

**MARCUM-ILLINOIS UNION SCHOOL DISTRICT
REGULAR BOARD MEETING**

AGENDA

Monday, November 8, 2021
6:00 pm Open Session
Multi-Purpose Room

2452 El Centro Blvd.
East Nicolaus, CA 95659

Meeting facilities are accessible to persons with disabilities. Anyone who is planning to attend the board meeting and is visually or hearing impaired or has any disability that needs special assistance should call the Superintendent/Principal at the District Office at least 48 hours in advance of the meeting to make arrangements. Public comments submitted by email to maggiei@sutter.k12.ca.us by 3:00pm on the date of the Board Meeting will be read to the Board during the meeting.

1. CALL TO ORDER, PLEDGE OF ALLEGIANCE

2. ROLL CALL

Alan Menigoz, President
Jeff Moore, Clerk
Jill Bramhill
Keith Turner
Josh Wanner

Present

Absent

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. APPROVAL OF THE AGENDA

Occasionally an item requiring attention will arrive in the office after the agenda is posted. Items may be added to the agenda with 2/3-majority approval of the board. Items to be added will be made available to the public at the meeting.

Motion _____ Second _____ Vote _____

4. SOUTH SUTTER CHARTER SCHOOL

Cynthia Rachel will present the monthly report for South Sutter Charter School.

5. SUPERINTENDENT'S REPORT

6. CONSENT AGENDA

Any item on the Consent Agenda may be considered separately at the request of a board member.

6.1 Approval of Minutes: October 11, 2021

6.2 Approval of Monthly Warrants: 4955, 5017, 5064, 5110

6.3 Williams Act: 0 Complaints

6.4 Enrollment Report:*Marcum-Illinois Elementary School Enrollment**

TK	K	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
6	18	19	20	21	21	23	19	17	19	182

*Marcum-Illinois Preschool Enrollment****Full Time 16****Part Time 7****As of 11/2/21*

 Motion _____ Second _____ Vote _____
7. ITEMS PULLED FROM THE CONSENT AGENDA FOR DISCUSSION

 Motion _____ Second _____ Vote _____
8. PUBLIC HEARINGS**8.1. Public Hearing Regarding MIUSD and MITA Collective Bargaining Agreement Amendment Negotiations**

Public Hearing regarding the District's and Marcum-Illinois Teacher Association's proposals for the Amendment to the Collective Bargaining Agreement and the Public Disclosure related to the proposed agreement Amendment.

9. INFORMATION ITEMS**9.1 Local Control Accountability Plan**

Updates due to recommendations from Sutter County Superintendent of Schools regarding language for compliance.

9.2 ESSER III Expenditure Plan

Update due to increased allocation from \$14,081 to \$14,091.

9.3 Educator Efficiency Block Grant Plan

The Educator Efficiency Block Grant provides funding for county offices of education, school districts, charter schools, and state special schools for professional learning for teachers, administrators, paraprofessionals that work with pupils, and classified staff that interact with pupils. Funds are allocated based on FTE and recipients must prepare a plan for expending the funds between 2021-2022 and 2025-2026. Expenditures will be reported to CDE in 2026. The plan must be reviewed at a Board meeting as an informational item and then approved at a subsequent Board meeting.

10. ACTION ITEMS**10.1 Reconfirmation of Internet Safety Policy**

In order to participate in E-Rate and be eligible for funding sources related to E-Rate, the District must certify that they have an Internet Safety Policy that includes technology

protection measures related to the Children's Internet Protection Act. This is a reconfirmation of the District's Internet Safety Policy to ensure CIPA compliance.

Motion _____ Second _____ Vote _____

11. COMMENTS FROM THE PUBLIC

"No action or discussion shall be undertaken on any item not appearing on the posted agenda except the Members of the Board or the Marcum-Illinois Union Elementary School District Staff may briefly respond to statements made or questions posed. As the Board discusses agenda items, audience participation is permitted. The president will recognize those members of the audience who wish to speak. If necessary, each person wishing to speak will be asked to identify himself prior to speaking. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The president shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. Generally, the president will ask board members for their remarks prior to recognizing requests to speak from the audience. At the president's discretion, agenda items may be considered in other than numerical order." Board Policy (Bylaws) 9323

12. NEXT BOARD MEETING

- **December 13, 2021**

13. CLOSED SESSION

- *Government Code Section 54957.6*
Conference with labor negotiator
Name of negotiator: Maggie Irby
Unrepresented employees: Certificated Employees/Classified Employees
- *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint*

14. REPORT OUT FROM CLOSED SESSION

Motion _____ Second _____ Vote _____

15. ADJOURNMENT



**South Sutter Charter School and
Marcum-Illinois Union Elementary School District
Monthly Report to Authorizer- November 2021**

Month End Enrollment Information: October 31, 2021

Total Active Enrollment: 2502

Prospective Students: 105

K	235	7	197		Butte	180
1	204	8	193		Colusa	20
2	211	9	169		Placer	653
3	216	10	175		Sacramento	1245
4	222	11	155		Sutter	108
5	194	12	143		Yolo	147
6	188				Yuba	149

The total enrollment number, enrollment by grade, and enrollment by the county do not include the prospective student count.

Enrollment trends/comments

We have opened our waitlist to allow additional students to sign up. We anticipate more students enrolling based on increased vaccination requirements for in-person instruction. Our waitlist currently is based on the need for more Education Specialists. We are actively hiring.

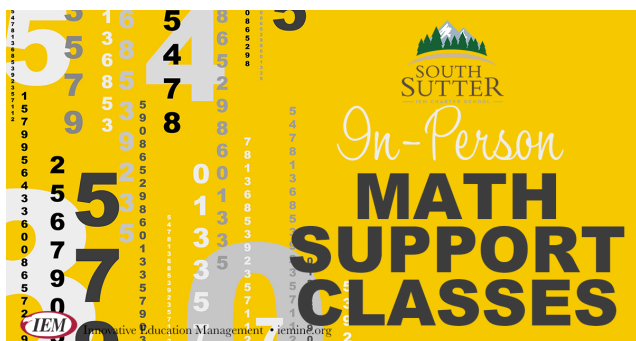
News From IEM

We are in full swing of weekly testing for unvaccinated or non-reporting employees. The process has been fairly smooth. We do have a small number of staff members who are on a Leave of Absence due to non-compliance with the mandate. This has put a strain on our staff to serve those students and the additional responsibilities these staff members typically complete.

Federal/State Reporting, LCAP and WASC Updates

WASC (Western Accreditation of Schools and Colleges) will be sending a visiting committee to our learning center from **February 28th through March 2nd**. These visits occur every 5-6 years and South Sutter is already accredited for grades 9-12. During this visit, we will be submitting for full tk-12th grade accreditation. Please save the date as we'll be asking for your participation during the visit.

Educational Program Updates



Meets Tuesdays and Thursdays
at the SSCS Learning Center

- Combo Class A & B (i-Ready Grade Levels 4 & 5): 10:00-11:00 am; CBI-2856
- Combo Class C & D (i-Ready Grade Levels 6 & 7): 11:00am - 12:00 pm; CBI-2858

In-person learning increases engagement through hands-on activities, games, and projects!



In this webinar, we will walk through the FAFSA page by page and explain how to complete it. You can do it along with us and probably be done by the end of the webinar.



Do you have a student enrolled in an IEM Online Education class or a student with an IEP? Many IEM Online and Special Education Instructors are starting to use our latest instructional tool - Class for Zoom - with their students. To help you better understand this exciting, safe, new instructional environment we'll be providing you all with a preview of some new features students and instructors will have in Class for Zoom as well as how you can download and install this new app on your computer for use by your student!



Are you the parent of a TK/Kindergarten student? This webinar will help you navigate the TK/Kindergarten years and ensure that your student is set up for success while making learning fun!

Upcoming Engagement Opportunities



Become a Pokemon Trainer and capture a one-of-a-kind Pokemon as we set out on a virtual adventure together! Students will design and sculpt a Pokemon and learn about what makes a truly powerful Pokemon companion. Model Magic and drawing supplies will be provided to each student so that they may draw and craft their own unique creature!

Social Media



Congratulations to our Director of Communications and Development, Cyndi Rachel, for the Aplus+ 2021 Pioneer Award. Cyndi was recognized this past week for her outstanding contributions to the Personalized Learning model and movement. Way to go Cyndi!

**MARCUM-ILLINOIS UNION SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES**

Monday, October 11, 2021

1. CALL TO ORDER, PLEDGE OF ALLEGIANCE

Called to order at 6:04pm.

2. ROLL CALL

BOARD MEMBERS PRESENT: Alan Menigoz, Jeff Moore, Jill Bramhill, Keith Turner

BOARD MEMBERS ABSENT: Josh Wanner

3. APPROVAL OF THE AGENDA

Occasionally an item requiring attention will arrive in the office after the agenda is posted. Items may be added to the agenda with 2/3-majority approval of the board. Items to be added will be made available to the public at the meeting.

Alan Menigoz motioned to approve the agenda as read. Keith Turner seconded. Roll Call Vote 4-0.

4. WILDCAT COMMUNITY CONTRIBUTOR AWARD: Karem Garcia

Alan Menigoz read a letter recognizing Karem Garcia as a dedicated employee, parent, and community member.

5. SOUTH SUTTER CHARTER SCHOOL

Cynthia Rachel will present the monthly report for South Sutter Charter School.

Cynthia was unable to attend this month's meeting, so Maggie Irby presented an overview of the provided materials. Total enrollment at the charter school is up to 2,469 students, with 35 prospective students still looking to join. Their enrollment is still open to students as state requirements continue to fluctuate, causing change in families' needs.

The charter school's WASC accreditation visit is coming in February of 2022. There may be a need for input from the Board as part of the accreditation process.

Maggie shared the variety of online clubs and upcoming fieldtrips available to South Sutter students.

6. SUPERINTENDENT'S REPORT

Maggie Irby shared that we will begin on-campus covid testing for unvaccinated staff members beginning Friday for state compliance. She expressed the collective surprise regarding the governor's announcement of a vaccine mandate for students upon FDA approval for various age groups. This mandate would most likely go into effect July of

2022 (impacting next school year), but no sooner than January 2022. We have had a few parents contact the school about these future mandates. At this point exemptions would be allowed, until voted otherwise by the state legislature.

Since the start of the school year, we have had only four total student/staff Covid cases – none of which were obtained or transmitted on campus. Most identified close contacts have selected the modified quarantine option. This shows that our current mitigations are working to protect students and staff. Families are continuing to do a great job keeping students home if ill or potentially exposed.

This week the check valve was replaced on our well. This resulted in two temporary well-shut offs that didn't result in any need for school closure.

Today was a staff in-service day, with no students on campus. We discussed report card structures and grading, trained on ELD strategies for the ELPAC assessment, and participated in safety training on fire extinguishers and emergency shut-off locations.

7. CONSENT AGENDA

7.1 Approval of Minutes: September 13, 2021

7.2 Approval of Monthly Warrants: 4793, 4834, 4876, 4881, 4915

7.3 Williams Act: 0 Complaints

7.4 Williams Act Quarterly Report- July, August, September 2021: 0 Complaints

7.5 Enrollment Report:

Marcum-Illinois Elementary School Enrollment

TK	K	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
6	18	19	20	21	21	25	19	18	19	186

Marcum-Illinois Preschool Enrollment

Full Time 16

Part Time 7

**As of 10/7/21*

Alan Menigoz motioned to approve. Jeff Moore seconded. Roll Call Vote 4-0.

8. ITEMS PULLED FROM THE CONSENT AGENDA FOR DISCUSSION

None.

9. INFORMATION ITEMS

9.1 Facility Inspection Tool (FIT) Report

The FIT is an objective tool to evaluate the condition of school facilities. All public school districts and county offices of education in California must use the FIT to determine if their school facilities are in “good repair” as defined in Education Code Section 17002(d) (1). The FIT is intended to aid in ensuring that all California school children have access to clean, safe, and functional school facilities. Intended as a visual inspection tool, fifteen components are evaluated as part of the FIT. Additionally, the FIT

includes a rating system to evaluate each component, and ranks the overall condition of the school.

Maggie Irby shared that the primary concern identified on the FIT Report is the buckling of classroom carpets. Overall, however, the campus is rated in good condition. Alan Menigoz suggested looking into getting bids to see if we can replace carpets over winter break, if not next summer.

9.2 South Sutter Charter School's Approved ESSER III Expenditure Plan

South Sutter Charter School was required to create an Expenditure Plan for the use of ESSER III funds. This plan was approved by the South Sutter Charter School Governing Board on 9/24/21. South Sutter is required to submit this plan to the chartering authority for review, and to the COE of the county in which the charter school operates for review and approval.

10. ACTION ITEMS

10.1 ESSER III Expenditure Plan

Marcum-Illinois and all other LEAs are expected to receive ESSER (Elementary and Secondary School Emergency Relief) Funds from the federal government. This is the 3rd round of ESSER Funds. Requirements for receiving these funds include creating a Safe Return to In-person Instruction and Continuity of Services Plan (MIUSD Board Approved 9/13/21) and an Expenditure Plan for how ESSER III funds will be used to address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. Marcum-Illinois is expected to receive \$14,081 in ESSER III funds.

Maggie Irby shared that based on stakeholder surveys we will plan to use our ESSER III funds to support afterschool tutoring through next school year in order to continue addressing learning loss.

Keith Turner motioned to approve. Jill Bramhill seconded. Roll Call Vote 4-0.

