Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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

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

2017-20 Plan Summary

The Story

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

The Marcum-Illinois Union School District 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 154 students. There are 60% inter-district transfers, 44% are on the free and reduced lunch program, 11% 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 2 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.

Our LCAP emphasizes increased professional development for teachers in ELA/ELD, Math, Science,and

History/Social Science. We will be focusing on our discipline process using PBIS that will be funded through a three year MTSS Grant. We have increased time for younger kids in the DEN. Increased articulation time will be provided for teachers to articulate. The process of creating a strategic plan will be finished in the fall of 2018. Continued efforts will be made to include all stakeholders in the decision making process.

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

All students are in the "Green" Performance Category for the ELA Indicator. Status is "High" with the average students scoring 25.3 points above level 3 (Standard Met). Status has "Increased" by 7.3 points.

All students are in the "Green" Performance Category for the Math Indicator. Status is "High" with the average students scoring 15 points above level 3 (Standard Met). Status has "Increased" by 7.1 points.

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

All students are in the "Orange" Performance Category for the Suspension Indicator. Status is "Medium" at 3.4%. Status has "Increased" by 1.6%. The suspension indicator is in the "Red" Performance Category for white students. Status is "High" at 4.7%. Status has "Increased Significantly by 3.1%". The "Socioeconomically Disadvantaged" student group is in the "Yellow" Performance Category for the Math and ELA Indicator with the average students scoring 6.7 points below level 3 (Standard Met). Status has "Declined" by 6.5 points.

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

There are no identified Performance Gaps according to the CA Schools Dashboard.

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

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	$2,184,156
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$974,009

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$1,848,545

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected   **Actual**

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%

November 2017 release of the dashboard was 29.3 points above level 3 (Standard Met)
Adjust 2019-20 based on November 2018 release of the Dashboard

Increase status to reflect 12.9 points above level 3 (Standard Met) to 17.9 points above level 3 (Standard Met)
Adjust 2018-19 based on November release of the Dashboard)

Grade level and overall CAASPP scores will increase 3-4%

November 2017 release of the dashboard was 17.6 points above level 3 (Standard Met)
Adjust 2019-20 based on November 2018 release of the Dashboard

Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science

Continued to offer professional development in ELA/ELD, Math, Science, and History/Social Science

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

Maintained standards-aligned instructional materials in ELA/ELD and math

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

Evaluated materials to determine what can be repurposed with modification.
Evaluated options for freely available unit/lesson resources as well as options for the purchase of new transitional materials.

Expected

Actual

Attend 2016 Framework roll out offered by Sutter County Superintendent of Schools.
Begin initial review of materials presented to SBE for recommendation

Attended 2016 Framework roll out offered by County Superintendent of Schools.
Started initial review of materials presented to SBE for recommendation

Maintain fully credentialed and appropriately assigned teachers

Maintained fully credentialed and appropriately assigned teachers

STAR Reading
Socioeconomically Disadvantaged –52%
English learners –39 %
Students w/ Disabilities –12%
All Students – 57%

Publisher Assessments
Create a baseline

We dropped Star reading

We created a baseline with MAPP testing:
Socioeconomically Disadvantaged –44%
English learners – 33%
Students w/ Disabilities –13%
All Students – 48%

STAR Math
Socioeconomically Disadvantaged –70%
English learners – 53%
Students w/ Disabilities – 30%
All Students – 74%

Publisher Assessments
Create a baseline

We dropped Star Math

We created a baseline with MAPP testing:
Socioeconomically Disadvantaged –24%
English learners – 17%
Students w/ Disabilities –0%
All Students – 50%

Expected	Actual
Baseline year for ELPAC Reclassify 1-2 students	We are changing our EL Plan and reclassification criteria. 0 students were reclassified
Await guidance from the State	API has been eliminated and replaced with a new State Accountability System.
Maintain student access to a broad course of study	Maintained student access to a broad course of study
Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS	Collaborated on the vision with Sutter County Office of Ed. Increased parent engagement.
Maintain facilities in good repair as per Facilities Inspection Tool	Maintained facilities in good repair as per Facilities Inspection Tool We have increased inspections with the tool to both January and June inspections
Maintain "The Den" after school program	Maintained "The Den" after school program

