. Continue to provide computer lab and chrome books for use in afterschool program. b. IT Specialist for google docs in the 6th-8th classroom and technology classes in grades K-4th. c. Infrastructure support for technology to be purchased from the Sutter County	a. 20 computers in the lab and 40 Chromebooks are available for use in the afterschool program. b. IT specialist through the county was unavailable this year. Support for students will be considered for the 2017-18 school year. c. A consortium was formed with other schools in South Sutter and infrastructure support was provided through an outside vendor rather than through Sutter County Superintendent of Schools. Services will be continued in 17-18.

Expenditures		
	Superintendent of Schools Technology department.	
	BUDGETED LCFF Base IT support $16,028.48 LCFF Base $6,000 LCFF Base	**ESTIMATED ACTUAL** $10,000 LCFF Base

ACTIONS / SERVICES

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

Action **4**

Actions/Services		
	PLANNED **4. Provide Professional Development (PD) for administrative, certificated and classified staff and coaching for certificated staff to support student learning** a. PD will include strategies for implementation of new ELA/ELD curriculum in support of our English learners. b. PD will include use of common Assessments and analysis of student work and data to inform academic achievement and instruction. c. Maintain TOA to provide PD and coaching to certificated staff for English Language arts and Mathematics instruction.	**ACTUAL** a. Teachers participated in Grade Level Summits offered through Sutter County Superintendent of Schools which focused on the implementation of new ELA/ELD curriculum. The Grade Level Summit in March specifically addressed English learners and supports offered in the curriculum that best supported this student group. b. TOA provided professional development to teachers both as a whole staff and individually. c. Maintained TOA to provide PD and coaching to certificated staff for ELA and math d. Principal/Superintendent, TOA, and 5th grade teacher attended the "Leading and Coaching Integrated and Designated Academic ELD" institute with Dr. Kate Kinsella offered through Sutter County Superintendent of Schools

d. Professional Development for English Language Development will continue utilizing Tittle III Sutter County consortium support	

	BUDGETED	ESTIMATED ACTUAL
Expenditures	ELA/ELD Supplemental Release time $1,500 50%TOA See Action 1 Title III Consortium	Duplicate expense, previously reported in action 1a

ACTIONS / SERVICES

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

Action **5**

	PLANNED	ACTUAL
Actions/Services	5. **Implement/expand RtI programs aligned to California Standards for ELA and Math to support student learning.** (RtI – Response to Intervention – Academic & Behavioral) a. Continue to develop and expand academic RtI programs during the school day, by providing designated time and support. 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. c. Continue implementation of RtI	a. A designated time for academic RTI programs occurs daily during the school day. Paraprofessionals are assigned to grade levels to allow for small group instruction during this time. b. The previous year's implementation for PBIS was maintained. However, the entire PBIS program will be re-evaluated and updated in 2017-18. c. Identified 6th-8th grade students attended math tutoring after school with the regular day teacher about 2 days per week.

	programs beyond the school day through after-school program for CPM (6th-8th) Grade math.	
Expenditures	**BUDGETED** 50%TOA See Action 1 50% Assistant Principal $38,063 LCFF Base Funding Paraprofessional $12,000 Supplemental	**ESTIMATED ACTUAL** See Action 1 $38,063 LCFF Base Funding $12,000 supplemental

ACTIONS / SERVICES

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

Action   **6**

Actions/Services	**PLANNED** 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	**ACTUAL** Services were increased in order to support student learning of students with disabilities and English Learners. Additional aides were utilized in 6th grade to support English learners and the State Preschool. 2 additional aides were utilized for pull in and push in for SWD.
Expenditures	**BUDGETED** Contributions from General Fund State Preschool: $39,709 NSLP: $48,270 ASES: $27,933	**ESTIMATED ACTUAL** Contributions from General Fund State Preschool: $44,124 NSLP: $46,837 ASES: $14,666