11. COMMENTS FROM THE PUBLIC

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Sharon McIntosh discussed her daughter's positive experience enrolling her 3 daughters at South Sutter Charter School. The enrollment process was quick, organized, and

thorough. It was clear that their vision to support parent choice in student curriculum has continued. She was thrilled with the experience from start to finish, and wanted to commend Cynthia, the enrollment team, and their IT specialists for their efforts.

Tami Ortega discussed how fun it has been to have students back for in person math tutoring. She has had students go from a D to B, and from an F to C-. The extra time works, and the students have a great time.

Paula shared about the AED that was purchased and installed in the cafeteria. All staff were trained on AED use during the CPR/First Aide course before the school year began, and it is nice to have one accessible on campus now. She shared that the fire extinguisher training by Jordan today was great and that Maggie is doing a great job keeping us up to date on all of the safety requirements.

12. NEXT BOARD MEETING

- **November 8, 2021 at 6pm**

Open Session adjourned 6:39pm

13. CLOSED SESSION

- *Government Code Section 54957.6
Conference with labor negotiator
Name of negotiator: Maggie Irby
Unrepresented employees: Certificated Employees/Classified Employees*
- *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint*

14. REPORT OUT FROM CLOSED SESSION

The Board prepared a response to the Marcum-Illinois Teacher's Association and directed Superintendent Irby to present the offer to MITA.

Alan Menigoz motioned to approve. Jill Bramhill seconded. Roll Call Vote 4-0.

The Board approved a new Classified and Preschool Salary Schedule which allowed for a 3% increase for most ranges.

Alan Menigoz motioned to approve. Keith Turner seconded. Roll Call Vote 4-0.

15. ADJOURNMENT

Closed Session adjourned 9:03pm

Approval Batch 004955										Bank Account COUNTY - COUNTY	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		CLARK PEST CONTROL OF STOCKTON (001045/1) PO BOX 1480 LODI, CA 95241									
2021/22	10/04/21		PEST SERVICE OCT 21	29274788 (781396)	10/08/21	Paid	Printed	171.00		171.00	
Check #	2022 01-0000-0-5507-00-0000-8200-000-000-0000-00	00559294				Check Date 10/12/21	PO#		Register # 000154		
Total Invoice Amount								171.00			
Direct Vendor		DOMINO'S (000031/2) 1545 N TEXAS ST SUITE 306 FAIRFIELD, CA 94533									
2021/22	09/24/21		PIZZA LUNCH	24 (781396)	10/08/21	Paid	Printed	249.50		249.50	
Check #	2022 13-5310-0-5800-00-0000-3700-000-000-0000-00	00559295				Check Date 10/12/21	PO#		Register # 000154		
Total Invoice Amount								249.50			
Direct Vendor		JOHN COKER AG REPAIR (012604/1) 166 PLEASANT GROVE ROAD RIO OSO, CA 95674									
2021/22	10/01/21		BUS#1 45 DAY INSPECT	16200 (781396)	10/08/21	Paid	Printed	100.00		100.00	
Check #	2022 01-0000-0-5600-00-0000-3600-000-000-0000-00	00559296				Check Date 10/12/21	PO#		Register # 000154		
2021/22	10/01/21		BUS#2 45 DAY INSPECT	16201 (781396)	10/08/21	Paid	Printed	200.00		200.00	
Check #	2022 01-0000-0-5600-00-0000-3600-000-000-0000-00	00559296				Check Date 10/12/21	PO#		Register # 000154		
2021/22	10/01/21		BUS#3 45 DAY INSPECT	16202 (781396)	10/08/21	Paid	Printed	100.00		100.00	
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Total Invoice Amount								400.00			
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2021/22	10/04/21		INITIAL ELPAC TESTING	212201 (781396)	10/08/21	Paid	Printed	90.00		90.00	
Check #	2022 01-0000-0-5800-00-1110-1000-000-000-0000-00										

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 004955 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		KAREN L. BOWEN (000042/1) (continued)								
2021/22	10/04/21		INITIAL ELPAC TESTING	212201 (781396)	10/08/21	Paid	Printed	(continued)		
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Total Invoice Amount								90.00		
Direct Vendor		OFFICE EQUIPMENT FINANCE SVCS. (000438/1) P.O. BOX 790448 ST. LOUIS, MO 63179-0448								
2021/22	09/24/21		PROP DAMAGE SURCHARGE CREDIT	453898553 (781396)	10/08/21	Paid	Printed	437.07-		437.07-
Check #	00559298	2022 01-0000-0-5600-00-1110-1000-000-000-0000-00				Check Date 10/12/21	PO#		Register # 000154	
2021/22	09/24/21		COPIER LEASE 9/20-10/20	453898553-1 (781396)	10/08/21	Paid	Printed	1,548.85		1,548.85
Check #	00559298	2022 01-0000-0-5600-00-1110-1000-000-000-0000-00				Check Date 10/12/21	PO#		Register # 000154	
Total Invoice Amount								1,111.78		
Direct Vendor		PROPACIFIC FRESH (014752/1) P.O. BOX 1069 DURHAM, CA 95938								
2021/22	10/04/21		CAFETERIA FOOD	6891333 (781396)	10/08/21	Paid	Printed	833.19		833.19
Check #	00559299	2022 13-5310-0-4700-00-0000-3700-000-000-0000-00				Check Date 10/12/21	PO#		Register # 000154	
2021/22	10/04/21		CAFETERIA MILK	6891333-1 (781396)	10/08/21	Paid	Printed	302.31		302.31
Check #	00559299	2022 13-5310-0-4712-00-0000-3700-000-000-0000-00				Check Date 10/12/21	PO#		Register # 000154	
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Direct Vendor		SIERRA WATER UTILITY (000005/1) 1380 EAST AVE, STE 124 #313 CHICO, CA 95926								
2021/22	10/01/21		OPERATOR SERVICE SEPT 21	3848 (781396)	10/08/21	Paid	Printed	125.00		125.00
Check #	00559300	2022 01-0000-0-5800-00-0000-8100-000-000-0000-00				Check Date 10/12/21	PO#		Register # 000154	

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Approval Batch 004955 (continued)										Bank Account COUNTY - COUNTY	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		SIERRA WATER UTILITY (000005/1)			(continued)			(continued)			
2021/22	10/01/21		PROCESSING FEE SEPT 21	3848-1 (781396)	10/08/21	Paid	Printed	2.50		2.50	
Check #	2022 01-0000-0-5800-00-0000-8100-000-000-0000-00	00559300				Check Date 10/12/21	PO#		Register # 000154		
2021/22	10/01/21		CHLORINE	3848-2 (781396)	10/08/21	Paid	Printed	96.20		96.20	
Check #	2022 01-0000-0-4300-00-0000-8100-000-000-0000-00	00559300				Check Date 10/12/21	PO#		Register # 000154		
Total Invoice Amount								223.70			
Direct Vendor		SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE (004329/1) 970 KLAMATH LANE YUBA CITY, CA 95993									
2021/22	10/01/21		21-22 DATA PROCESSING 2ND QUARTER	AR22-00048 (781396)	10/08/21	Paid	Printed	620.10		620.10	
Check #	2022 01-0000-0-5800-00-0000-7700-000-000-0000-00	00559301				Check Date 10/12/21	PO#		Register # 000154		
Total Invoice Amount								620.10			
Direct Vendor		THORNTON'S GAS (004577/1) 2041 WATT AVENUE EAST NICOLAUS, CA 95622									
2021/22	09/03/21		BUS PROPANE	127340 (781396)	10/08/21	Paid	Printed	101.25		101.25	
Check #	2022 01-0000-0-4300-00-0000-3600-000-000-0000-00	00559302				Check Date 10/12/21	PO#		Register # 000154		
2021/22	09/10/21		BUS PROPANE	127391 (781396)	10/08/21	Paid	Printed	123.32		123.32	
Check #	2022 01-0000-0-4300-00-0000-3600-000-000-0000-00	00559302				Check Date 10/12/21	PO#		Register # 000154		
2021/22	09/15/21		BUS PROPANE	127420 (781396)	10/08/21	Paid	Printed	73.89		73.89	
Check #	2022 01-0000-0-4300-00-0000-3600-000-000-0000-00	00559302				Check Date 10/12/21	PO#		Register # 000154		
2021/22	09/23/21		BUS PROPANE	127494 (781396)	10/08/21	Paid	Printed	152.66		152.66	
Check #	2022 01-0000-0-4300-00-0000-3600-000-000-0000-00	00559302				Check Date 10/12/21	PO#		Register # 000154		
2021/22	09/28/21		BUS PROPANE	127546 (781396)	10/08/21	Paid	Printed	97.84		97.84	
Check #	2022 01-0000-0-4300-00-0000-3600-000-000-0000-00										

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 004955 (continued)							Bank Account COUNTY - COUNTY				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
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Check #	00559302					Check Date	10/12/21	PO#		Register # 000154	
Total Invoice Amount								548.96			

Approval Batch 005017										Bank Account COUNTY - COUNTY	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		ALHAMBRA & SIERRA SPRINGS (009102/1) P.O. BOX 660579 DALLAS, TX 75266-0579									
2021/22	10/10/21		OFFICE/STAFF/PLAY GROUND WATER SEPT 21	15604920101021 (784894)	10/18/21	Paid	Printed	202.76		202.76	
Check #	00559822	2022 01-0000-0-5800-00-0000-2700-000-000-0000-00				Check Date 10/21/21	PO#		Register # 000155		
2021/22	10/10/21		PREK WATER SEPT 21	15604920101021-1 (784894)	10/18/21	Paid	Printed	41.47		41.47	
Check #	00559822	2022 12-6105-0-5800-00-0001-1000-000-000-0000-00				Check Date 10/21/21	PO#		Register # 000155		
Total Invoice Amount								244.23			
Direct Vendor		ANNETTE ALBERTI (005296/1)									
2021/22	10/15/21		ESSER III PLAN/LCAP	2022-02 (784894)	10/18/21	Paid	Printed	210.00		210.00	
Check #	00559823	2022 01-0000-0-5800-00-0000-7100-000-000-0000-00				Check Date 10/21/21	PO#		Register # 000155		
Total Invoice Amount								210.00			
Direct Vendor		HOME DEPOT CREDIT SERVICES DEPT. 32 2001278484 (004490/1) P.O. BOX 9001030 LOUISVILLE, KY 40290-1030									
2021/22	08/31/21		SHADE SUPPLIES	9522065 (784894)	10/18/21	Paid	Printed	62.12		62.12	
Check #	00559824	2022 01-0000-0-4300-00-0000-8100-000-000-0000-00				Check Date 10/21/21	PO#		Register # 000155		
2021/22	09/01/21		SHADE SUPPLIES	8012107 (784894)	10/18/21	Paid	Printed	107.31		107.31	
Check #	00559824	2022 01-0000-0-4300-00-0000-8100-000-000-0000-00				Check Date 10/21/21	PO#		Register # 000155		
2021/22	09/01/21		PREK BLIND	8300456 (784894)	10/18/21	Paid	Printed	23.01		23.01	
Check #	00559824	2022 12-6105-0-4300-00-0001-1000-000-000-0000-00				Check Date 10/21/21	PO#		Register # 000155		
2021/22	09/02/21		PREK BLIND CREDIT	7522966 (784894)	10/18/21	Paid	Printed	23.01-		23.01-	
		2022 12-6105-0-4300-00-0001-1000-000-000-0000-00									
Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)											

Approval Batch 005017 (continued) **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor			HOME DEPOT CREDIT SERVICES DEPT. 32 2001278484 (004490/1) (continued)							(continued)	
Check #	00559824					Check Date	10/21/21	PO#	Register #	000155	
2021/22	09/07/21		SHADE SUPPLIES	2522611 (784894)	10/18/21	Paid	Printed	33.57		33.57	
	2022	01-0000-0-4300-00-0000-8100-000-000-0000-00									
Check #	00559824					Check Date	10/21/21	PO#	Register #	000155	
2021/22	09/08/21		LIBRARY DOOR KNOB	1900265 (784894)	10/18/21	Paid	Printed	13.91		13.91	
	2022	01-0000-0-4300-00-0000-8100-000-000-0000-00									
Check #	00559824					Check Date	10/21/21	PO#	Register #	000155	
2021/22	09/09/21		TRASH GRABBERS	900294 (784894)	10/18/21	Paid	Printed	109.82		109.82	
	2022	01-0000-0-4300-00-0000-2700-000-000-0000-00									
Check #	00559824					Check Date	10/21/21	PO#	Register #	000155	
2021/22	09/20/21		BLOWER TUNE UP KIT	9900685 (784894)	10/18/21	Paid	Printed	42.32		42.32	
	2022	01-0000-0-4300-00-0000-8100-000-000-0000-00									
Check #	00559824					Check Date	10/21/21	PO#	Register #	000155	
2021/22	09/21/21		BLOWER PARTS	7834869 (784894)	10/18/21	Paid	Printed	6.40		6.40	
	2022	01-0000-0-4300-00-0000-8100-000-000-0000-00									
Check #	00559824					Check Date	10/21/21	PO#	Register #	000155	
2021/22	09/21/21		BLOWER PARTS	8113479 (784894)	10/18/21	Paid	Printed	27.75		27.75	
	2022	01-0000-0-4300-00-0000-8100-000-000-0000-00									
Check #	00559824					Check Date	10/21/21	PO#	Register #	000155	
2021/22	09/21/21		GR 5 CABINET	8711602 (784894)	10/18/21	Paid	Printed	380.73		380.73	
	2022	01-0000-0-4300-00-1110-1000-000-000-0000-00									
Check #	00559824					Check Date	10/21/21	PO#	Register #	000155	
2021/22	09/27/21		FINANCE CHARGE	DP22-00037 (784894)	10/18/21	Paid	Printed	16.71		16.71	
	2022	01-0000-0-5800-00-0000-2700-000-000-0000-00									
Check #	00559824					Check Date	10/21/21	PO#	Register #	000155	
Total Invoice Amount								800.64			