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 received training from both the county coordinators and from our TOA. Data was analyzed and the MAPP system for measuring achievement was put into place. This year was used as a baseline for growth for all students.	Amount: $52,219 Source:Base $ Budget Reference: 1000, 3000, 5000	Amount: $80,213 Source:Base $ Budget Reference: 1000, 3000, 5000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Teachers received training from both the county coordinators and from our TOA. Data was analyzed and the MAPP system for measuring achievement was put into place. This year was used as a baseline for growth for all students.	Amount: See 1.1 Source: Base Budget Reference: See 1.1	Amount: See 1.1 Source: Base Budget Reference: See 1.1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Teachers participated 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. Teachers were also provided articulation opportunities with teachers from other school districts. Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas TOA provided follow up coaching for teachers 3rd and 5th grade teacher will participate in Academic Vocabulary Toolkit training offered through Sutter County Superintendent of Schools	Amount: See 1.1, $2,000 Source: Base Budget Reference: See 1.1, Materials and Supplies	Amount: See 1.1, $4,182 Source: Base Budget Reference: See 1.1, Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Kinsella offered through Sutter County Superintendent of Schools Consider moving away from the STAR Reading/Math assessment platform to MAPP	Provided 2nd and 5th grade teachers with the opportunity to participate in a 4-day writing Institute with Dr. Kate Kinsella offered through Sutter County Superintendent of Schools We moved away from the STAR Reading/Math assessment platform to MAPP		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain standards-aligned instructional materials in ELA/ELD and math	Maintained standards-aligned instructional materials in ELA/ELD and math	Amount: $2,000 Source: Base Budget Reference: Books and Supplies	Amount: $1,982 Source: Base Budget Reference: Books and Supplies

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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 was used 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	Amount: $6,040 Source: $4,645 Title I, $1,395 Title II Budget Reference: Professional Development	Amount: $1,700 Source: Title I, Title II Budget Reference: Professional Development

Action 6

Planned Actions/Services   **Actual Actions/Services**   **Budgeted Expenditures**   **Estimated Actual Expenditures**

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	Teachers and TOA participated in History/Social Studies Framework Rollout offered by Sacramento County Superintendent of Schools	Amount: $1,350 Source: Base Budget Reference: Professional Development	Amount: $620 Source: Base Budget Reference: Professional Development

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain fully credentialed and appropriately assigned teachers	Maintained fully credentialed and appropriately assigned teachers	Amount: $695,086 Source: $691,991 Base, $33,095 Supplemental Budget Reference: Certificated Salaries	Amount: $670,879 Source: $ Base, $ Supplemental Budget Reference: Certificated Salaries

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain TOA to monitor and track student progress towards proficiency on common monthly	Maintained TOA to monitor and track student progress towards proficiency on common monthly	Amount: See 1.1 Source: Base Budget Reference: See 1.1	Amount: See 1.1 Source: Base Budget Reference: See 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
assessments in ELA/ELD	assessments in ELA/ELD		
Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in ELA/ELD	Updated 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.	Adapted the current PE schedule to allow for additional collaboration opportunities for teachers		
Adapt the current PE schedule to allow for additional collaboration opportunities for teachers	Teachers met regularly with TOA to analyze ELA/ELD assessment data, plan for instruction, and student intervention		
Teachers will meet regularly with TOA to analyze ELA/ELD assessment data, plan for instruction, and student intervention	TOA provided coaching and support to teachers on Wonders and StudySync		
TOA will provide coaching and support to teachers on Wonders and StudySync	Continued to develop and expand academic RtI programs during the school day by providing designated time and support		
Continue to develop and expand			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
academic RtI programs during the school day by providing designated time and support			

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math	Maintained TOA to monitor and track student progress towards proficiency on common monthly assessments in math	Amount: See 1.1 Source: Base Budget Reference: See 1.1	Amount: See 1.1 Source: Base Budget Reference: See 1.1
Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in math	Updated assessment plan and school wide protocol for summative assessments using adopted instructional materials in math		
Teachers will meet regularly with TOA to analyze math assessment data, plan for instruction, and student intervention	Teachers met regularly with TOA to analyze math assessment data, plan for instruction, and student intervention		
TOA will provide coaching and support to teachers on GoMath! and CPM	TOA provided 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	Continued implementation of RtI programs beyond the school day through the after school program for 6th-8th grade students		