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of the actions and services effectively supported the achievement of 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. Successes: All students received ELA/ELD and mathematics instruction using CA standards-aligned instructional materials, and were increasingly taught using NGSS standards aligned lessons and materials. Coaching model on campus provided by the TOA. RTI scheduled into our everyday schedule providing small group intervention for students. Time for staff to meet to articulate needs of students. Challenges: Providing effective EL support given our low numbers of EL students. Coaching vs. Training. 3 teachers did not attend training voluntary training sessions. Providing ongoing high level professional development due to cost and teacher attendance. PBIS success and revisiting goals for all staff. Suspensions increased this year from 3 to 6
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services in the 2016/17 LCAP were effective in the achievement of the goal, 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. Professional learning time focused on the implementation of the CA standards and materials in ELA/ELD and maintaining highly qualified teachers support the increase of t students that met or exceeded standards in ELA on the CAASPP from 61% in 2015 to 65% in 2016. In math 55% of students met or exceeded grade level standards in 2015 to 57% in 2016. Implementing a data monitoring system and scheduling time for data discussions contributed to determining intervention needs. Technology use was expanded by providing grade level Chromebook carts for grades 3rd through 8th. Access was provided to after school programs. Student and teacher proficiency with technology was increased. The criteria used to measure the effectiveness was observation and local data as well as SBAC scores
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Goal 1 Action 3 – Originally budgeted $22,028 in order to employ an IT specialist and purchase infrastructure support from Sutter County Superintendent of Schools. The IT specialist was not hired and infrastructure support was instead purchased as South Sutter Consortium from an outside vendor. Due to these changes a total of only $10,000 was spent. The difference was spent on purchasing additional computers for student use.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will be carried forward in 2017-18. Actions and services will be modified to include increased efforts to provide teachers with professional development on standards implementation will be reflected in the actions and services for 17-18. Paraprofessionals will continue to be utilized within the classrooms in order to provide opportunities for small group instruction.

Goal 2	Improve communication with parents and families to support student success and create a safe and welcoming environment that will ensure academic and social/emotional well-being for each student

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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

ACTUAL

ROAR assemblies recognizing academic and behavioral successes for students were held monthly.

A community form for parent input on the strategic plan was held on August 18, 2016.

Marcum PAC/Site Council met on 10/18/16, 11/5/16, and 1/17/17

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
1. District Communication to Families:
   a. Continue to ensure regular updating of 3rd to 8th student assignments on student grades on Illuminate grade book/Parent

ACTUAL
   a. 3rd-8th grade student assignments were updated regularly by teachers.
   b. Parents attended a training on how to use the

	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.	Illuminate Parent Portal on August 18, 2016. c. The Marcum website is updated monthly. Consider updating weekly in 2017-18 d. The Marcum Matters Newsletter is mailed to families monthly. The newsletter is also posted on the website.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	LCFF Base Funding	LCFF Base Funding

ACTIONS / SERVICES

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

Action **2**

	PLANNED	**ACTUAL**
Actions/Services	**2. Parent Empowerment/Education:** 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.	a. Parents attended a family/parent education class on supporting student learner on August 18, 2016. This model will be reevaluated in 2017-18. b. Parent advisory/Site Council met to provide input on the Strategic Plan on 10/18/16, 11/5/16, and 1/1/17. c. All teachers mailed home at least two student success postcards each week.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	50% Vice Principal See Goal 1 Action 5 LCFF Base	See Goal 1 Action 5 LCFF Base

ACTIONS / SERVICES

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

Action **3**

Actions/Services

PLANNED	ACTUAL
3. Address Basic Needs: a. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources b. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards. c. Maintain appropriate staffing levels for maintenance, building and grounds d. Recruit and retain highly qualified, excellent administrative, certificated and classified staff. e. Maintain sufficiency of standards-aligned instructional materials	a. Facilities needs were prioritized and available resources were prioritized. b. Technology needs were prioritized. Purchased 60 Chromebooks and 10 teacher lap tops. c. Maintained appropriate staffing levels for maintenance, building and grounds d. Recruited and retained highly qualified, excellent administrative, certificated and classified staff. Maintained student access to standards-aligned instructional materials in ELA/ELD and math

	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Base	LCFF Base

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

Action   **4**

	PLANNED	ACTUAL
Actions/Services	**4**. **Address Pupil Engagement and School Climate** 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	a. Current attendance rate is 95.82%. This represents a .67% decrease. b. Chronic absenteeism rate is 9%. This represents a 4% increase from 15-16 c. Maintained a middle school dropout rate of 0 d. According to the California Schools Dashboard (based on 2013-14 and 2014-15 the Suspension rate is in the "orange" performance category. This represents a status of "Medium" at 2.1% and an increase of 1.6%. Local data suggests 6/167 students (3.6%) were suspended in 16-17. This represents an increase from 15-16 in which 3/152 students (1.97%) were suspended e. Maintained expulsion rate of 0
	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Base Funding	LCFF Base Funding