Direct Payment		JUANA BARAJAS (JUANA BARAJ)								
2021/22	10/13/21		LIVE SCAN REIMBURSEMENT	DP22-00036 (784894)	10/18/21	Paid	Printed	27.42		27.42

Approval Batch 005017 (continued) **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Payment			JUANA BARAJAS (JUANA BARAJ)		(continued)						
2021/22	10/13/21		LIVE SCAN	DP22-00036	10/18/21	Paid	Printed	(continued)			
			REIMBURSEMENT	(784894) (continued)							
		2022 01-0000-0-5804-00-0000-7200-000-000-0000-00									
Check #	00559825					Check Date 10/21/21	PO#		Register # 000155		
Total Invoice Amount								27.42			
Direct Vendor			LOZANO SMITH LLP (006607/1) 7404 NORTH SPALDING FRESNO, CA 93720-3370								
2021/22	10/11/21		LEGAL SEPT 21	2146545 (784894)	10/18/21	Paid	Printed	90.00		90.00	
		2022 01-0000-0-5805-00-0000-7110-000-000-0000-00									
Check #	00559826					Check Date 10/21/21	PO#		Register # 000155		
2021/22	10/11/21		LEGAL SEPT 21	2146546 (784894)	10/18/21	Paid	Printed	77.50		77.50	
		2022 01-0000-0-5805-00-0000-7110-000-000-0000-00									
Check #	00559826					Check Date 10/21/21	PO#		Register # 000155		
Total Invoice Amount								167.50			
Direct Vendor			RECOLOGY YUBA-SUTTER (005096/1) PO DRAWER G MARYSVILLE, CA 95901								
2021/22	10/05/21		RECOLOGY OCT 21	69170108 (784894)	10/18/21	Paid	Printed	505.35		505.35	
		2022 01-0000-0-5506-00-0000-8200-000-000-0000-00									
Check #	00559827					Check Date 10/21/21	PO#		Register # 000155		
Total Invoice Amount								505.35			
Direct Vendor			SOUTH SUTTER CHARTER SCHOOL (000215/1) P.O. BOX 1012 PLACERVILLE, CA 95667								
2021/22	10/18/21		PROPERTY TAX IN LIEU OCT 21	DP22-00035 (784894)	10/18/21	Paid	Printed	33,973.00		33,973.00	
		2022 01-0000-0-8096-00-0000-0000-000-000-0000-00									
Check #	00559828					Check Date 10/21/21	PO#		Register # 000155		
Total Invoice Amount								33,973.00			
Direct Vendor			STAPLES ADVANTAGE DEPT LA (000322/1) P O BOX 83689 CHICAGO, IL 60696-3689								

Approval Batch 005017 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		STAPLES ADVANTAGE DEPT LA (000322/1)			(continued)					
2021/22	09/25/21		OFFICE SUPPLIES	3488177873 (784894)	10/18/21	Paid	Printed	61.64		61.64
Check #	00559829	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00				Check Date 10/21/21	PO#		Register # 000155	
2021/22	10/02/21		CONSTRUCTION PAPER	3489148999 (784894)	10/18/21	Paid	Printed	79.09		79.09
Check #	00559829	2022 01-0000-0-4300-00-1110-1000-000-000-0000-00				Check Date 10/21/21	PO#		Register # 000155	
Total Invoice Amount								140.73		
Direct Vendor		VERIZON WIRELESS (009718/1) P.O. BOX 660108 DALLAS, TX 75266-0108								
2021/22	10/02/21		CELL SERVICE	9889770626 (784894)	10/18/21	Paid	Printed	403.58		403.58
Check #	00559830	2022 01-0000-0-5900-00-0000-2700-000-000-0000-00				Check Date 10/21/21	PO#		Register # 000155	
Total Invoice Amount								403.58		

Approval Batch 005064										Bank Account COUNTY - COUNTY	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor AT&T (003812/1) PO BOX 5025 CAROL STREAM, IL 60197-5025											
2021/22	10/07/21		21-22 FIBER 10/7-11/6	DP22-00042 (787940)	10/25/21	Paid	Printed	227.80		227.80	
Check #		2022 01-0000-0-5900-00-0000-2700-000-000-0000-00			Check Date 10/28/21		PO#	Register # 000156			
Total Invoice Amount								227.80			
Direct Vendor BASIC LABORATORY INC. (007571/1) 2218 RAILROAD AVE REDDING, CA 96001-2504											
2021/22	07/29/21		WATER TESTING 7/27/21	2107384 (787940)	10/25/21	Paid	Printed	138.00		138.00	
Check #		2022 01-0000-0-5800-00-0000-8100-000-000-0000-00			Check Date 10/28/21		PO#	Register # 000156			
2021/22	09/01/21		WATER TESTIING 8/11/21	2108594 (787940)	10/25/21	Paid	Printed	686.00		686.00	
Check #		2022 01-0000-0-5800-00-0000-8100-000-000-0000-00			Check Date 10/28/21		PO#	Register # 000156			
2021/22	09/23/21		WATER TESTING 9/22/21	2109326 (787940)	10/25/21	Paid	Printed	88.40		88.40	
Check #		2022 01-0000-0-5800-00-0000-8100-000-000-0000-00			Check Date 10/28/21		PO#	Register # 000156			
Total Invoice Amount								912.40			
Direct Vendor CALIFORNIA'S VALUED TRUST (010974/2) P.O BOX 26300 FRESNO, CA 93729-6300											
2021/22	10/18/21		VISION/DENTAL NOV 21	DP22-00041 (787940)	10/25/21	Paid	Printed	3,667.71		3,667.71	
Check #		2022 01-0000-0-9514- - - - -			Check Date 10/28/21		PO#	Register # 000156			
Total Invoice Amount								3,667.71			
Direct Vendor CENIOM (013011/1) P.O. BOX 340942 SACRAMENTO, CA 95834-0942											
2021/22	10/14/21		MONTHY TECH OCT 21	12616 (787940)	10/25/21	Paid	Printed	1,200.00		1,200.00	

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

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Approval Batch 005064 (continued)							Bank Account COUNTY - COUNTY				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		CENIOM (013011/1) (continued)									
2021/22	10/14/21		MONTHY TECH OCT 21	12616 (787940)	10/25/21	Paid	Printed	(continued)			
Check #	2022 01-0000-0-5800-00-0000-2420-000-000-0000-00	00560182				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/24/21		GR 2 HDMI CABLE	12637 (787940)	10/25/21	Paid	Printed	10.71		10.71	
Check #	2022 01-0000-0-5800-00-0000-2420-000-000-0000-00	00560182				Check Date 10/28/21	PO#		Register # 000156		
Total Invoice Amount								1,210.71			
Direct Vendor		ENVOY PLAN SERVICES INC CO TSACONSULTING GROUP INC (004144/2) PO BOX 2799 FORT WALTON BEACH, FL 32549-2799									
2021/22	10/20/21		TPA FEES SEPT 21	72148 (787940)	10/25/21	Paid	Printed	9.00		9.00	
Check #	2022 01-0000-0-5800-00-0000-2700-000-000-0000-00	00560183				Check Date 10/28/21	PO#		Register # 000156		
Total Invoice Amount								9.00			
Direct Vendor		GOLD STAR FOODS (009670/1) P.O. BOX 4328 ONTARIO, CA 91761-1558									
2021/22	10/05/21		CAFETERIA FOOD	4149118 (787940)	10/25/21	Paid	Printed	67.68		67.68	
Check #	2022 13-5310-0-4700-00-0000-3700-000-000-0000-00	00560184				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/05/21		CAFETERIA FOOD	4183322 (787940)	10/25/21	Paid	Printed	1,834.16		1,834.16	
Check #	2022 13-5310-0-4700-00-0000-3700-000-000-0000-00	00560184				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/19/21		CAFETERIA FOOD	4253284 (787940)	10/25/21	Paid	Printed	1,588.50		1,588.50	
Check #	2022 13-5310-0-4700-00-0000-3700-000-000-0000-00	00560184				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/19/21		CAFETERIA SUPPLIES	4253284-1 (787940)	10/25/21	Paid	Printed	14.73		14.73	
Check #	2022 13-5310-0-4300-00-0000-3700-000-000-0000-00	00560184				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/19/21		CAFETERIA FOOD	4253328 (787940)	10/25/21	Paid	Printed	329.65		329.65	
Check #	2022 13-5310-0-4700-00-0000-3700-000-000-0000-00	00560184				Check Date 10/28/21	PO#		Register # 000156		

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

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Approval Batch 005064 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount

Total Invoice Amount 3,834.72

Direct Employee	LEWIS, ARRA K (170581)									
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2021/22	10/19/21		6-8 ART PROJECT REIMB	EP22-00016 (787940)	10/25/21	Paid	Printed	29.38		29.38
Check #	2022 01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00	00560185								
						Check Date	10/28/21	PO#		Register # 000156
								Total Invoice Amount	29.38	

Direct Vendor	PACIFIC GAS & ELECTRIC (003433/1) PO BOX 997300 SACRAMENTO, CA 95899-7300									
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2021/22	10/15/21		ELECTRICITY	DP22-00043 (787940)	10/25/21	Paid	Printed	23.82		23.82
Check #	2022 01- 0000- 0- 5502- 00- 0000- 8200- 000- 000- 0000- 00	00560186								
						Check Date	10/28/21	PO#		Register # 000156
								Total Invoice Amount	23.82	

Direct Vendor	PROPACIFIC FRESH (014752/1) P.O. BOX 1069 DURHAM, CA 95938									
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2021/22	10/12/21		CAFETERIA FOOD	6892807 (787940)	10/25/21	Paid	Printed	1,099.32		1,099.32
Check #	2022 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00	00560187								
						Check Date	10/28/21	PO#		Register # 000156
2021/22	10/12/21		CAFETERIA MILK	6892807-1 (787940)	10/25/21	Paid	Printed	288.80		288.80
Check #	2022 13- 5310- 0- 4712- 00- 0000- 3700- 000- 000- 0000- 00	00560187								
						Check Date	10/28/21	PO#		Register # 000156
2021/22	10/18/21		CAFETERIA MILK	6894354 (787940)	10/25/21	Paid	Printed	218.15		218.15
Check #	2022 13- 5310- 0- 4712- 00- 0000- 3700- 000- 000- 0000- 00	00560187								
						Check Date	10/28/21	PO#		Register # 000156
2021/22	10/18/21		CAFETERIA FOOD	6894354-1 (787940)	10/25/21	Paid	Printed	517.94		517.94
Check #	2022 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00	00560187								
						Check Date	10/28/21	PO#		Register # 000156
								Total Invoice Amount	2,124.21	

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

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Approval Batch 005064 (continued)										Bank Account COUNTY - COUNTY	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		STAPLES ADVANTAGE DEPT LA (000322/1) P O BOX 83689 CHICAGO, IL 60696-3689									
2021/22	10/09/21		OFFICE SUPPLY	3489699710 (787940)	10/25/21	Paid	Printed	14.45		14.45	
Check #	00560188	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/09/21		CLASS SUPPLIES	3489699710-1 (787940)	10/25/21	Paid	Printed	55.98		55.98	
Check #	00560188	2022 01-0000-0-4300-00-1110-1000-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156		
Total Invoice Amount								70.43			
Direct Vendor		SUPERIOR WELL SERVICE (000041/2) 1021 ELLA AVE OLIVEHURST, CA 95961									
2021/22	10/18/21		9/17/21 PUMP REPAIR	DP22-00038 (787940)	10/25/21	Paid	Printed	203.15		203.15	
Check #	00560189	2022 01-0000-0-5600-00-0000-8100-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/18/21		9/25/21 PUMP REPAIR	DP22-00039 (787940)	10/25/21	Paid	Printed	2,048.42		2,048.42	
Check #	00560189	2022 01-0000-0-5600-00-0000-8100-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/18/21		10/11/21 PUMP REPAIR	DP22-00040 (787940)	10/25/21	Paid	Printed	797.93		797.93	
Check #	00560189	2022 01-0000-0-5600-00-0000-8100-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156		
Total Invoice Amount								3,049.50			
Direct Vendor		SYSCO FOOD SVCS OF SACRAMENTO (000043/2) PO BOX 138007 SACRAMENTO, CA 95813-8007									
2021/22	09/27/21		CAFETERIA FOOD	331378620 (787940)	10/25/21	Paid	Printed	660.41		660.41	
Check #	00560190	2022 13-5310-0-4700-00-0000-3700-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156		
2021/22	09/27/21		CAFETERIA MILK	331378620-1 (787940)	10/25/21	Paid	Printed	199.32		199.32	