Action 10

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week	Students continued to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week	Amount: See action 1.7 Source: See 1.7 Budget Reference: See 1.7	Amount: See 1.7 Source: Base Budget Reference: See 1.7
Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services	Techers were 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	LTEL students and students at risk of becoming LTEL were identified. A plan of support was 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	ELD teachers were 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	Information regarding ELPAC		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
from CELDT will be shared with all teachers Reclassification Policy will be updated to include data from local assessments	and the implication of the transition from CELDT was shared with all teachers Reclassification Policy is in the process of updated to include data from local assessments		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain API as we await guidance from the State	API has been eliminated and replaced with a new State Accountability System.	Amount: $0 Source: Budget Reference:	Amount: $0 Source: Budget Reference:

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| Maintain broad course access for all students | Maintained broad course access for all students | Amount: $35,000
Source: Base
Budget Reference: a) See 1.6 b) None c) See 1.6 d) See 1.6 e) 4000, 5000 | Amount: $29,126
Source: Base
Budget Reference: 4000, 5000 |

Maintain broad course access for all students

Develop and expand teacher and student daily use of technology by exploring a partnership with South Sutter Charter to provide Google Classroom PD for teachers

Continue to look for a credentialed music teacher to provide services to students during the regular day and in the after school program

Teachers will continue to provide art instruction in the classroom

Infrastructure support for technology through a consortium of other South Sutter districts

Maintained broad course access for all students

Developed and expanded teacher and student daily use of technology

Continued to look for a credentialed music teacher to provide services to students during the regular day and in the after school program with no success

Teachers continued to provide art instruction in the classroom

Infrastructure support for technology through Ceniom

Action 13

Planned Actions/Services **Actual Actions/Services** **Budgeted Expenditures** **Estimated Actual Expenditures**

| 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 | Provided 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

Contracted with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies | Amount: See action 1.1
Source: Base Supplemental
Budget Reference: Professional Development | Amount: See action 1.1
Source: Base Supplemental
Budget Reference: Professional Development |

Action 14

| **Planned Actions/Services** | **Actual Actions/Services** | **Budgeted Expenditures** | **Estimated Actual Expenditures** |

Maintain facilities in good repair as per the Facilities Inspection Tool Explore a new school-wide intercom system	Maintained facilities in good repair as per the Facilities Inspection Tool New school-wide intercom system is being installed during June and July of 2018	Amount: $50,000 Source: Base Budget Reference: Equipment	Amount: $39,957 Source: Base Budget Reference: Equipment

Action 15

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Continue STEM based activities for students in the after school program Maintain GATE program Provide 3rd-8th grade students additional intervention opportunities based on credentialed teacher availability	Continued STEM based activities for students in the after school program Maintained GATE program Provided 3rd-8th grade students additional intervention opportunities based on credentialed teacher availability	Amount:$7,350 Source: Supplemental Budget Reference: 1000, 3000	Amount:$2,904 Source: Supplemental Budget Reference: 1000, 3000

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |

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 was increased.

Challenges:
Providing effective EL support given our low numbers of EL students.
Coaching vs. Training. We have high quality coaching on campus and will be seeking out quality training through multiple county offices of education including Sutter, Sacramento, and possibly Placer county.
Providing ongoing high level professional development due to cost and teacher attendance.

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

The actions/services in the 2017/18 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 continued implementations of the CA standards and materials in ELA/ELD and maintaining highly qualified teachers.

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 1st 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.

Action 3
Budget: $2,000
Expended: $4,182
The cost of moving to the MAPP system of tracking exceeded the budget.

Action 12
Budget: $35,000
Expended: $29,126
We were able to provide technology services and purchases for less than expected through our new partnership with Ceniom.

Action 14
Budget: $50,000
Expended: $39,957
We were able to purchase the intercom system and a playground safety system for less than expected.

Action 15
Budget: $7,350
Expended: $2,904

We were unable to secure more dates with the Sutter County Office of Ed. to provide STEM services for teachers and students.

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 2018-19. 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 18-19. 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 Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Continue to administer Parent, Student, and Staff Survey in the fall and spring	Administered parent, student, and staff survey in April/May 2018.
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.	Low attendance rate at several parent workshops led to having multiple meetings to address the same topic. Attendance increased. Parent survey was updated. Parents were in favor of continued updates on bullying. Parent responses also led us to review our behavior matrix for the following year.