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of the actions and services effectively supported the achievement of 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. Successes: Multiple opportunities that supported parent communications were present during the school years. LCAP/Strategic plan meetings were held including multiple start times to insure participation opportunities for all parents to participate. Assemblies were held monthly Newsletters were printed and distributed monthly Facebook page was updated regularly School website Multiple parent surveys were given throughout the year. 2 student updates per class were mailed weekly Challenges: Percentage of parents showing up to meetings averaged between 7 to 12% Parent class did not have multiple dates to allow for more participation. Oroville Dam evacuation negatively affected parent participation and communication
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services in the 2016/17 LCAP were effective in the achievement of the goal, "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 participation, surveys, attendance, mailers, Facebook page, observation and meetings were used to determine the effectiveness of the actions and services.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material differences between budgeted expenditures and estimated actual expenditures
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will move forward unchanged in 2017-18. Additional actions and services will be implemented in 17-18 in order to improve parent engagement and involvement.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Board Meetings
9-12-16
12-12-16
1-9-17
3-13-17
6-12-17 (Final Approval by the Board)
Public Hearing for Final Hearing
6-5-17
Parent/Staff/Community Survey
December-January
Site Council Meetings
10/18/16, 11/5/16, and 1/1/17
Parent Club meetings
10-25-16, 12-7-16
Staff Meetings
12-14-16
1-25-17
Students
Survey was administered to students in April 2017

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?
All stakeholders expressed the need for increased professional development for teachers, the continuation of the before and after school program, and increased STEM activities during the regular school day and in the after school program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE   ☐ 9 ☐ 10

LOCAL _____

Identified Need

1.1 - 65% of all students Met or Exceeded Grade level standards on the Spring 2017 ELA SBAC

1.2 - 57% (not all grade levels represented as of June 2017) of all students Met or Exceeded Grade Level standards on the Spring 2017 Math SBAC

1.3 - Rigorous curriculum in ELA/ELD, math, a new History/Social Science Framework, and the implementation of NGSS require intense consistent professional development for teachers in order to best serve the diverse student need

1.4 – Maintain standards-aligned instructional materials in ELA/ELD and math

1.5 - Current science instructional materials are not completely aligned to Next Generation Science Standards (NGSS)

1.6 – Current history/social science materials are not aligned to the new Framework

1.7 - Maintain fully credentialed and appropriately assigned teachers

1.8 – Local ELA data

1.9 – Local Math data

1.10 - 1/13 students were reclassified in 2016-17. 2/8 students increased one or more

levels on the CELDT

1.11 - API is not a valid measure at this time

1.12 – Maintain broad course access for students

1.13 – There is no formalized implementation plan school wide for the transition to NGSS

1.14 – Facilities are maintained in good repair

1.15 – "The Den" after school program provides students additional opportunities for academic and enrichment support

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 – Academic Progress Indicator And CAASPP Data	"Green" Performance Category Status – "High" 18 points above level 3 Change "Increased" 18.9 points 2016-17 CAASPP Data 2016-17 CAASPP Data 3rd Grade 62% 4th Grade 63% 5th Grade 59% 6th Grade 62% 7th Grade 76% 8th Grade 68% Overall 65% **Preliminary Data**	Increase status to reflect 23 points above level 3 (Standard Met) to 28 points above level 3 (Standard Met) Adjust 2018-19 based on November 2017 release of the Dashboard Grade level and overall CAASPP scores will increase 4-5%	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth
1.2 – Academic Progress Indicator And CAASPP Data	"Blue" Performance Category Status – "High" 7.9 points above level 3 Change "Increased Significantly" 17.3 points	Increase status to reflect 12.9 points above level 3 (Standard Met) to 17.9 points above level 3 (Standard Met) Adjust 2018-19 based on November release of the	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth