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

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Approval Batch 005064 (continued)										Bank Account COUNTY - COUNTY	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		SYSCO FOOD SVCS OF SACRAMENTO (000043/2) (continued)								(continued)	
2021/22	09/27/21		CAFETERIA MILK	331378620-1 (787940) (continued)	10/25/21	Paid	Printed	(continued)			
Check #	2022 00560190	13- 5310- 0- 4712- 00- 0000- 3700- 000- 000- 0000- 00				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/20/21		CAFETERIA FOOD	33141306 (787940)	10/25/21	Paid	Printed	216.47		216.47	
Check #	2022 00560190	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00				Check Date 10/28/21	PO#		Register # 000156		
Total Invoice Amount								1,076.20			
Direct Vendor		TCSIG (004372/2) 400 PLUMAS BLVD STE 210 YUBA CITY, CA 95991									
2021/22	10/21/21		HEALTH- NOV 21	DP22-00044 (787940)	10/25/21	Paid	Printed	18,177.00		18,177.00	
Check #	2022 00560191	01- 0000- 0- 9514- - - - -				Check Date 10/28/21	PO#		Register # 000156		
Total Invoice Amount								18,177.00			
AP Vendor		THE LEARNING INTERNET INC (000002/2) DEPT LA 24710 PASADENA, CA 91185-4710									
2021/22	10/21/21	R22-00007	21-22 EASY TECH BUNDLE	45385 (787940)	10/25/21	Paid	Printed	2,400.00		2,400.00	
Check #	2022 00560192	01- 7425- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00				Check Date 10/28/21	PO# P22-00007		Register # 000156		
Total Invoice Amount								2,400.00			
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1) PO BOX 790428 ST. LOUIS, MO 63179-0428									
2021/22	09/13/21		BOARD DINNER SEPT 21	7506 (787940)	10/25/21	Paid	Printed	107.98		107.98	
Check #	2022 00560193	01- 0000- 0- 4300- 00- 0000- 7100- 000- 000- 0000- 00				Check Date 10/28/21	PO#		Register # 000156		
2021/22	09/14/21		STUDENT RECORD POSTAGE	2996 (787940)	10/25/21	Paid	Printed	2.76		2.76	
Check #	2022 00560193	01- 0000- 0- 5902- 00- 0000- 2700- 000- 000- 0000- 00				Check Date 10/28/21	PO#		Register # 000156		

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

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Approval Batch 005064 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1)			(continued)					
2021/22	09/15/21		GR 5 FOLDERS	0005 (787940)	10/25/21	Paid	Printed	49.09		49.09
Check #	00560193	2022 01-0000-0-4300-00-1110-1000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	
2021/22	09/15/21		VAN WINDSHIELD WIPERS	0323 (787940)	10/25/21	Paid	Printed	47.18		47.18
Check #	00560193	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	
2021/22	09/15/21		GR 5 WHISTLES	6155 (787940)	10/25/21	Paid	Printed	8.57		8.57
Check #	00560193	2022 01-0000-0-4300-00-1110-1000-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	
2021/22	09/15/21		CAFETERIA TRAYS	6797 (787940)	10/25/21	Paid	Printed	1,160.56		1,160.56
Check #	00560193	2022 13-5310-0-4300-00-0000-3700-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	
2021/22	09/15/21		THERMOSTAT BATTERY	7100 (787940)	10/25/21	Paid	Printed	6.42		6.42
Check #	00560193	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	
2021/22	09/16/21		STUDENT RECORD POSTAGE	1255 (787940)	10/25/21	Paid	Printed	7.95		7.95
Check #	00560193	2022 01-0000-0-5902-00-0000-2700-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	
2021/22	09/16/21		GR 5 PRIVACY SHIELDS	6693 (787940)	10/25/21	Paid	Printed	71.01		71.01
Check #	00560193	2022 01-0000-0-4300-00-1110-1000-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	
2021/22	09/17/21		GR 5 PAINT PALLETS	1549 (787940)	10/25/21	Paid	Printed	21.36		21.36
Check #	00560193	2022 01-0000-0-4300-00-1110-1000-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	
2021/22	09/17/21		GR 5 PAINT	4372 (787940)	10/25/21	Paid	Printed	53.61		53.61
Check #	00560193	2022 01-0000-0-4300-00-1110-1000-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	
2021/22	09/17/21		GR 5 SAND	5076 (787940)	10/25/21	Paid	Printed	30.57		30.57
Check #	00560193	2022 01-0000-0-4300-00-1110-1000-000-000-0000-00				Check Date 10/28/21	PO#		Register # 000156	

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

Approval Batch 005064 (continued)										Bank Account COUNTY - COUNTY	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1)							(continued)		
2021/22	09/19/21		TK/2 CABLES	8200 (787940)	10/25/21	Paid	Printed	30.00		30.00	
Check #	2022 01-0000-0-4300-00-1110-1000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	09/22/21		STAR TO STAR PHONES 9/19-10/18	3597 (787940)	10/25/21	Paid	Printed	645.51		645.51	
Check #	2022 01-0000-0-5900-00-0000-2700-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	09/23/21		PREK TUBS	2985 (787940)	10/25/21	Paid	Printed	32.16		32.16	
Check #	2022 12-6105-0-4300-00-0001-1000-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	09/27/21		STUDENT RECORD POSTAGE	8048 (787940)	10/25/21	Paid	Printed	2.76		2.76	
Check #	2022 01-0000-0-5902-00-0000-2700-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	09/29/21		MASKS	3696 (787940)	10/25/21	Paid	Printed	278.40		278.40	
Check #	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	09/30/21		OFFICE SUPPLY	3640 (787940)	10/25/21	Paid	Printed	8.19		8.19	
Check #	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	09/30/21		DEN WATERCOLORS	6696 (787940)	10/25/21	Paid	Printed	20.58		20.58	
Check #	2022 01-6010-0-4300-00-1110-1000-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/03/21		SUPPLIES	0703 (787940)	10/25/21	Paid	Printed	94.17		94.17	
Check #	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/03/21		DEN PAINT	0905 (787940)	10/25/21	Paid	Printed	32.76		32.76	
Check #	2022 01-6010-0-4300-00-1110-1000-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/03/21		DEN MARKERS	1482 (787940)	10/25/21	Paid	Printed	61.54		61.54	
Check #	2022 01-6010-0-4300-00-1110-1000-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		
2021/22	10/03/21		DEN CLAY	78175 (787940)	10/25/21	Paid	Printed	57.16		57.16	
Check #	2022 01-6010-0-4300-00-1110-1000-000-000-0000-00	00560193				Check Date 10/28/21	PO#		Register # 000156		

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

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Approval Batch 005064 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1)			(continued)		(continued)			
2021/22	10/05/21		WILDCAT CONTRIB PLAQUE	9828 (787940)	10/25/21	Paid	Printed	36.61		36.61
Check #	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00 00560193					Check Date 10/28/21	PO#		Register # 000156	
2021/22	10/09/21		FIRE EXTINGUISHERS/SU PPLIES	0118 (787940)	10/25/21	Paid	Printed	170.78		170.78
Check #	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00 00560193					Check Date 10/28/21	PO#		Register # 000156	
Total Invoice Amount								3,037.68		

Approval Batch 005110										Bank Account COUNTY - COUNTY	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		AT&T CALNET (003812/2) P.O. BOX 9011 CAROL STREAM, IL 60197-9011									
2021/22	10/24/21		BAN#702 9/24-10-23	000017229599 (789910)	11/01/21	Paid	Printed	23.51		23.51	
Check #	00560584	2022 01-0000-0-5900-00-0000-2700-000-000-0000-00				Check Date 11/04/21	PO#		Register # 000157		
2021/22	10/24/21		BAN#040 9/24-10/23	000017231157 (789910)	11/01/21	Paid	Printed	44.23		44.23	
Check #	00560584	2022 01-0000-0-5900-00-0000-2700-000-000-0000-00				Check Date 11/04/21	PO#		Register # 000157		
Total Invoice Amount								67.74			
Direct Vendor		BASIC LABORATORY INC. (007571/1) 2218 RAILROAD AVE REDDING, CA 96001-2504									
2021/22	10/28/21		WATER TESTING 10/27/21	2110621 (789910)	11/01/21	Paid	Printed	138.00		138.00	
Check #	00560585	2022 01-0000-0-5800-00-0000-8100-000-000-0000-00				Check Date 11/04/21	PO#		Register # 000157		
Total Invoice Amount								138.00			
Direct Vendor		EAST NICOLAUS JOINT UHSD (001533/1) 2454 NICOLAUS AVE TROWBRIDGE, CA 95659									
2021/22	10/22/21		VAN FUEL JULY-SEPT 21	AR22-00006 (789910)	11/01/21	Paid	Printed	101.25		101.25	
Check #	00560586	2022 01-0000-0-4300-00-0000-2700-000-000-0000-00				Check Date 11/04/21	PO#		Register # 000157		
2021/22	10/22/21		TRACTOR FUEL JULY-SEPT 21	AR22-00006-1 (789910)	11/01/21	Paid	Printed	43.13		43.13	
Check #	00560586	2022 01-0000-0-4300-00-0000-8100-000-000-0000-00				Check Date 11/04/21	PO#		Register # 000157		
Total Invoice Amount								144.38			
Direct Vendor		MARCUM-ILLINOIS REVOLVING (002903/1) 2452 ELCENTRO BLVD EAST NICOLAUS, CA 95659									

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

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Approval Batch 005110 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		MARCUM-ILLINOIS REVOLVING (002903/1)			(continued)					
2021/22	09/13/21		CK#3211	DP22-00052	11/01/21	Paid	Printed	140.95		140.95
			ALHAMBRA LOST	(789910)						
			CK#550003							
	2022	01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00560587					Check Date	11/04/21	PO#		Register # 000157
2021/22	10/06/21		CK#3212 SWANK	DP22-00053	11/01/21	Paid	Printed	496.00		496.00
			MOVIE LICENSE	(789910)						
	2022	01- 6010- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00560587					Check Date	11/04/21	PO#		Register # 000157
Total Invoice Amount								636.95		
Direct Vendor		PROPACIFIC FRESH (014752/1) P.O. BOX 1069 DURHAM, CA 95938								
2021/22	10/25/21		CAFETERIA FOOD	6895877 (789910)	11/01/21	Paid	Printed	879.08		879.08
	2022	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00560588					Check Date	11/04/21	PO#		Register # 000157
2021/22	10/25/21		CAFETERIA MILK	6895877-1 (789910)	11/01/21	Paid	Printed	306.96		306.96
	2022	13- 5310- 0- 4712- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00560588					Check Date	11/04/21	PO#		Register # 000157
Total Invoice Amount								1,186.04		
Direct Vendor		SAM'S CLUB (009139/1) P.O. BOX 530930 ATLANTA, GA 30353-0930								
2021/22	09/18/21		LUNCH TRAYS	DP22-00045 (789910)	11/01/21	Paid	Printed	40.35		40.35
	2022	13- 5310- 0- 4300- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00560589					Check Date	11/04/21	PO#		Register # 000157
2021/22	09/18/21		CAFETERIA FOOD	DP22-00046 (789910)	11/01/21	Paid	Printed	53.96		53.96
	2022	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00560589					Check Date	11/04/21	PO#		Register # 000157
2021/22	09/18/21		CAFETERIA SUPPLIES	DP22-00047 (789910)	11/01/21	Paid	Printed	135.03		135.03
	2022	13- 5310- 0- 4300- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00560589					Check Date	11/04/21	PO#		Register # 000157

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

Approval Batch 005110 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		SAM'S CLUB (009139/1) (continued)			(continued)					
2021/22	09/30/21		CAFETERIA SUPPLIES	DP22-00048 (789910)	11/01/21	Paid	Printed	17.57		17.57
Check #	2022 00560589	13- 5310- 0- 4300- 00- 0000- 3700- 000- 000- 0000- 00				Check Date 11/04/21	PO#		Register # 000157	
2021/22	09/30/21		CAFETERIA FOOD	DP22-00049 (789910)	11/01/21	Paid	Printed	134.02		134.02
Check #	2022 00560589	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00				Check Date 11/04/21	PO#		Register # 000157	
2021/22	10/07/21		OPERATIONS SUPPLIES	DP22-00050 (789910)	11/01/21	Paid	Printed	130.59		130.59
Check #	2022 00560589	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00				Check Date 11/04/21	PO#		Register # 000157	
2021/22	10/07/21		STAFF COFFEE	DP22-00051 (789910)	11/01/21	Paid	Printed	34.98		34.98
Check #	2022 00560589	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00				Check Date 11/04/21	PO#		Register # 000157	
2021/22	10/14/21		VAN FUEL	008474 (789910)	11/01/21	Paid	Printed	66.06		66.06
Check #	2022 00560589	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00				Check Date 11/04/21	PO#		Register # 000157	
Total Invoice Amount								612.56		
Direct Vendor		SHADD JANITORIAL SUPPLY (008795/1) 226 BRIDGE ST YUBA CITY, CA 95991								
2021/22	10/27/21		BUS BRUSH	211243 (789910)	11/01/21	Paid	Printed	18.64		18.64
Check #	2022 00560590	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00				Check Date 11/04/21	PO#		Register # 000157	
Total Invoice Amount								18.64		
Direct Vendor		STAPLES ADVANTAGE DEPT LA (000322/1) P O BOX 83689 CHICAGO, IL 60696-3689								
2021/22	10/16/21		SHARPIES/TAPE/CO NSTRUCTION PAPER	3490201975 (789910)	11/01/21	Paid	Printed	85.44		85.44
Check #	2022 00560591	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00				Check Date 11/04/21	PO#		Register # 000157	

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 004955,005017,005064,005110, Page Break by Check/Advice? = N, Zero? = Y)