Expected	Actual
Status will decline by .5% 2017-18 – decrease number of suspensions by 5 students	2017-2018 total students suspended to 1 student
Maintain 0 expelled students	Maintained 0 expelled students
Increase attendance rate to 97%	Attendance decreased to 96%. Our total number of students dropped. Individual student absences had a greater impact on our overall attendance rate.
Decrease the number of students identified as chronically absent by 2 students	Decreased the number of students identified as chronically absent to 1 student
Maintain 0 middle school dropout students	0 middle school droputs

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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	Survey was administered in the spring only. Focus on our student discipline process led to parent meetings and a change in the school discipline matrix. The change was made based on parent and community input.	Budget: $0 Source: Budget Reference:	Budget: $0 Source: Budget Reference:

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement at least one family/parent workshop on bullying at Back to School Night to support student learning. Considering offering the session again depending on parent participation Continue to ensure regular updating of 3rd-8th grade student assignments and grades in the Illuminate Parent Portal Continue to update District website to ensure current information is available to families	Implemented one family/parent workshop on bullying at Back to School Night to support student learning. The focus was on Bullying. ensure regular updating of 3rd-8th grade student assignments and grades in the Illuminate Parent Portal Updated District website to ensure current information is available to families Mailed home and posted on the website the Marcum Matters	Budget: $1,750 Source: Base Budget Reference: Materials	Budget: $1,936 Source: Base Budget Reference: Materials

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. | Newsletter

Teachers continued to mail home at least two student success postcards each week

Invited parents to attend monthly ROAR assemblies

Started the Wildcat Community Contributor award. | | |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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	Re-evaluated the current implementation of PBIS school-wide. Changed the ROAR matrix. Held multiple parent and staff meetings to support the changes. Reviewed current schoolwide rules with teachers, support staff, and students and procedures to ensure alignment with classroom rules and expectations. Created a plan to teach/remind all students and staff of expectations and consequences. Continued monthly ROAR assemblies recognizing students' academic and behavioral successes	Budget: $4,150 Source: Base Budget Reference: 1000, 2000, 3000	Budget: $357 Source: Base Budget Reference: 1000, 2000, 3000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Maintain 0 expelled students	Maintained 0 expelled students	Budget: $0 Source: Budget Reference:	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attendance Assemblies for students with incentives to encourage positive attendance.	Held attendance Assemblies for students with incentives to encourage positive attendance.	Budget: $1,500 Source: Base Budget Reference: Materials and Supplies	Budget: $0 Source: Base Budget Reference: Materials and Supplies

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Multiple parent contacts were made. Only one student was identified and chronically absent this year. This is a decrease in the number of chronically absent students by 1.	Budget: $1,000 Source: Base Budget Reference: 1000, 2000, 3000	Budget: $0 Source: Base Budget Reference: 1000, 2000, 3000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Maintain middle school dropout rate of 0	Maintained middle school dropout rate of 0	Budget: $0 Source: Budget Reference:	$0

Action 8

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Supplement transportation so costs are not forwarded on to families	Supplemented transportation so costs are not forwarded on to families	Budget: $88,433 Source: Base Budget Reference: 6000	Budget: $89,673 Source: Base Budget Reference: 6000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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:
The percentage of parents showing up to meetings averaged between 7 to 12%
Parent class did not have multiple dates to allow for more participation.

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

The actions/services in the 2017/18 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.

Action 3

The material differences in Action 2.3 are due to a contribution of funding from our parent's club to cover awards cost. The other cost differential is due to receiving a 3 year MTSS grant that will start in 2018-2019 school year. The grant will cover the costs of fully implementing the PBIS process.
Difference:
Budgeted: $4,150
Expended: $357

Action 5
We were able to use parent donations and previously purchased materials to cover the expense of this action. We did not expend any money from this budget.

Action 6
Due to the low number of students who were chronically absent, we did not expend from this budget item.

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 2018-19. Additional actions and services will be implemented in 18-19 in order to improve parent engagement and involvement.