	2016-17 CAASPP Data 3rd Grade 63% 4th Grade 69% 5th Grade 43% (Incomplete) 6th Grade 36% 7th Grade 72% 8th Grade 58% Overall 57% (Incomplete) **Preliminary Data**	Dashboard) Grade level and overall CAASPP scores will increase 3-4%		
1.3 - Local Indicator – Implementation of State Academic Standards	Teachers are offered ongoing professional development in ELA/ELD, Math, Science, and History/Social Science	Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science	Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science	Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science
1.4 – Local Indicator – Basic Conditions at School	Current ELA/ELD and math instructional materials are standards-aligned	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math
1.5 - Local Indicator – Basic Conditions at School	Instructional materials in science are not aligned to the Next Generation Science Standards (NGSS)	Evaluate materials to determine what can be repurposed with modification. Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials	Evaluate the relative success of two units of study implemented in the prior year. Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	Adopt comprehensive, year-long instructional materials in all grades
1.6 – Local Indicator –	Instructional materials in History/Social Science are	Attend 2016 Framework roll out offered by Sutter	Continue review of materials presented to	Pilot or purchase materials

Basic Conditions at School	not aligned to the new Framework	County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	SBE for recommendation. Consider piloting materials	
1.7 - Local Indicator – Basic Conditions at School	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers
1.8 – Local ELA/ELD data	STAR Reading Socioeconomically Disadvantaged – 49% English learners – 36% Students w/ Disabilities – 9% All Students – 54% Publisher Assessments No Baseline Data	STAR Reading Socioeconomically Disadvantaged –52% English learners –39 % Students w/ Disabilities – 12% All Students – 57% Publisher Assessments Create a baseline	STAR Reading Socioeconomically Disadvantaged –55% English learners – 42% Students w/ Disabilities – 15% All Students – 60% Publisher Assessments Adjust based on baseline data	STAR Reading Socioeconomically Disadvantaged –58% English learners – 45% Students w/ Disabilities – 18% All Students – 63% Publisher Assessments Adjust based on baseline data
1.9 – Local Math data	STAR Math Low Income – 67% English learners – 50% Students w/ Disabilities – 27% All Students – 71% Publisher Assessments No Baseline Data	STAR Math Socioeconomically Disadvantaged –70% English learners – 53% Students w/ Disabilities – 30% All Students – 74% Publisher Assessments Create a baseline	STAR Math Socioeconomically Disadvantaged –73% English learners – 56% Students w/ Disabilities – 33% All Students – 77% Publisher Assessments Adjust based on baseline	STAR Math Socioeconomically Disadvantaged –76% English learners – 59% Students w/ Disabilities – 36% All Students – 80% Publisher Assessments Adjust based on baseline

			data	data
1.10 – Reclassification data and English Learner Progress Indicator and Local EL data	8% (1/13) of ELs were reclassified. 25% (2/8) of EL's made progress in 2016-17. No performance category or status and change was reported due to there not being a significant number of English learners	Baseline year for ELPAC Reclassify 1-2 students	Reclassify 1-2 students Re-evaluate goals based on the transition from the CELDT to the ELPAC	Reclassify 1-2 students Re-evaluate goals based on the transition from the CELDT to the ELPAC
1.11 – API	API is currently not reported	Await guidance from the State	Await guidance from the State	Await guidance from the State
1.12 - Daily Instructional Schedule	All students have access to a broad course of study	Maintain student access to a broad course of study	Maintain student access to a broad course of study	Maintain student access to a broad course of study
1.13 – Daily Instructional Schedule and Local Indicator – Implementation of State Standards	There is no comprehensive transition plan for NGSS	Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS	Collaborate on: evaluating and refining the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS	Evaluate school structures (such as science minutes, space for materials, etc.) as well as progress in instructional shifts to determine needs for full implementation.
1.14 - Local Indicator – Basic Conditions at School (Facilities	Facilities are in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool

Inspection Tool)				
1.15 – AESES application	"The Den" after school program is currently operating daily	Maintain "The Den" after school program	Maintain "The Den" after school program	Maintain "The Den" after school program

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

Action   **1.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	• Teachers will continue to work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	• Teachers will continue to work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$52,219	Amount	$52,219	Amount	$52,219
Source	Base $	Source	Base	Source	Base
Budget Reference	1000, 3000, 5000	Budget Reference	1000, 3000, 5000	Budget Reference	1000, 3000, 5000

Action 1.2

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze math CAASPP data, determine growth targets (if	Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze Math CAASPP	Teachers will work with Sutter County Superintendent of Schools Assessment Coordinator and/or TOA to analyze Math CAASPP data, determine growth targets (if

available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	See 1.1	Amount	See 1.1	Amount	See 1.1
Source	Base	Source	Base	Source	Base
Budget Reference	See 1.1	Budget Reference	See 1.1	Budget Reference	See 1.1