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Approval Batch 005110 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
							Total Invoice Amount	85.44		
Direct Vendor WAXIE'S ENTERPRISES INC (029397/1) PO BOX 748802 LOS ANGELES, CA 90074										
2021/22	09/27/21		OPERATIONS	80323066	11/01/21	Paid	Printed	69.42		69.42
			SUPPLIES	(789910)						
Check #	2022 01-0000-0-4300-00-0000-8100-000-000-0000-00	00560592				Check Date 11/04/21	PO#		Register # 000157	
2021/22	10/20/21		OPERATIONS	80387988	11/01/21	Paid	Printed	960.08		960.08
			SUPPLIES	(789910)						
Check #	2022 01-0000-0-4300-00-0000-8100-000-000-0000-00	00560592				Check Date 11/04/21	PO#		Register # 000157	
							Total Invoice Amount	1,029.50		

EXPENSES BY FUND - Bank Account COUNTY			
Fund	Expense	Cash Balance	Difference
01	73,571.51	918,536.63	844,965.12
12	73.63	933.68-	1,007.31-
13	11,147.66	15,961.68-	27,109.34-
Total	84,792.80		

Number of Payments	117
Number of Checks	42
Number of ACH Advice	0
Number of vCard Advice	0
Total Check/Advice Amount	\$84,792.80
Total Unpaid Sales Tax	\$.00
Total Expense Amount	\$84,792.80
<hr/>	
CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS	
\$0 - \$99	9
\$100 - \$499	12
\$500 - \$999	7
\$1,000 - \$4,999	12
\$5,000 - \$9,999	
\$10,000 - \$14,999	
\$15,000 - \$99,999	2
\$100,000 - \$199,999	
\$200,000 - \$499,999	
\$500,000 - \$999,999	
\$1,000,000 -	
<hr/>	
***** ITEMS OF INTEREST *****	
* Number of payments to a different vendor	
! Number of Prepaid payments	
@ Number of Liability payments	
& Number of Employee Also Vendors	
? denotes check name different than payment name	
F denotes Final Payment	

Checks Dated 10/12/2021 through 11/04/2021					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00559294	10/12/2021	CLARK PEST CONTROL OF STOCKTON	01-5507		171.00
00559295	10/12/2021	DOMINO'S	13-5800		249.50
00559296	10/12/2021	JOHN COKER AG REPAIR	01-5600		400.00
00559297	10/12/2021	KAREN L. BOWEN	01-5800		90.00
00559298	10/12/2021	OFFICE EQUIPMENT FINANCE SVCS.	01-5600		1,111.78
00559299	10/12/2021	PROPACIFIC FRESH	13-4700	833.19	
			13-4712	302.31	1,135.50
00559300	10/12/2021	SIERRA WATER UTILITY	01-4300	96.20	
			01-5800	127.50	223.70
00559301	10/12/2021	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE	01-5800		620.10
00559302	10/12/2021	THORNTON'S GAS	01-4300		548.96
00559822	10/21/2021	ALHAMBRA & SIERRA SPRINGS	01-5800	202.76	
			12-5800	41.47	244.23
00559823	10/21/2021	ANNETTE ALBERTI	01-5800		210.00
00559824	10/21/2021	HOME DEPOT CREDIT SERVICES DEPT. 32 2001278484	01-4300	783.93	
			01-5800	16.71	
			12-4300		800.64
00559825	10/21/2021	JUANA BARAJAS	01-5804		27.42
00559826	10/21/2021	LOZANO SMITH LLP	01-5805		167.50
00559827	10/21/2021	RECOLOGY YUBA-SUTTER	01-5506		505.35
00559828	10/21/2021	SOUTH SUTTER CHARTER SCHOOL	01-8096		33,973.00
00559829	10/21/2021	STAPLES ADVANTAGE DEPT LA	01-4300		140.73
00559830	10/21/2021	VERIZON WIRELESS	01-5900		403.58
00560179	10/28/2021	AT&T	01-5900		227.80
00560180	10/28/2021	BASIC LABORATORY INC.	01-5800		912.40
00560181	10/28/2021	CALIFORNIA'S VALUED TRUST	01-9514		3,667.71
00560182	10/28/2021	CENIOM	01-5800		1,210.71
00560183	10/28/2021	ENVOY PLAN SERVICES INC CO TSA CONSULTING GROUP INC	01-5800		9.00
00560184	10/28/2021	GOLD STAR FOODS	13-4300	14.73	
			13-4700	3,819.99	3,834.72
00560185	10/28/2021	LEWIS, ARRA K	01-4300		29.38
00560186	10/28/2021	PACIFIC GAS & ELECTRIC	01-5502		23.82
00560187	10/28/2021	PROPACIFIC FRESH	13-4700	1,617.26	
			13-4712	506.95	2,124.21
00560188	10/28/2021	STAPLES ADVANTAGE DEPT LA	01-4300		70.43
00560189	10/28/2021	SUPERIOR WELL SERVICE	01-5600		3,049.50
00560190	10/28/2021	SYSCO FOOD SVCS OF SACRAMENTO	13-4700	876.88	
			13-4712	199.32	1,076.20
00560191	10/28/2021	TCSIG	01-9514		18,177.00
00560192	10/28/2021	THE LEARNING INTERNET INC	01-5800		2,400.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Checks Dated 10/12/2021 through 11/04/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00560193	10/28/2021	US BANK CORP. PAYMENT SYSTEM	01-4300	1,185.98	
			01-5900	645.51	
			01-5902	13.47	
			12-4300	32.16	
			13-4300	1,160.56	3,037.68
00560584	11/04/2021	AT&T CALNET	01-5900		67.74
00560585	11/04/2021	BASIC LABORATORY INC.	01-5800		138.00
00560586	11/04/2021	EAST NICOLAUS JOINT UHSD	01-4300		144.38
00560587	11/04/2021	MARCUM-ILLINOIS REVOLVING	01-5800		636.95
00560588	11/04/2021	PROPACIFIC FRESH	13-4700	879.08	
			13-4712	306.96	1,186.04
00560589	11/04/2021	SAM'S CLUB	01-4300	231.63	
			13-4300	192.95	
			13-4700	187.98	612.56
00560590	11/04/2021	SHADD JANITORIAL SUPPLY	01-4300		18.64
00560591	11/04/2021	STAPLES ADVANTAGE DEPT LA	01-4300		85.44
00560592	11/04/2021	WAXIE'S ENTERPRISES INC	01-4300		1,029.50
Total Number of Checks			42		84,792.80

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	36	73,571.51
12	CHILD DEVELOPMENT	3	73.63
13	CAFETERIA	8	11,147.66
Total Number of Checks		42	84,792.80
Less Unpaid Tax Liability			.00
Net (Check Amount)			84,792.80

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
In Accordance with AB1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5; CCR, Title V, Section 15449

SELECT DISTRICT HERE: Marcum-Illinois Union Elementary School District

The proposed agreement is an ammendment to the 3 year agreement that covers the period beginning 2010 and ending 2013, and will be acted upon by the Governing Board at its meeting on November 8, 2021. The General Fund is impacted as follows. Impact on other funds is addressed in the narrative.

Bargaining Unit Group
 (Please use separate disclosure for each group)

Check one by marking with "x"	Cost of 1% *
x	\$ 6,677
	\$ -
	\$ -
	\$ -

- Certificated
- Classified
- Confidential/Management
- Other

* includes salary and related benefits, e.g. STRS, PERS, Workers Compensation, Unemployment

A. Proposed Change in Compensation

	Compensation	\$ Fiscal Impact of Proposed Agreement		
		Year 1 FY -	Year 2 FY -	Year 3 FY -
1	Salary Schedule - Increase(Decrease)	27,921	28,285	28,621
2	Step and Column - Increase (Decrease) due to movement plus any changes due to settlement			
3	Other Compensation (complete description below)			
4	Statutory Benefits - Increase (Decrease) in STRS, PERS,FICA,WC,UI,Medicare, etc. (may be included in costs above or shown separately)	6,481	7,037	7,156
5	Health/Welfare Benefits - Increase (Decrease)			
6	Total Compensation	34,402	35,322	35,777
7	Total Number of Represented Employees	10	10	10
8	Total Compensation Average Cost per Employee - Increase (Decrease)	3,440	3,532	3,578

%		
Year 1 FY -	Year 2 FY -	Year 3 FY -
Cost of 1%:	\$6,677	
4.18%	4.24%	4.29%
0.97%	1.05%	1.07%
5.15%	5.29%	5.36%

9 **Other Compensation - Increase (Decrease)**
 (Stipends, Bonuses, etc.) Provide Description Below

No other changes

10 **Were any additional steps, columns, or ranges added to the schedules?** YES NO

If YES, please explain below

11 **Does this bargaining group have a negotiated cap for Health and Welfare benefits?** YES NO

If YES, please indicate the cap amount.

\$1000 per month

Disclosure of Collective Bargaining Agreement

- A. Proposed change in compensation.** Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary

Increase in Salary Schedule by 5%. Proposed effective as of 11/8/21.

- B. Proposed negotiated changes in non-compensation items** (e.g. class size adjustments, staff development days, teacher prep time, etc.)

None

- C. What are the specific impacts on instructional and support programs to accommodate the settlement?** Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

None

- D. What contingency language is included in the proposed agreement?** Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

None

- E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

Disclosure of Collective Bargaining Agreement

F. Will this agreement create, or increase an operating deficit in the current or subsequent year(s)? An operating deficit is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Increase to the current and out years operating deficit

G. Source of funding for proposed agreement.

Current year:

LCFF

How will ongoing cost of the proposed agreement be funded in future years?

LCFF

If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations).

LCFF

For multi-year agreements, please provide a multi-year financial projection covering the term of the agreement. Include all assumptions used in the projections enrollment growth, COLA, deficits, etc.

H. Describe the financial impact on other funds affected by the proposed settlement - consider Cafeteria, Adult Education, Deferred Maintenance

None

G. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Reserve Standard (after impact of Proposed Agreement)

a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 2,848,754
b. State Standard Minimum EUR Percentage for this district	5.00%
c. State Standard Minimum EUR amount for this district	\$ 142,438
<i>(greater of line 1-c or \$65,000 for districts w/less than 100 ADA)</i>	

2. Budgeted Unrestricted reserve (after impact of Proposed Agreement)

a. General Fund budgeted Unrestricted EUR	\$ 427,312.00
b. General Fund budgeted Unrestricted Unappropriated amount	\$ -
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total District budgeted Unrestricted reserves	\$ 427,312

3. Do Unrestricted reserves meet the state minimum standard amount?

Yes No

Disclosure of Collective Bargaining Agreement

IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
 In accordance with E.C. 42142

Date of governing board approval of budget revisions in Col. 2 11/8/21

If the board approved revisions are different from the proposed revisions in Col. 2, provide an updated report upon approval of the district governing board.

	<i>Current Year 1:</i> <u>2021/22</u>			
	(Col. 1) Latest Board- approved budget before settlement	(Col. 2) Revisions Necessary as a result of proposed settlement	(Col. 3) Other Revisions	(Col. 4) Total impact on budget (col. 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	1,848,724			\$ 1,848,724
Remaining Revenues (8100-8799)	849,204			\$ 849,204
TOTAL REVENUES	2,697,928	-	-	\$ 2,697,928
EXPENDITURES				
1000 Certificated Salaries	784,944	27,921		\$ 812,865
2000 Classified Salaries	563,853	-		\$ 563,853
3000 Employee Benefits	727,429	6,481		\$ 733,910
4000 Books and Supplies	106,476			\$ 106,476
5000 Services and Operating Expenses	353,224			\$ 353,224
6000 Capital Outlay	97,616			\$ 97,616
7000 Other	106,394			\$ 106,394
TOTAL EXPENDITURES	2,739,936	34,402	-	\$ 2,774,338
OPERATING SURPLUS (DEFICIT)	(42,008)	(34,402)	-	\$ (76,410)
Other Sources and Transfers In	-			\$ -
Other Uses and Transfers Out	74,407			\$ 74,407
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(116,415)	(34,402)	-	\$ (150,817)
BEGINNING BALANCE	\$ 1,331,660			\$ 1,331,660
ENDING BALANCE	\$ 1,215,245			\$ 1,180,843

Disclosure of Collective Bargaining Agreement

IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
In accordance with E.C. 42142

Year 2: <u>2022/23</u>				Year 3: <u>2023/24</u>			
(Col. 5) Latest Board- approved MYP before settlement	(Col. 6) Revisions Necessary as a result of proposed settlement	(Col. 7) Other Revisions	(Col. 8) Total impact on budget (col. 5+6+7)	(Col. 9) Latest Board- approved MYP before settlement	(Col. 10) Revisions Necessary as a result of proposed settlement	(Col. 11) Other Revisions	(Col. 12) Total impact on budget (col. 9+10+11)
\$ 1,897,836			\$ 1,897,836	\$ 1,949,853			\$ 1,949,853
\$ 810,745			\$ 810,745	\$ 810,745			\$ 810,745
2,708,581		-	\$ 2,708,581	\$ 2,760,598			\$ 2,760,598
795,917	\$ 28,285		\$ 824,202	\$ 806,436	\$ 28,621		\$ 835,057
570,931	\$ -		\$ 570,931	\$ 575,747	\$ -		\$ 575,747
739,244	\$ 7,037		\$ 746,281	\$ 749,421	\$ 7,156		\$ 756,577
111,188			\$ 111,188	\$ 177,080			\$ 177,080
291,685			\$ 291,685	\$ 297,140			\$ 297,140
30,000			\$ 30,000	\$ 30,000			\$ 30,000
106,394			\$ 106,394	\$ 106,394			\$ 106,394
2,645,359	35,322	-	\$ 2,680,681	2,742,218	35,777	-	\$ 2,777,995
63,222	(35,322)	-	\$ 27,900	18,380	(35,777)	-	\$ (17,397)
			\$ -				\$ -
\$ 74,407			\$ 74,407	\$ 74,407			\$ 74,407
			\$ -				\$ -
(11,185)	(35,322)	-	\$ (46,507)	(56,027)	(35,777)		\$ (91,804)
\$ 1,215,245	\$ (35,322)		\$ 1,179,923	\$ 1,204,059	\$ (35,777)		\$ 1,168,282
\$ 1,204,060			\$ 1,133,416	\$ 1,148,032			\$ 1,076,478

Disclosure of Collective Bargaining Agreement

Certification No. 1

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of _____ Marcum-Illinois Elementary _____, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the _____ Marcum-Illinois Teacher's Association _____, for the ammendment of the agreement from _____ 2010 to _____ 2013 .