Stakeholder Engagement

LCAP Year: 2018-19

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 of Trustees
8/14/17
9/11/17
10/9/17
11/13/17
12/6/17
1/8/18
2/5/18
3/12/18
4/16/18
5/14/18
6/4/18

Public Final Hearing
6/4/18

Board Approval Date
6/18/18

Staff/Parent/Community Survey
Parent May 2018/ Staff April 2018/ Teacher Needs Assessment September 2017

Site Council Meetings
1/30/18
2/21/18
3/21/18
4/19/18

Parent Club Meetings:
11/1/17
11/29/17
1/17/18
2/13/18
3/14/18
4/11/18

Staff Meetings
8/30/17
9/27/17
10/16/17
11/29/17
1/31/18
2/28/17
3/28/18
4/25/18
5/30/18

Student Survey
May 2018

Impact on LCAP and Annual Update

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

All stakeholders expressed the need for the continuation of our before and after school care programs. We have expanded those programs for preschool age students. We have increased STEM activities and have increased opportunities for VAPA. We are focusing on our disciplinary process through an NTSS grant using the PBIS process.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Identified Need:

1.1 - 52% of all students Met or Exceeded Grade level standards on the Spring 2018 ELA SBAC

1.2 - 56% of all students Met or Exceeded Grade Level standards on the Spring 2018 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 - 0/13 students were reclassified in 2017-18.

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 Measureable 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 |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 2016-17 CAASPP Data 3rd Grade 63% 4th Grade 69% 5th Grade 43% (Incomplete) 6th Grade 36% 7th Grade 72% 8th Grade 58% Overall 57% (Incomplete) **Preliminary Data**	Increase status to reflect 12.9 points above level 3 (Standard Met) to 17.9 points above level 3 (Standard Met) Adjust 2018-19 based on November release of the Dashboard) Grade level and overall CAASPP scores will increase 3-4%	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	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
1.3 - 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 – Basic Conditions at School	Instructional materials in History/Social Science are not aligned to the new Framework	Attend 2016 Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Consider piloting materials Consider purchasing materials	Pilot or purchase materials

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	MAPP Reading Socioeconomically Disadvantaged –44% English learners –33% Students w/ Disabilities – 13% All Students – 48% Publisher Assessments Create a baseline	MAPP Reading Socioeconomically Disadvantaged –48% English learners – 37% Students w/ Disabilities – 17% All Students – 52% Publisher Assessments Adjust based on baseline data	MAPP Reading Socioeconomically Disadvantaged –51% English learners – 40% Students w/ Disabilities – 21% All Students – 55% Publisher Assessments Adjust based on baseline data

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	MAPP Math Socioeconomically Disadvantaged –24% English learners – 17% Students w/ Disabilities – 0% All Students – 50% Publisher Assessments Create a baseline	MAPP Math Socioeconomically Disadvantaged –28% English learners – 21% Students w/ Disabilities – 4% All Students – 54% Publisher Assessments Adjust based on baseline data	MAPP Math Socioeconomically Disadvantaged –31% English learners – 24% Students w/ Disabilities – 7% All Students – 57% Publisher Assessments Adjust based on baseline 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.11 – API	API is currently not reported	API has been eliminated and replaced with a new State Accountability System.	API has been eliminated and replaced with a new State Accountability System.	API has been eliminated and replaced with a new State Accountability System.
1.12 - Daily Instructional Schedule	All students have access to a broad course of study	Maintain student access to a broad course of study	Maintain student access to a broad course of study	Maintain student access to a broad course of study
1.13 – Daily Instructional Schedule and Local Indicator – Implementation of State Standards	There is no comprehensive transition plan for NGSS	Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS	Collaborate on: evaluating and refining the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS	Evaluate school structures (such as science minutes, space for materials, etc.) as well as progress in instructional shifts to determine needs for full implementation.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.14 - Local Indicator – Basic Conditions at School (Facilities Inspection Tool)	Facilities are in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities 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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,219	$82,500	$82,500

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	1000, 3000, 5000	1000, 3000, 5000	1000, 3000, 5000

Action #2

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

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

OR

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

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

Actions/Services

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

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

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

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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	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

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

Budgeted Expenditures

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

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action #5

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

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

OR

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

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

Actions/Services

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

| New | Modified | Modified |

2017-18 Actions/Services

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

2018-19 Actions/Services

Site level planning time dedicated to science

County office support for evaluating relative success of new units, possibly expanding the development or acquisition of additional units of study. Review key components of tools like the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 throughout the process

County office support on-site for supporting NGSS-aligned instructional practices and identifying areas of focus for support

2019-20 Actions/Services

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 areas of greatest need

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,040	$6,040	$6,040
Source	$4,645 Title I, $1,395 Title II	$4,645 Title I, $1,395 Title II	$4,645 Title I, $1,395 Title II