Action **1.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Teachers will participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. • Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas • TOA will provide follow up coaching for teachers • 5th and 6th grade teacher will participate in Academic Vocabulary Toolkit training offered through Sutter County Superintendent of Schools • Provide teachers with the opportunity to participate in a 4-day writing Institute with Dr. Kate Kinsella offered through Sutter County Superintendent of Schools • Consider moving away from the STAR Reading/Math assessment platform to MAPP	• Teachers will continue to participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. • Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas	• Teachers will continue to participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. • Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	See 1.1 $2,000	Amount	See 1.1 $2,000	Amount	See 1.1 $2,000
Source	Base	Source	Base	Source	Base

Budget Reference	See 1.1 Materials and Supplies	Budget Reference	See 1.1 Materials and Supplies	Budget Reference	See 1.1 Materials and Supplies

Action   **1.4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain standards-aligned instructional materials in ELA/ELD and math	• Maintain standards-aligned instructional materials in ELA/ELD and math	• Maintain standards-aligned instructional materials in ELA/ELD and math

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Base	Source	Base	Source	Base

Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 1.5

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Site level planning time dedicated to science • County office support for developing units of study, as well as facilitating the process of reviewing materials using the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 • County office support on-site for supporting NGSS-aligned instructional practices	• Site level planning time dedicated to science • County office support for evaluating relative success of new units, possibly expanding the development or acquisition of additional units of study. Review key components of tools like the Achieve Lesson Screener and/or EQUIP rubric v. 3.0	• Site level planning time dedicated to science • County office support for using a toolkit or similar process to evaluate instructional materials approved by the SBE for adoption • County office support on-site for evaluating progress towards fully-aligned NGSS instructional practices and action-planning for

	throughout the process • County office support on-site for supporting NGSS-aligned instructional practices and identifying areas of focus for support	areas of greatest need

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$6,040	Amount	$6,040	Amount	$6,040
Source	$4,645 Title I and $1,395 Title II	Source	$4,645 Title I and $1,395 Title II	Source	$4,645 Title I and $1,395 Title II
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development

Action **1.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services   ☐ LEA-wide Group(s)   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials. Teachers participate in History/Social Studies Framework Rollout offered by Sutter County Superintendent of Schools	• Review History/Social Science instructional materials available for adoption	• Pilot or purchase History/Social Science instructional materials K-8

[BUDGETED EXPENDITURES]

2017-18		**2018-19**		**2019-20**	
Amount	$1,350	Amount	$1,350	Amount	$1,350
Source	Base	Source	Base	Source	Base
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development

Action   **1.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served]	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)]	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served]	☐ English Learners ☐ Foster Youth ☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All schools	☐ Specific Schools:_____		☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers

BUDGETED EXPENDITURES

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

Action **1.8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

| | Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) | | |
| | Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ | | |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in ELA/ELD • Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in ELA/ELD • Expand minimum day grade level articulation to include collaboration with out South Sutter districts. • Adapt the current PE schedule to allow for additional collaboration opportunities for teachers • Teachers will meet regularly with TOA to analyze ELA/ELD assessment data, plan for instruction, and student intervention • TOA will provide coaching and support to teachers on *Wonders* and *StudySync* • Continue to develop and expand academic RtI programs during the school day by providing designated time and support	• Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in ELA/ELD • Update assessment plan as needed • Teachers will meet regularly with TOA to analyze ELA/ELD assessment data, plan for instruction, and student intervention • TOA will provide coaching and support to teachers on *Wonders* and *StudySync* • Continue to develop and expand academic RtI programs during the school day by providing designated time and support	• Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in ELA/ELD • Update assessment plan as needed • Teachers will meet regularly with TOA to analyze ELA/ELD assessment data, plan for instruction, and student intervention • TOA will provide coaching and support to teachers on *Wonders* and *StudySync* • Continue to develop and expand academic RtI programs during the school day by providing designated time and support

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Amount	See 1.1	Amount	See 1.1	Amount	See 1.1
Source	Base	Source	Base	Source	Base
Budget Reference	See 1.1	Budget Reference	See 1.1	Budget Reference	See 1.1