The budget revisions necessary to meet the costs of the agreement in year of its term are reflected on pages 5 & 6 of this document.

N/A - No budget revisions necessary.

District Superintendent (Signature)	Date
Chief Business Official (Signature)	Date

Certification #2

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the *Public Disclosure of Proposed Bargaining Agreement* in accordance with the requirement of AB 1200 and Government Code Section 3547.5.

District Superintendent or Designee (Signature)	Date
Contact Person	Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____, took action to approve the proposed agreement with the Bargaining Unit.

President (or Clerk), Governing Board (Signature)	Date
---	------

**MARCUM-ILLINOIS UNION ELEMENTARY SCHOOL DISTRICT'S
INITIAL PROPOSAL
TO THE MARCUM-ILLINOIS TEACHERS' ASSOCIATION
FOR NEGOTIATIONS DURING THE 2021-2022 SCHOOL YEAR**

District's Interests

The mission of the Marcum-Illinois Union Elementary School District ("District") is to improve the basic skills of all children 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, which fosters in children the ability to recognize and accept responsibility to the end that they may participate productively in a democratic society. The District recognizes that a successful partnership with its teachers is essential to advancing its mission.

The District will approach the coming negotiations with the Marcum-Illinois Teachers' Association ("MITA") with the goal of negotiating mutually agreeable changes to the collective bargaining agreement ("CBA") that address its employees' interests and concerns while being aligned with the District's mission.

The following constitutes the initial proposal of the District for its 2021-2022 negotiations with MITA.

The District's Initial Proposal

The current CBA is effective from July 1, 2010 through June 30, 2013. The District intends to negotiate the following Articles and Appendices in the CBA:

Article 17 - Compensation - Salary and Appendix A

The District understands that retaining and recruiting excellent teachers is essential to its continued success. Therefore, the District desires to negotiate competitive salaries for its teachers, while ensuring the District's continued fiscal solvency.

Conclusion

The District looks forward to engaging in productive negotiations with MITA. The teachers of Marcum-Illinois Union School District, as represented by Anne Hill and Tami Ortega, would like to open Article 17- Compensation- Salary and Appendix A for negotiations for the 2021-2022 school year.

District Representative	<u>M. Irby</u> Maggie Irby, Superintendent/Principal	<u>9/22/21</u> Date
MITA Representative	<u>Anne Hill</u> Anne Hill, MITA Teacher	<u>9/22/21</u> Date
MITA Representative	<u>Tami Ortega</u> Tami Ortega, MITA Teacher	<u>9-22-21</u> Date

ATTACHMENT A-2 TO TENTATIVE AGREEMENT

Marcum Salary Schedule Effective as of XXXXX XX, XXXX

Proposed to MITA 9/22/21

	BA+30	BA+45	BA+60	BA+75	BA+90**
1	44281.12	45609.55	46977.84	48387.18	49838.79
2	44945.34	46293.7	47846.93	49282.33	50835.56
3	45619.52	46988.1	48732.1	50194.06	51852.28
4	46303.81	47692.92	49633.65	51122.66	52889.32
5	46998.37	48408.32	50551.86	52068.42	53947.11
6		49134.45	51487.07	53031.69	55026.06
7		49871.46	52439.59	54012.77	56126.57
8		50619.54	53409.72	55012.01	57249.11
9		51378.83	54397.79	56029.73	58394.09
10		52149.51	55404.16	57066.28	59561.96
11			56429.13	58122.01	60753.21
12			57473.07	59197.27	61968.28
13			58536.33	60292.41	63207.63
14			59619.25	61407.82	64471.79
15			60722.2	62543.86	65761.23
16				63700.93	67076.45
17				64879.4	68417.98
18				66079.67	69786.34
19				67302.14	71182.06
20				68547.23	72605.71

Work year 184 days

** Elimination of BA +90 for anyone not to that point by July 2020.

Longevity Pay: 2% annually after 20 years of service for BA+75

Extra Duty is paid at the teacher's contracted hourly rate

\$2,000 for a Master's Degree

\$1000/month towards Health, Dental and Vision Insurance (as of 2020-2021)

Board Approved XXXXXXXX XX, XXXX



Marcum-Illinois Board:

To start, we appreciate the wonderful support our school board has always given us. We have always valued our relationship with you all and would love for it to continue. We love working at Macum-Illinois and we are dedicated to serving our students. We, the teachers, are grateful for your offer but would humbly like to counter-offer. Over the last several years, we have worked hard to build a positive environment and reputation for this school. During the Covid shutdowns we worked harder than other schools in our surrounding area to ensure students were engaged and continually learning. We were able to mitigate learning loss by making sure the students were our number one priority. In looking at the pay scales of our neighboring schools and other schools in South Sutter, we are nearly at the bottom. Even with the offer of 4%, our teachers will remain some of the lowest paid in the county. We feel this is not an accurate reflection of the quality and dedication of the teaching staff at Marcum. We feel in order to parallel those teachers in similar teaching situations to ours, the increase needs to be more significant. We, as a staff, would be prepared to agree to any of the following:

- 10% this year
- 8% this year and a return to a 183 day work year
- 6% this year and 4% next year


Anne Hill, MITA Representative

 9-29-21
Tami Ortega, MITA Representative

ATTACHMENT A-1 TO TENTATIVE AGREEMENT

Marcum Salary Schedule as of November 1, 2018

	BA+30	BA+45	BA+60	BA+75	BA+90
1	42,578	43855.34	45171	46526.13	47921.91
2	43216.67	44513.17	46006.66	47386.86	48880.35
3	43864.92	45180.87	46857.79	48263.52	49857.96
4	44522.89	45858.58	47724.66	49156.4	50855.12
5	45190.74	46546.46	48607.56	50065.79	51872.22
6		47244.66	49506.8	50992.01	52909.67
7		47953.33	50422.68	51935.36	53967.86
8		48672.63	51355.5	52896.16	55047.22
9		49402.72	52305.57	53874.74	56148.16
10		50143.76	53273.23	54871.42	57271.12
11			54258.78	55886.55	58416.55
12			55262.57	56920.45	59584.88
13			56284.93	57973.47	60776.57
14			57326.2	59045.98	61992.11
15			58386.73	60138.33	63231.95
16				61250.89	64496.59
17				62384.04	65786.52
18				63538.14	67102.25
19				64713.6	68444.29
20				65910.8	69813.18

Longevity Pay: 2% annually after 20 years of service for BA+75

Extra Duty is paid at the teacher's contracted hourly rate

\$2,000 for a Master's Degree

\$800/month towards Health, Dental and Vision Insurance 18-19 (Start Nov. 1, 2018)

\$900/month towards Health, Dental and Vision Insurance 19-20

\$1000/month towards Health, Dental and Vision Insurance 20-21

Work year 184 days

***** Elimination of BA +90 for anyone not to that point by July 2020.

Board Approved 10-8-18

Browns Salary Schedule

21-22 Certificated Salary Schedule

183 Days

Board Approved: May 11, 2021

5 additional steps @ 2.5% increase

	BA	BA/30	BA/45	BA/60	BA/75
Step 1	\$ 33,202.89	\$ 40,169.59			
Step 2	\$ 34,032.97	\$ 41,173.83	\$ 42,203.18	\$ 43,258.25	
Step 3	\$ 34,883.78	\$ 42,203.18	\$ 43,258.26	\$ 44,339.70	
Step 4	\$ 35,755.88	\$ 43,258.26	\$ 44,339.70	\$ 45,448.20	\$ 46,584.41
Step 5	\$ 36,649.78	\$ 44,339.70	\$ 45,448.20	\$ 46,584.41	\$ 47,749.01
Step 6		\$ 45,448.20	\$ 46,584.41	\$ 47,749.01	\$ 48,942.74
Step 7		\$ 46,584.41	\$ 47,749.01	\$ 48,942.74	\$ 50,166.31
Step 8		\$ 47,749.01	\$ 48,942.74	\$ 50,166.31	\$ 51,420.46
Step 9		\$ 48,942.75	\$ 50,166.31	\$ 51,420.46	\$ 52,705.98
Step 10			\$ 51,420.46	\$ 52,705.98	\$ 54,023.62
Step 11			\$ 52,705.98	\$ 54,023.63	\$ 55,374.22
Step 12			\$ 54,023.62	\$ 55,374.22	\$ 56,758.57
Step 13			\$ 55,374.22	\$ 56,758.58	\$ 58,177.54
Step 14			\$ 56,758.57	\$ 58,177.54	\$ 59,631.98
Step 15			\$ 58,177.54	\$ 59,631.98	\$ 61,122.78
Step 16			\$ 59,631.98	\$ 61,122.78	\$ 62,650.85
Step 17			\$ 61,122.78	\$ 62,650.85	\$ 64,217.12
Step 18			\$ 62,650.85	\$ 64,217.12	\$ 65,822.55
Step 19			\$ 64,217.12	\$ 65,822.55	\$ 67,468.11
Step 20			\$ 65,822.55	\$ 67,468.11	\$ 69,154.81
	\$1,300.00	Monthly Medical Cap			
	\$1,500.00	Master's Stipend			

Attachment A-3 to Tentative Agreement

**PLEASANT GROVE JOINT UNION SCHOOL DISTRICT
Certificated Salary Schedule - 2019/2020**

Step	I	II	III	IV	V*
	BA+30	BA+45	BA+60	BA+75	BA+90
1	45306	46439	47600	48790	50010
2	46439	47600	48790	50010	51259
3	47600	48790	50010	51259	52542
4	48790	50010	51259	52542	53855
5	50010	51259	52542	53855	55201
6	51259	52542	53855	55201	56581
7	52542	53855	55201	56581	57996
8	53855	55201	56581	57996	59446
9	55201	56581	57996	59446	60932
10	56581	57996	59446	60932	62455
11		59446	60932	62455	64016
12		60932	62455	64016	65617
13			64016	65617	67257
14			65617	67257	68938
15			67257	68938	70662
16				70662	72429
17				72429	74239
18				74239	76095
19				76095	77998
20				79140	81119

Longevity Steps: to qualify for longevity steps, a teacher must have been on Column IV, Step 20 for 6 consecutive years.

25-29 \$1500 Longevity

30 + \$2500 Longevity

* Placement and movement in BA+90 is only available to those unit members who were placed on BA+90 as of July 1, 2014

** Employees hired prior to December 1984 receive 2% yearly after 18 years of service (beginning in year 19) and longevity will not be given.

Employees hired under an approved Intern Program shall be paid at 2.5% less than BA + 30, Step 1/Column 1 in year one and 2.5% less than BA +30, Step 2/Column 1 in year two.

****Employees who earn their teaching credential through a BA/BS four year program of student will be counted as BA+30 on the Salary Schedule. ****

**MARCUM-ILLINOIS UNION ELEMENTARY SCHOOL DISTRICT'S
RESPONSE TO MITA'S PROPOSAL
FOR NEGOTIATIONS DURING THE 2021-2022 SCHOOL YEAR**

District's Interests

The mission of the Marcum-Illinois Union Elementary School District ("District") is to improve the basic skills of all children 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, which fosters in children the ability to recognize and accept responsibility to the end that they may participate productively in a democratic society. The District recognizes that a successful partnership with its teachers is essential to advancing its mission.

The District will approach the coming negotiations with the Marcum-Illinois Teachers' Association ("MITA") with the goal of negotiating mutually agreeable changes to the collective bargaining agreement ("CBA") that address its employees' interests and concerns while being aligned with the District's mission.

The following constitutes the District's Response for its 2021-2022 negotiations with MITA.

The District's Response to MITA's Proposal




The current CBA is effective from July 1, 2010 through June 30, 2013. The District intends to negotiate the following Articles and Appendices in the CBA:

Article 17 - Compensation - Salary and Appendix A

The District understands that retaining and recruiting excellent teachers is essential to its continued success. Therefore, the District desires to negotiate competitive salaries for its teachers, while ensuring the District's continued fiscal solvency.

Conclusion

The District looks forward to engaging in productive negotiations with MITA. The teachers of Marcum-Illinois Union School District, as represented by Anne Hill and Tami Ortega, would like to open Article 17- Compensation- Salary and Appendix A for negotiations for the 2021-2022 school year.