Year	2017-18	2018-19	2019-20
Budget Reference	Professional Development	Professional Development	Professional Development

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials. Teachers participate in History/Social Studies Framework Rollout offered by Sutter County Superintendent of Schools

Review History/Social Science instructional materials available for adoption

Pilot or purchase History/Social Science instructional materials K-8

Budgeted Expenditures

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

Action #7

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$695,086	$695,086	$695,086
Source	$661,991 Base, $33,095 Supplemental	$661,991 Base, $33,095 Supplemental	$661,991 Base, $33,095 Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action #8

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in ELA/ELD

Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in ELA/ELD

Expand minimum day grade level articulation to include collaboration with out South Sutter districts.

Adapt the current PE schedule to allow for additional collaboration opportunities for teachers

Teachers will meet regularly with TOA to analyze ELA/ELD assessment data, plan for instruction, and student intervention

TOA will provide coaching and support to teachers on Wonders and StudySync

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

Budgeted Expenditures

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

Action #9

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Unchanged | Unchanged | Unchanged |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math

Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in math

Teachers will meet regularly with TOA to analyze math assessment data, plan for instruction, and student intervention

TOA will provide coaching and support to teachers on GoMath! and CPM

Continue implementation of RtI programs beyond the school day through the after school program for 6th-8th grade students

Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math

Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in math

Teachers will meet regularly with TOA to analyze math assessment data, plan for instruction, and student intervention

TOA will provide coaching and support to teachers on GoMath! and CPM

Continue implementation of RtI programs beyond the school day through the after school program for 6th-8th grade students

Maintain TOA to monitor and track student progress towards proficiency on common monthly assessments in math

Update assessment plan and school wide protocol for summative assessments using adopted instructional materials in math

Teachers will meet regularly with TOA to analyze math assessment data, plan for instruction, and student intervention

TOA will provide coaching and support to teachers on GoMath! and CPM

Continue implementation of RtI programs beyond the school day through the after school program for 6th-8th grade students

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |

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

Action #10

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Unchanged	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week	Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week	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	Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services	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	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	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	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	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	Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers	Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers
Reclassification Policy will be updated to	Reclassification Policy will be updated to	Reclassification Policy will be updated to

| include data from local assessments | include data from local assessments | include data from local assessments |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See action 1.7	See action 1.7	See action 1.7
Source	N/A/	N/A/	N/A/
Budget Reference	N/A	N/A	N/A

Action #11

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action #12

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

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

| All Students | All Schools |

OR

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

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

Actions/Services

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

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| Maintain broad course access for all students

Develop and expand teacher and student daily use of technology by exploring a partnership with South Sutter Charter to provide Google Classroom PD for teachers

Continue to look for a credentialed music teacher to provide services to students | Maintain broad course access for all students

Develop and expand teacher and student daily use of technology by exploring a partnership with South Sutter Charter to provide Google Classroom PD for teachers

Continue to look for a credentialed music teacher to provide services to students | Maintain broad course access for all students

Develop and expand teacher and student daily use of technology by exploring a partnership with South Sutter Charter to provide Google Classroom PD for teachers

Continue to look for a credentialed music teacher to provide services to students |

during the regular day and in the after school program Teachers will continue to provide art instruction in the classroom Infrastructure support for technology through a Ceniom	during the regular day and in the after school program Teachers will continue to provide art instruction in the classroom Infrastructure support for technology through a Ceniom	during the regular day and in the after school program Teachers will continue to provide art instruction in the classroom Infrastructure support for technology through a Ceniom

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$35,000	$35,000
Source	Base	Base	Base
Budget Reference	See 1.6 4000, 5000	See 1.6 4000, 5000	See 1.6 4000, 5000

Action #13

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

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

OR

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

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

Actions/Services

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

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

of Schools to provide support in professional learning for administrators, such as learning walks and observation tools

of Schools to provide support in professional learning for administrators, such as learning walks and observation tools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	See 1.1
Source	Base Suplemental	Base Suplemental	Base Suplemental
Budget Reference	Professional Development	Professional Development	Professional Development

Action #14

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

| N/A | N/A | N/A |

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain facilities in good repair as per the Facilities Inspection Tool	Maintain facilities in good repair as per the Facilities Inspection Tool	Maintain facilities in good repair as per the Facilities Inspection Tool
Explore a new school-wide intercom system		