Action **1.9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math • Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in math • Teachers will meet regularly with TOA to analyze math assessment data, plan for	• Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math • Update assessment plan as needed • Teachers will meet regularly	• Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math • Update assessment plan as needed • Teachers will meet regularly with TOA to analyze math assessment data, plan for instruction, and

instruction, and student intervention • TOA will provide coaching and support to teachers on *GoMath!* and *CPM* • Continue implementation of RtI programs beyond the school day through the after school program for 6th-8th grade students	with TOA to analyze math assessment data, plan for instruction, and student intervention • TOA will provide coaching and support to teachers on *GoMath!* and *CPM* • Continue implementation of RtI programs beyond the school day through the after school program for 6th-8th grade students	student intervention • TOA will provide coaching and support to teachers on *GoMath!* and *CPM* • Continue implementation of RtI programs beyond the school day through the after school program for 6th-8th grade students

[BUDGETED EXPENDITURES](#)

2017-18

Amount	See 1.1
Source	Base
Budget Reference	See 1.1

2018-19

Amount	See 1.1
Source	Base
Budget Reference	See 1.1

2019-20

Amount	See 1.1
Source	Base
Budget Reference	See 1.1

Action **1.10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

| | | Group(s) | | |

| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
- Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week - Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services - LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher - ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress - Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers - Reclassification Policy will be updated to include data from local assessments	- Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week - Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services - LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher - ELD teachers will be provided continued support on the ELPAC - Teachers will continue to be provided information as it pertains to ELPAC as needed - Reclassification Policy will be	- Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week - Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services - LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher - ELD teachers will be provided continued support on the ELPAC - Teachers will continue to be provided information as it pertains to ELPAC as needed - Reclassification Policy will be updated as needed

	updated as needed	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	See action 1.7	Amount	See action 1.7	Amount	See action 1.7
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **1.11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain API as we await guidance from the State	• Maintain API as we await guidance from the State	• Maintain API as we await guidance from the State

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **1.12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain broad course access for all students • Develop and expand teacher and student daily use of technology by exploring a partnership with South Sutter Charter to	• Maintain broad course access for all students • Continue to expand Google Classroom with teachers and	• Maintain broad course access for all students • Continue to expand Google Classroom with teachers and

| provide Google Classroom PD for teachers
• Continue to look for a credentialed music teacher to provide services to students during the regular day and in the after school program
• Teachers will continue to provide art instruction in the classroom
• Infrastructure support for technology through a consortium of other South Sutter districts | students
• Continue to look for a credentialed music teacher to provide services to students during the regular day and in the after school program
• Teachers will continue to provide art instruction in the classroom
• Infrastructure support for technology through a consortium of other South Sutter districts | students
• Continue to look for a credentialed music teacher to provide services to students during the regular day and in the after school program
• Teachers will continue to provide art instruction in the classroom
• Infrastructure support for technology through a consortium of other South Sutter districts |

[BUDGETED EXPENDITURES](#)

2017-18

Amount: $35,000

Source: Base

Budget Reference:
a) See 1.6
b) None
c) See 1.6
d) See 1.6
e) 4000, 5000

2018-19

Amount: $35,000

Source: Base

Budget Reference:
a) See 1.6
b) None
c) See 1.6
d) See 1.6
e) 4000, 5000

2019-20

Amount: $35,000

Source: Base

Budget Reference:
a) See 1.6
b) None
c) See 1.6
d) See 1.6
e) 4000, 5000

Action **1.13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#) ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
[Location(s)](#) ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
[Location(s)](#)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction • Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies • Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools	• Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction • County office support for evaluating initial implementation efforts, expanding NGSS-aligned units of study, and planning for continued or improved parent engagement • Continued county office support for professional learning for administrators	• Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction • County office support for evaluating school structure changes, units of study and instructional practices, and parent engagement to identify implementation successes and needs • County office support for rolling out newly adopted curriculum materials for science including professional development for administrators in addition to teachers

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

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Amount	See 1.1	Amount	See 1.1	Amount	See 1.1
Source	Base Supplemental	Source	Base Supplemental	Source	Base Supplemental
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development

Action **1.14**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain facilities in good repair as per the Facilities Inspection Tool • Explore a new school-wide intercom system	• Maintain facilities in good repair as per the Facilities Inspection Tool	• Maintain facilities in good repair as per the Facilities Inspection Tool

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	Base	Source	Base	Source	Base
Budget Reference	Equipment	Budget Reference	Equipment	Budget Reference	Equipment