District Representative	 Maggie Irby, Superintendent/Principal	<u>10/13/21</u> Date
MITA Representative	 Anne Hill, MITA Teacher	<u>10/13/21</u> Date
MITA Representative	 Tami Ortega, MITA Teacher	<u>10/13/21</u> Date

ATTACHMENT A-2 TO TENTATIVE AGREEMENT

Marcum Salary Schedule Effective as of XXXXX XX, XXXX

Proposed to MITA 10/13/21 (5% increase)

	BA+30	BA+45	BA+60	BA+75	BA+90**
1	44,706.90	46,048.11	47,429.55	48,852.44	50,318.01
2	45,377.50	46,738.83	48,307.00	49,756.21	51,324.37
3	46,058.17	47,439.91	49,200.68	50,676.70	52,350.86
4	46,749.04	48,151.51	50,110.89	51,614.22	53,397.87
5	47,450.27	48,873.78	51,037.94	52,569.08	54,465.83
6		49,606.89	51,982.14	53,541.61	55,555.15
7		50,350.99	52,943.81	54,532.13	56,666.25
8		51,106.26	53,923.27	55,540.97	57,799.58
9		51,872.85	54,920.85	56,568.48	58,955.57
10		52,650.94	55,936.89	57,615.00	60,134.68
11			56,971.72	58,680.87	61,337.37
12			58,025.70	59,766.47	62,564.12
13			59,099.17	60,872.15	63,815.40
14			60,192.51	61,998.28	65,091.71
15			61,306.07	63,145.25	66,393.55
16				64,313.44	67,721.42
17				65,503.24	69,075.84
18				66,715.05	70,457.36
19				67,949.28	71,866.51
20				69,206.34	73,303.84

Work year 184 days

** Elimination of BA +90 for anyone not to that point by July 2020.

Longevity Pay: 2% annually after 20 years of service for BA+75

Extra Duty is paid at the teacher's contracted hourly rate

\$2,000 for a Master's Degree

\$1000/month towards Health, Dental and Vision Insurance (as of 2020-2021)

Board Approved XXXXXXXX XX, XXXX

MARCUM-ILLINOIS ELEMENTARY SCHOOL

Tami Ortega | tamio@sutter.k12.ca.us

October 27, 2021,

Marcum-Illinois Board:

We, the teachers of Marcum-Illinois Union Elementary School, officially accept your offer of a 5% salary increase.

Sincerely,

Tami Ortega



Anne Hill



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary School District

CDS Code: 51714076053292

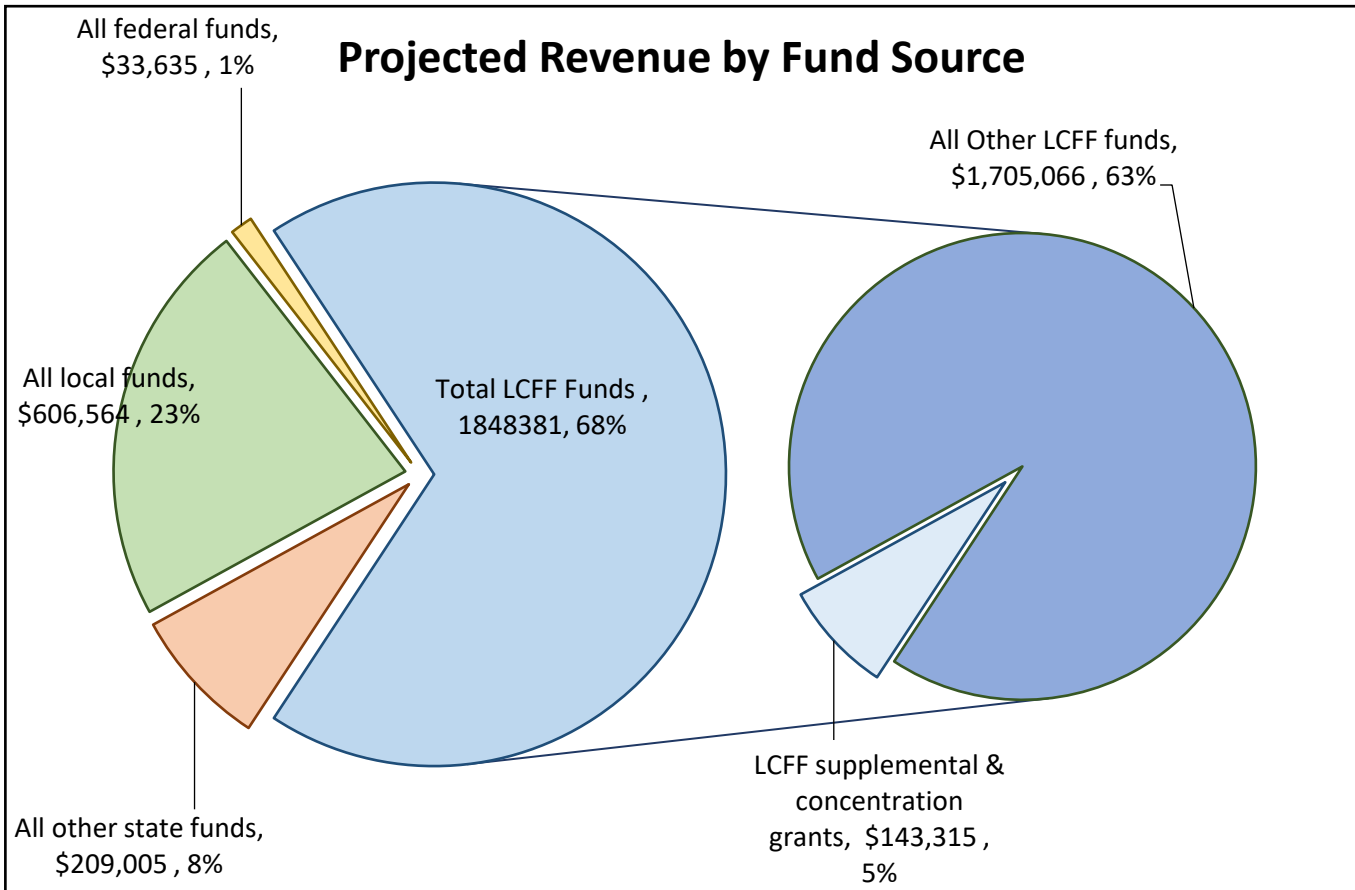
School Year: 2021 – 22

LEA contact information: Jimmie Eggers; (530) 656-2407; jimmie@sutter.k12.ca.us

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

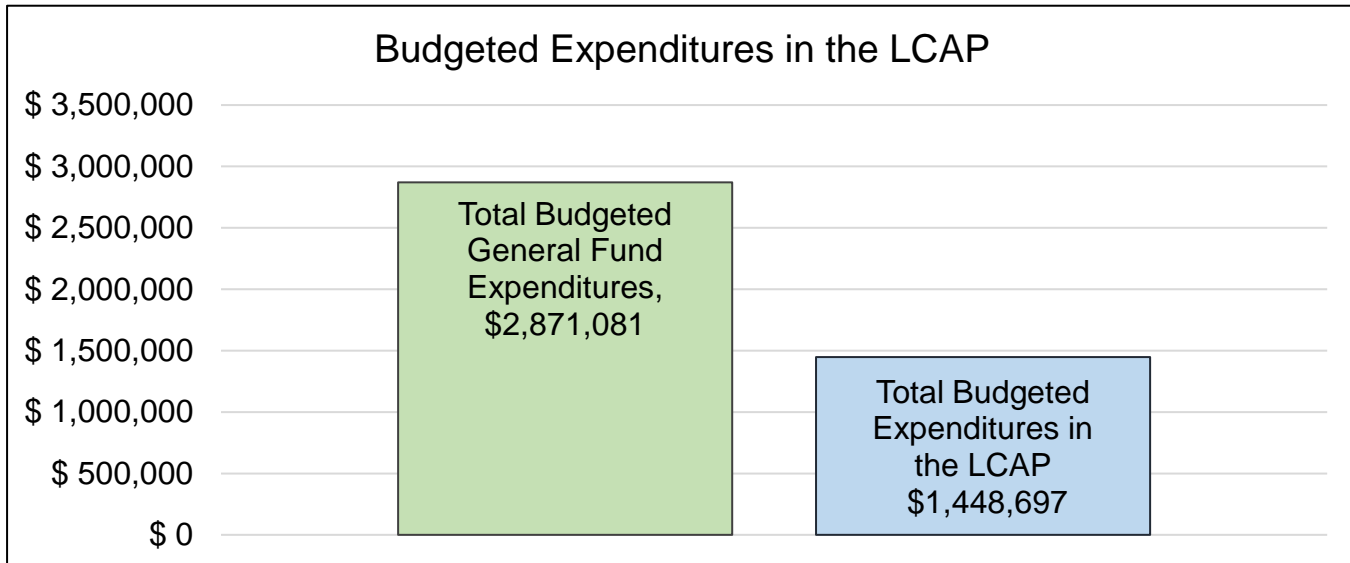


This chart shows the total general purpose revenue Marcum-Illinois Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Marcum-Illinois Union Elementary School District is \$2,697,585.00, of which \$1,848,381.00 is Local Control Funding Formula (LCFF), \$209,005.00 is other state funds, \$606,564.00 is local funds, and \$33,635.00 is federal funds. Of the \$1,848,381.00 in LCFF Funds, \$143,315.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Marcum-Illinois Union Elementary School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

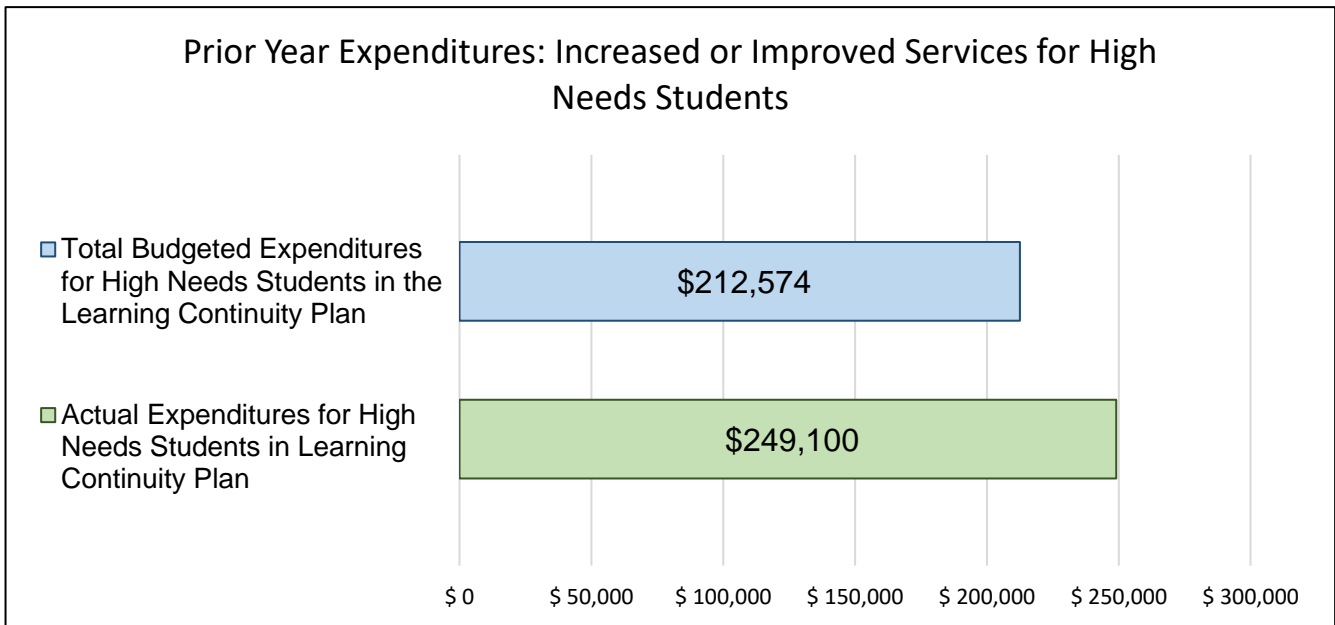
Marcum-Illinois Union Elementary School District plans to spend \$2,871,081.00 for the 2021 – 22 school year. Of that amount, \$1,448,697.00 is tied to actions/services in the LCAP and \$1,422,384.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, preschool, instructional supplies, administration, technology, and cafeteria.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Marcum-Illinois Union Elementary School District is projecting it will receive \$143,315.00 based on the enrollment of foster youth, English learner, and low-income students. Marcum-Illinois Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Marcum-Illinois Union Elementary School District plans to spend \$231,597.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Marcum-Illinois Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Marcum-Illinois Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Marcum-Illinois Union Elementary School District's Learning Continuity Plan budgeted \$212,574.00 for planned actions to increase or improve services for high needs students. Marcum-Illinois Union Elementary School District actually spent \$249,100.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

To improve and support learning to close achievement gaps in all California standards including ELA/ELD, Mathematics, Science, Visual and Performing Arts, Physical Education and Social Science/History to ensure all student 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: Strategic Plan: Academics 1, 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
Academic Progress Indicator and CAASPP Data CA Schools Dashboard Academic Indicator for ELA ELA: 55% of All students proficient CA Dashboard: 18 points about level 3	Due to COVID-19 school closure there are no CAASPP scores for spring 2020
Academic Progress Indicator and CAASPP Data CA Schools Dashboard Academic Indicator for Math Math: 58% of All students proficient CA Dashboard: 5 points above level 3	Due to COVID-19 school closure there are no CAASPP scores for spring 2020
Local Indicator – Implementation of State Academic Standards Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science	Local Indicator – Implementation of State Academic Standards Offered professional development on Smartboard training to support ELA instruction; science framework review and toolkit training for adoption; training in Google Classroom; how to facilitate online learning sessions; and setting up a virtual classroom
Local Indicator Basic Conditions at School Maintain standards-aligned instructional materials in ELA/ELD and math	Local Indicator Basic Conditions at School 100% standards-aligned instructional materials in ELA/ELD and math
Local Indicator Basic Conditions at School Maintain fully credentialed and appropriately assigned teachers	Local Indicator Basic Conditions at School 100% of teachers were fully credentialed and appropriately assigned.
Local ELA/ELD data MAP Reading Socioeconomically Disadvantaged – 40% English learners – 20% Students w/ Disabilities – 40% All Students – 45%	Local ELA/ELD data – Winter 2020 MAP Reading Socioeconomically Disadvantaged – 60% English learners – 27% Students w/ Disabilities – 53% All Students – 70%

