

**Appropriately Assigned Teachers, Access to Curriculum-Aligned
Instructional Materials, and Safe, Clean and Functional School Facilities
LCFF Priority 1
Self-Reflection Tool**

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Indicator	Data Reported
Number & Percent of misassignments of teachers of English Learner Students	#0 / 0%
Number & Percent of total teacher misassignments	#0 / 0%
Number of vacant teacher positions	#0 / 0%
Number & Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	#0 / 0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	#0
<p><i>Optional:</i> Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.</p>	
<p>Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).</p>	

**Implementation of State Academic Standards
LCFF Priority 2
Option 2: Reflection Tool**

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Indicator Item	Rating				
1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics- Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science			X		
2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is being taught.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics- Common Core State Standards for Mathematics					X
Next Generation Science Standards			X		
History-Social Science				X	
3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing)					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics- Common Core State Standards for Mathematics					X
Next Generation Science Standards		X			
History-Social Science			X		
4. Rate the LEA's progress implementing each of the following academic standards adopted by the State Board of Education for all students.					
Academic standards and/or curriculum frameworks	1	2	3	4	5

Career Technical Education			X		
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts			X		
World Language		X			
5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).					
Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	
<i>Optional:</i> Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.					

**Parent Engagement
LCFF Priority 3
Self-Reflection Tool**

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Indicator Item	Rating				
LEAs use this self-reflection tool to reflect on its progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.					
Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			X		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				X	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					X

Dashboard Narrative: Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Marcum-Ilinois believes a strong partnership with all families, especially underrepresented families, positively impacts student outcomes. We schedule engaging activities for students and families that support that sense of community and build relationships. Ninety-seven percent of parents surveyed in spring 2021 say the school is a friendly environment for students, parents, and families. Communication is ongoing through Back to School Night, parent-teacher conferences, Open House, family nights, social media pages, our website, School Site Council, and regular verbal and written communication between school and home. Although we have few English learners in the school, we have multiple staff members who interpret during parent conferences and school events. Every effort is made to send notices home in the home language. On the spring 2021 survey, 100% of parents say the school is good about staying in touch with them.

The parent and family engagement policy was developed by the School Site Council and is reviewed by the Site Council annually. The policy is also reviewed by the Governing Board as part of their Title I Plan review process. This policy is distributed annually to all parents as part of our Annual Notice to Parents.

Building Partnerships for Student Outcomes	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				X	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.				X	
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				X	
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

Dashboard Narrative: Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Marcum-Ilinois has continued to focus on strengthening relationships with our families and community. At Back to School Night (BTSN) and parent conferences, curriculum & grade level standards are reviewed to increase parent understanding of expectations and requirements. We provide materials and supports to help parents to work with their children. During BTSN and parent conferences, teachers in grades K-2 discuss best practices for working with beginning readers. Early reading materials and flashcards are sent home throughout the year to help parents work with their children.

We used a spring 2021 survey to determine strengths and improvement areas: 100% feel the school is good about staying in touch with parents; 97% feel their involvement is valued; 97% feel the school is friendly, welcoming environment for students, parents, and families; and 94.1% feel their input is valued. We found, via surveys, that parents wanted most school communication to come from emails and texts. Although we have few English learners in the school, we have multiple staff members who interpret during parent conferences and school events. Every effort is made to send notices home in the home language. We are working towards completing ADA changes to our website, making all information accessible by people with disabilities.

Seeking Input for Decision Making	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				X	
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				X	

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	
<p>Dashboard Narrative: Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</p> <p>Parents are encouraged to be involved in their child's educational process through participation in School Site Council/LCAP Advisory, Parents' Club, academic awards assemblies, parent/teacher/student conferences, as classroom volunteers, as chaperones on field trips, and family nights. To encourage participation in these and other events, notices are sent through email, paper, and posted on our social media page. In addition to the above, regular communications are distributed to parents and cover a variety of topics including beginning of the year welcome packets, newsletters, school calendars, student assessments, and grade reports. Although we have few English learners, we make every attempt to provide communications in the home language. Descriptions of services, including Title I, are provided to parents in the Parent/Student Handbook, through a brochure, and in person at Back to School Night. School Accountability Report Cards are made available to parents and the Annual Rights Notification to Parents is distributed each school year and available as requested. According to our spring 2021 Stakeholder Survey 88.2% of parents feel that they have been given different options or ways to be involved with the school. We will continue collecting additional data from stakeholders as well as parent involvement data from staff. Once this data has been collected and reviewed, we can determine next steps.</p>					
<p><i>Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.</i></p>					

**School Climate
LCFF Priority 6
Student Survey**

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g. K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard. *Provide a Narrative Summary. Text items will be combined into one (1) answer box and the box is limited to 3000 characters.*

Indicator Item
1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
<p>A local climate survey was given to students in grades three through eight that provided a valid measure of school safety and connectedness. The results of this survey were shared with staff, the Marcum-Illinois EUSD School Board, and also the LCAP Advisory/Site Council. Findings from this survey indicated that 83% of students usually feel safe and 15% sometimes feel safe at Marcum-Illinois School. In addition, 13% of students feel that bullying is usually a problem at the school. Ninety-two percent of students say there are activities at school they enjoy participating in.</p>
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, or barriers?
<p>Spring 2021 local student survey results indicate that the school has created a safe environment, it is clean and in good condition, and there are engaging activities students enjoy. More education and structure need to be implemented regarding bullying.</p>
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

LCAP Goal 2 is to "Ensure the school is a safe, engaging, and inclusive environment for students and their families so that all students achieve academic excellence, and families will be actively involved in the educational process." Expected outcomes are to increase the percentage of students usually feeling safe at school to 90% and decrease bullying to 8% or less. To achieve this goal, actions and services include promoting parent engagement, supporting the social-emotional needs of students and families, adopting an anti-bully curriculum, and continuing to provide safe, well-maintained facilities.

**Access to a Broad Course of Study
LCFF Priority 7
Self-Reflection Tool**

Standard: LEA to provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts: *Provide a Narrative Summary:*

Indicator Item
<p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p>
<p>Marcum-Illinois EUSD is a single school district with one classroom per grade level therefore all students have access to and are enrolled in the same broad course of study as their peers. A review of the daily schedules for each grade level is done to confirm that all students are receiving a broad course of study.</p>
<p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</p>
<p>Marcum-Illinois EUSD is a single school district with one classroom per grade level. A review of the daily schedules for each grade level is done to confirm that all students have access to, and are enrolled in, ELA, Mathematics, Social Studies, Science, Physical Education/Health, and Visual and Performing Arts. Students receiving intervention, ELD, and/or Special Education services are not served during their core subject time.</p>
<p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>
<p>There are no barriers preventing access to a broad course of study for all students except in the area of Foreign Language for our 7th/8th grade span. This lack of access is due in part to our small size, budget constraints, and lack of teachers. All students do receive instruction in ELA, Mathematics, Social Studies, Science, Physical Education/Health, Visual and Performing Arts, and Technology. Students with special needs or English learners are provided additional support to ensure access to the broad course of study being offered.</p>
<p>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?</p>
<p>We continuously work to ensure the courses offered are accessible to all students , especially students with special needs and those who are English learners.</p>
<p><i>Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.</i></p>