Action **1.15**

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

Students to be Served ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s) ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

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

Students to be Served ☒ English Learners   ☐ Foster Youth   ☒ Low Income

Scope of Services ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue STEM based activities for students in the after school program • Maintain GATE program • Provide 3rd-8th grade students additional intervention opportunities based on credentialed	• Continue STEM based activities for students in the after school program • Maintain GATE program	• Continue STEM based activities for students in the after school program • Maintain GATE program • Provide 3rd-8th grade students additional intervention opportunities

teacher availability	• Provide 3rd-8th grade students additional intervention opportunities based on credentialed teacher availability	based on credentialed teacher availability

[BUDGETED EXPENDITURES](#)

2017-18

Amount	$7,350
Source	Supplemental
Budget Reference	1000,3000

2018-19

Amount	$7,350
Source	Supplemental
Budget Reference	1000,3000

2019-20

Amount	$7,350
Source	Supplemental
Budget Reference	1000,3000

☐ New	☐ Modified	☒ Unchanged

Goal 2	Improve communication with parents and families to support student success and create a safe and welcoming environment that will ensure academic and social/emotional well-being for each student

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

2.1 – Parents, Staff, and students need to provide input on sense of safety and school connectedness

2.2 – There is a strong correlation in how increased parent attendance at school functions and parent meetings results in student success

2.3 – According to the California Schools Dashboard, suspension data from 2014-15 is in the "orange" performance category with a status of "medium" at 2.1%. This data represents an increase in suspensions of 1.6% from 2013-14. Local data suggests 6/167 students were suspended in 2016-17. In 2015-16 3/152 student were suspended. This represents an increase of 1.63%

2.4 – No students have been expelled

2.5 – Current attendance rate is 95.82%. This represents an increase of .67% form 2015-16

2.6 – Current chronic absenteeism rate is 9%. This represents an increase of 4% from 15-16

2.7 – There are no middle school dropouts

2.8 – Supplement transportation so costs are not forwarded on to families

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 – Parent. Student, and Staff Surveys	Parent, Student, and Staff Survey administered in the fall and spring	Continue to administer Parent, Student, and Staff Survey in the fall and spring	Continue to administer Parent, Student, and Staff Survey in the fall and spring	Continue to administer Parent, Student, and Staff Survey in the fall and spring
2.2 – Sign-in Sheets Results of parent survey	One parent workshop was implemented in the Fall of 2016. Parent attendance could not be determined as attendance was not tracked. Parent survey given to parents each year	Track attendance at parent workshops Update parent survey to include specific questions related to how they are kept current on grades, school functions including students, and parent workshops.	Continue to increase attendance at parent workshops Continue to survey parents	Continue to increase attendance at parent workshops Continue to survey parents
2.3 – Suspension Rate Indicator	"Orange" Performance Category Status "Medium" 2.1% Change "Increased" 1.6% 2016-17 –6/167 students suspended.	Status will decline by .5% 2017-18 – decrease number of suspensions by 5 students	Status will decline by an additional .5% 2018-19 – decrease number of suspensions by 4 students	Status will decline by an additional .5% 2019-20 – decrease number of suspensions by 3 students
2.4 – Expulsion Data	0 expelled students	Maintain 0 expelled students	Maintain 0 expelled students	Maintain 0 expelled students
2.5 – Attendance Data	Current attendance rate is 95.82%	Increase attendance rate to 97%	Maintain at 97% or increase attendance rate	Maintain at 97% or increase attendance rate
2.6 – Attendance Data	9% (15/167) of students are identified as chronically absent	Decrease the number of students identified as chronically absent by 2 students	Decrease the number of students identified as chronically absent by 2 students	Decrease the number of students identified as chronically absent by 2 students

2.6 – Middle School Dropout Data	0 Middle School Students	Maintain 0 middle school dropout students	Maintain 0 middle school dropout students	Maintain 0 middle school dropout students

Action   **2.1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to administer survey 2 times a year and hold a follow up meeting with all stakeholders to discuss results and create a plan for recommendations	• Continue to administer survey 2 times a year and hold a follow up meeting with all stakeholders to discuss results and create a plan for recommendations	• Continue to administer survey 2 times a year and hold a follow up meeting with all stakeholders to discuss results and create a plan for recommendations