Budgeted Expenditures

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

Action #15

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue STEM based activities for students in the after school program
Maintain GATE program

Provide 3rd-8th grade students additional

2018-19 Actions/Services

Continue STEM based activities for students in the after school program
Maintain GATE program

Provide 3rd-8th grade students additional

2019-20 Actions/Services

Continue STEM based activities for students in the after school program
Maintain GATE program

Provide 3rd-8th grade students additional

| intervention opportunities based on credentialed teacher availability | intervention opportunities based on credentialed teacher availability | intervention opportunities based on credentialed teacher availability |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,350	$7,350	$7,350
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000, 3000	1000, 3000	1000, 3000

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

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% In 2017-2018 1/154 students were suspended. This represents a decrease of 2.94%.

2.4 – No students have been expelled

2.5 – Current attendance rate is 95.97%. This represents an increase of 0.21% form 2016-17

2.6 – Current chronic absenteeism rate is 1%. This represents an decrease of 4% from 16-17

2.7 – There are no middle school dropouts

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

Expected Annual Measureable 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 1 student	Status will decline by an additional .5% 2019-20 – decrease number of suspensions by 1 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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

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

Actions/Services

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

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

Year	2017-18	2018-19	2019-20

Amount	$0	$0	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Implement at least one family/parent workshop on bullying at Back to School Night to support student learning. Considering offering the session again depending on parent participation	Implement at least one family/parent workshop on bullying at Back to School Night to support student learning. Considering offering the session again depending on parent participation	Implement at least one family/parent workshop on bullying at Back to School Night to support student learning. Considering offering the session again depending on parent participation
Continue to ensure regular updating of 3rd-8th grade student assignments and grades in the Illuminate Parent Portal	Continue to ensure regular updating of 3rd-8th grade student assignments and grades in the Illuminate Parent Portal	Continue to ensure regular updating of 3rd-8th grade student assignments and grades in the Illuminate Parent Portal
Continue to update District website to ensure current information is available to families	Continue to update District website to ensure current information is available to families	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	Continue to mail home and post on the website the Marcum Matters Newsletter	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	Teachers will continue to mail home at least two student success postcards each week	Teachers will continue to mail home at least two student success postcards each week
Invite parents to attend monthly ROAR assemblies	Invite parents to attend monthly ROAR assemblies	Invite parents to attend monthly ROAR assemblies
Consider recognizing students at monthly Board Meetings. Invite families to attend.	Recognize Wildcat Community Contributors at monthly Board Meetings. Invite families to attend.	Recognize Wildcat Community Contributors at monthly Board Meetings. Invite families to attend.

Budgeted Expenditures

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

Action #3

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

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

All Students   All Schools

OR

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

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

N/A   N/A   N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Re-evaluate the current implementation of PBIS school-wide Review current schoolwide rules with teachers, support staff, and students and procedures to ensure alignment with classroom rules and expectations. Create a plan to teach/remind all students and staff of expectations and consequences. Continue monthly ROAR assemblies recognizing students' academic and behavioral successes	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	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

Budgeted Expenditures

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

Source		
Base	Base	Base

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

Action #4

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain 0 expelled students	Maintain 0 expelled students	Maintain 0 expelled students

Budgeted Expenditures

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

Action #5

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

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

OR

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

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

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Attendance Assemblies for students with incentives to encourage positive attendance.

2018-19 Actions/Services

Attendance Assemblies for students with incentives to encourage positive attendance.

2019-20 Actions/Services

Attendance Assemblies for students with incentives to encourage positive attendance.

Budgeted Expenditures

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

Action #6

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action #7

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain middle school dropout rate of 0	Maintain middle school dropout rate of 0	Maintain middle school dropout rate of 0

Budgeted Expenditures

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

Action #8

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

Students to be Served

Location(s)

N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Supplement transportation so costs are not forwarded on to families	Supplement transportation so costs are not forwarded on to families	Supplement transportation so costs are not forwarded on to families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$88,433	$88,433	$88,433

Source	Base	Base	Base
Budget Reference	6000	6000	6000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$108,378

9.08%

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

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

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

Paraprofessionals enable classroom teachers to provide improved services for students through small group instruction

Students receive improved tutoring services and other enrichment opportunities through the After School Program

Tutoring services provided by credentialed teachers will continue to be offered to students after school

Supplement transportation costs in order to prevent forwarding on costs to the families