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 2.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Implement at least one family/parent workshop on bullying at Back to School Night to support student learning. Considering offering the session again depending on parent participation • Continue to ensure regular updating of 3rd-8th grade student assignments and grades	• Implement at least one family/parent workshop to support student learning. • Continue to ensure regular updating of 3rd-8th grade student assignments and grades in the *Illuminate*	• Implement at least one family/parent workshop to support student learning. • Continue to ensure regular updating of 3rd-8th grade student assignments and grades in the *Illuminate* Parent Portal

in the *Illuminate* Parent Portal - Continue to update District website to ensure current information is available to families - Continue to mail home and post on the website the Marcum Matters Newsletter - Teachers will continue to mail home at least two student success postcards each week - Invite parents to attend monthly ROAR assemblies - Consider recognizing students at monthly Board Meetings. Invite families to attend.	Parent Portal - Continue to update District website to ensure current information is available to families - Continue to mail home and post on the website the Marcum Matters Newsletter - Teachers will continue to mail home at least two student success postcards each week - Invite parents to attend monthly ROAR assemblies - Re-evaluate recognizing students at monthly Board Meetings. Invite families to attend.	- Continue to update District website to ensure current information is available to families - Continue to mail home and post on the website the Marcum Matters Newsletter - Teachers will continue to mail home at least two student success postcards each week - Invite parents to attend monthly ROAR assemblies - Re-evaluate recognizing students at monthly Board Meetings. Invite families to attend.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,750	Amount	$1,750	Amount	$1,750
Source	Base	Source	Base	Source	Base
Budget Reference	Materials	Budget Reference	Materials	Budget Reference	Materials

Action **2.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Re-evaluate the current implementation of PBIS school-wide • Review current schoolwide rules with teachers, support staff, and students and procedures to ensure alignment with classroom rules and expectations. Create a plan to teach/remind all students and staff of expectations and consequences. • Continue monthly ROAR assemblies recognizing students' academic and behavioral successes	• Implement PBIS based on re-evaluation in 17-18 • Review current schoolwide rules with teachers, support staff, and students and procedures to ensure alignment with classroom rules and expectations. Create a plan to teach/remind all students and staff of expectations and consequences. • Continue monthly ROAR assemblies recognizing students' academic and behavioral successes	• Continue to implement PBIS • Review current schoolwide rules with teachers, support staff, and students and procedures to ensure alignment with classroom rules and expectations. Create a plan to teach/remind all students and staff of expectations and consequences. • Continue monthly ROAR assemblies recognizing students' academic and behavioral successes

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,150	Amount	$4,150	Amount	$4,150

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Source	Base	Source	Base	Source	Base
Budget Reference	1000,2000,3000	Budget Reference	1000,2000,3000	Budget Reference	1000,2000,3000

Action **2.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain 0 expelled students	• Maintain 0 expelled students	• Maintain 0 expelled students

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	

Budget Reference		Budget Reference		Budget Reference	

Action 2.5

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Attendance Assemblies for students with incentives to encourage positive attendance.	• Maintain attendance assemblies for students	• Maintain attendance assemblies for students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Base	Source	Base	Source	Base
Budget	Materials and Supplies	Budget	Materials and Supplies	Budget	Materials and Supplies

Reference	Awards	Reference	Awards	Reference	Awards

Action **2.6**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Phone calls to students at risk of becoming chronically absent are made by support staff • Meeting with parents and Superintendent for chronically absent students is held in order to create an attendance plan	• Phone calls to students at risk of becoming chronically absent are made by support staff	• Phone calls to students at risk of becoming chronically absent are made by support staff

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Base	Source	Base	Source	Base

Budget Reference	1000, 2000, 3000	Budget Reference	1000, 2000, 3000	Budget Reference	1000, 2000, 3000

Action 2.7

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain middle school dropout rate of 0	• Maintain middle school dropout rate of 0	• Maintain middle school dropout rate of 0

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **2.8**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☒ Low Income
Scope of Services	☒ LEA-wide Group(s)	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Supplement transportation so costs are not forwarded on to families	• Continue to supplement transportation so costs are not forwarded on to families	• Continue to supplement transportation so costs are not forwarded on to families

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$88,433	Amount	$88,433	Amount	$88,433
Source	Base	Source	Base	Source	Base
Budget Reference	6000	Budget Reference	6000	Budget Reference	6000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

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

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

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

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