Expected	Actual
<p>Local Math data</p> <p>MAP Math</p> <p>Socioeconomically Disadvantaged – 30%</p> <p>English learners – 50%</p> <p>Students w/ Disabilities – 40%</p> <p>All Students – 40%</p>	<p>Local Math data – Winter 2020</p> <p>MAP Math</p> <p>Socioeconomically Disadvantaged – 60%</p> <p>English learners – 25%</p> <p>Students w/ Disabilities – 33%</p> <p>All Students – 68%</p>
<p>Reclassification data and English Learner Progress Indicator and Local EL data</p> <p>On the Summative ELPAC assessment, spring 2020:</p> <p>4 – 50%</p> <p>3- 25%</p> <p>2- 10%</p> <p>1- 15%</p> <p>Reclassify 3 students</p>	<p>Due to COVID-19 school closure the Summative ELPAC was not administered in spring 2020.</p>
<p>Daily Instructional Schedule</p> <p>Maintain student access to a broad course of study</p>	<p>Daily Instructional Schedule</p> <p>All students had access to a broad course of study</p>
<p>Maintain "The Den" after school program</p>	<p>Maintained "The Den" after school program</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>1.1 Develop and implement a process to analyze ELA and Math data to determine growth targets, identify trends, and plan rigorous instruction and intervention for students not yet proficient.</p>	<p>a. \$6,765 b. \$1,500 Supplemental</p> <p>a. 5800 Professional Consulting Services b. 5200 Travel and Conference</p>	<p>a. \$8,060 b. \$0 c. \$1,920 <i>added</i></p> <p>a & b Supplemental c. Base</p> <p>a. Professional Consulting Services b. Travel and Conference c. Certificated salary/benefits</p>
<p>1.2 Provide professional development opportunities and on-site coaching to teachers as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, Science, and History/Social Studies.</p>	<p>a. \$28,437 b. \$8,002 c. \$1,000 d. \$2,866</p> <p>a. Supplemental b. Supplemental c. Base d. Title II</p> <p>a. 1000 Certificated Salaries b. 3000 Certificated Benefits c. 1000 Certificated Salaries (subs) D. 5200 Travel/Conference</p>	<p>a. \$28,436 b. \$8,050 c. \$0 d. \$0</p> <p>a. Supplemental b. Supplemental c. Base d. Title II</p> <p>a. 1000 Certificated Salaries b. 3000 Certificated Benefits c. 1000 Certificated Salaries (subs) D. 5200 Travel and Conference</p>
<p>1.3 Maintain standards-aligned instructional materials.</p>	<p>\$78,760</p> <p>Base</p> <p>4000 Textbooks</p>	<p>\$2,032</p> <p>Base</p> <p>4000 Textbooks</p>

<p>1.4 Provide high quality instruction by hiring, training, and monitoring teachers to ensure they are appropriately placed and highly qualified to provide improved services to students</p>	<p>a. \$524,517 b. \$197,986</p> <p>Base</p> <p>a. 1000 Certificated Salaries b. 3000 Certificated Benefits</p>	<p>a. \$526,588 b. \$198,406</p> <p>Base/EPA</p> <p>a. 1000 Certificated Salaries b. 3000 Certificated Benefits</p>
<p>1.5 Utilize Instructional Aides to provide opportunities for smaller groups and intensive intervention to all students including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities.</p>	<p>a. \$108,251 b. \$63,925 c. \$1,497 d. \$423</p> <p>a. Supplemental b. Supplemental c. Title I d. Title I</p> <p>a. 2000 Classified Salaries b. 3000 Classified Benefits c. 1000 Certificated Salaries d. 3000 Certificated Benefits</p>	<p>a. \$49,424 + \$74,942 = \$124,366 b. \$32,288 + \$38,009 = \$70,297 c. \$1,497 d. \$ 424</p> <p>a. Supplemental/Base b. Supplemental/Base c. Title I d. Title I</p> <p>a. 2000 Classified Salaries b. 3000 Classified Benefits c. 1000 Certificated Salaries d. 3000 Certificated Benefits</p>
<p>1.6 Provide English Learners improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week.</p> <p>Identify LTEL students or students at risk of becoming LTEL, review data, create a plan of support, and monitor progress.</p>	<p>See 1.4 & 1.5 \$1,500</p> <p>Supplemental</p> <p>4300 Instructional Supplies</p>	<p>See 1.4 & 1.5 \$210</p> <p>Supplemental</p> <p>4300 Instructional Supplies</p>
<p>1.7 Provide teachers and students with technology access and tools to enhance and support curriculum.</p>	<p>a. \$47,600 b. \$5,000</p> <p>Base</p> <p>a. 5800 Professional Services & Consulting b. 4400 Equipment</p>	<p>a. \$46,693 b. \$2,367</p> <p>Base</p> <p>a. 5800 Professional Services & Consulting b. 4400 Equipment</p>

<p>1.8 Maintain GATE program by offering a variety of programs to students such as: STEM based activities for students in the after-school program, access to visual and performing arts programs (VAPA), and a wide assortment of enrichment options.</p>	<p>a. \$720 b. \$152 c. \$400 d. \$721</p> <p>Base</p> <p>a. 1000 Certificated Salaries b. 3000 Certificated Benefits c. 5800 Professional Services and Consulting d. 4300 Supplies</p>	<p>a. \$ 450 b. \$ 99 c. \$ 0 d. \$ 506</p> <p>Base</p> <p>a. 1000 Certificated Salaries b. 3000 Certificated Benefits c. 5800 Professional Services and Consulting d. 4300 Supplies</p>
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The Actions/Services for Goal 1 were implemented as planned and funds were expended as planned except for part of Action 1.3. Due to school closure we did not pilot and purchase science curriculum. Those funds were saved for the future adoption of science materials.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Teachers worked with the Teacher on Assignment (TOA) to analyze ELA and Math data, determine growth targets, and plan for instruction; teachers were provided on-site customized professional development from our TOA in all content areas; all teachers were appropriately credentialed and assigned; we maintained a broad course of study; students had standard-aligned materials in all subject areas; the Response to Intervention (Rtl) and the Gifted and Talented Education (GATE) programs were expanded; and English learners received improved designated English Language Development (ELD) services. During spring 2020 teachers continued to deliver high quality instruction even without the in-person, in the classroom interaction with students. Intervention services were increased, and we offered more one-on-one and small group intervention opportunities. Professional development continued for staff with an added emphasis on remote teaching and learning, health and safety of students, and technology use.

Challenges:

From August to March 2020 it was difficult scheduling substitutes for professional development activities therefore we weren't able to spend as much time as needed designing quality science lessons. In spring, we were not able to continue our on-site professional development and data review/planning meetings due to the stay-home orders. Assessments became a challenge as they were done at home without teacher supervision and monitoring to ensure an accurate measure of student learning. Student attendance during scheduled service times was often irregular; not all

students had adequate internet therefore needed paper/pencil packets; and some students knew they would not be graded, therefore they did not fully engage in school.

Actions Not Implemented Because of COVID:

Due to COVID-19 school closures, we did not pilot and purchase science curriculum.

Overall Effectiveness of Actions/Services to Achieve Goal 1:

The actions and services in Goal 1 supported student learning as evidenced by MAP assessment data. In ELA, the percentage met for All students increased from 40% in 2019 to 70% in 2020 and Socio-economically Disadvantaged increased from 40% in 2019 to 60% in 2020. In Math, the percentage met for all students increased from 40% in 2019 to 68% in 2020 and Socio-economically Disadvantaged increased from 30% in 2019 to 60% in 2020. Our percentage met for our English learner population decreased in both ELA and Math however this data may have been affected by the small number of students in the group.

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: 1, 3, 5, 6

Local Priorities: Strategic Plan: Culture & Climate 2, 3, 4, 5; Facilities 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
Sign-in Sheets Results of parent Survey Spring 2020 parent survey Involvement valued: 96% Access Parent Portal: 35% Given Involvement Options: 65% Invited to Meetings: 80% School is Safe – Parents – 89.5% Students – 95.2%	Sign-in Sheets Results of parent Survey Spring 2020 parent survey Involvement valued: 100% Access Parent Portal: N/A Given Involvement Options: 86.2% Invited to Meetings: 96.6% School is Safe – Parents – 96.6% Students – 96.5%
Suspension Rate Indicator Maintain 0% suspension rate	Suspension Rate Indicator .05% suspension rate
Expulsion Data Maintain 0 expelled students	Expulsion Data Maintained 0 expelled students
Attendance Data Increase P2 to 97%	Attendance Data Increased P2 to 97.3%
Attendance Data Decrease Chronic Absence rate to 3%	Attendance Data Chronic Absence rate to 5.3%
Middle School Dropout Data Maintain 0 middle school dropout students	Middle School Dropout Data Maintained 0 middle school dropout students

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1 Promote parent engagement/participation for all students including unduplicated students and students with exceptional needs through parent information opportunities, regular communication, and school events.	\$1,000 Base 4300 Supplies	\$213 Base 4300 Supplies
2.2 Implement to fidelity Positive Behavior Intervention & Supports (PBIS) and provide behavior training and support to decrease referrals, suspensions/expulsions, and middle school dropouts.	\$1,000 Base 4300 Supplies	\$372 Base 4300 Supplies
2.3 Implement various positive attendance strategies such as rewards and an attendance monitoring/notification system.	\$2,633 Base 5800 Professional Services and Consulting	\$2,633 Base 5800 Professional Services and Consulting
2.4 Continue to provide transportation services at no cost to families.	a. \$59,345 b. \$28,652 c. \$11,400 d. \$7,300 Base a. 2000 Classified Salaries b. 3000 Classified Benefits c. 4300 Supplies – Fuel d. 5600 Repairs, Rentals, Leases	a. \$53,635 b. \$26,685 c. \$6,787 d. \$21,340 Base a. 2000 Classified Salaries b. 3000 Classified Benefits c. 4300 Supplies – Fuel d. 5600 Repairs, Rentals, Leases

<p>2.5 Continue to provide safe, well maintained facilities.</p>	<p>a. \$2,600 b. \$22,025 c. \$91,000 d. \$126,205 e. \$63,248 Base</p> <p>a. 4300 Supplies b. 5000 Repairs, Services c. 6000 Construction and Equipment d. 2000 Classified Salaries e. 3000 Classified Benefits</p>	<p>a. \$13,338 b. \$23,200 c. \$39,929 d. \$132,557 e. \$66381 Base</p> <p>a. 4300 Supplies b. 5000 Repairs, Services c. 6000 Construction and Equipment d. 2000 Classified Salaries e. 3000 Classified Benefits</p>
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Of the amount budgeted for Goal 2, approximately 93% of the funds were spent on the planned Actions/Services in the 2019/20 LCAP. Of the 7% not spent, a majority of that was facility improvements that were not done due to COVID-19 school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We promoted parent engagement/participation for all students including unduplicated students and students with exceptional needs through parent information opportunities, regular communication, and school events.

Successes:

August 2019-March 2020: We maintained a current website, sent home the Marcum Matters Newsletter regularly, teachers sent home student success postcards, we invited parents to attend monthly ROAR assemblies, recognized Wildcat Community Contributors at Board meetings, and maintained a parent portal where assignments and grades were posted. Efforts to engage students included assemblies to celebrate attendance and achievement. An attendance assembly was held in the fall to encourage positive attendance. Phone calls were made, and meetings were held with the parents of chronically absent students.

Spring 2020: We sent ongoing and regular communication in the form of weekly updates to families and hosted weekly activities within “houses” to increase and maintain engagement. Students were given a certificate and celebrated during an online video assembly for perfect attendance at the end of the year.

Challenges:

For the 2019/20 school year, challenges included communicating with non-English speaking families and keeping students and families engaged in our community building activities through a virtual environment.

Actions Not Implemented Because of COVID:

We did not host all planned family activities and assemblies. Some school facility improvements were not made due to the school closure.

Overall Effectiveness of Actions/Services to Achieve Goal 2:

According to March 2020 survey results, stakeholder engagement was successful, 100% of respondents think the school is a friendly environment for all and 96.7% feel communication between school and home is good. The commitment to ongoing communication through parent information opportunities, regular communications (including Facebook postings, link on our webpage with notices and important information, an up-to-date web site, newsletters), school events, and bi-annual surveys has resulted in families feeling connected to the school. On a March 2020 parent survey, 100% of parents feel their involvement in their child’s education is valued and 86.2% feel they are given a variety of options to be involved in the school community. Additionally, 96.6% of parents surveyed feel the school is a safe place for their child. P2 attendance increased from 96.34% in 2019 to 97.3%. When surveyed in June 2020, 74% of parents were either Satisfied or Very Satisfied with their child’s distance learning experience and 25.9% were neutral. No parent reported being dissatisfied. The communication between school and home was noted by many as being helpful.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate, MAP)	\$6,000	\$5,997	Y
On-site coaching to teachers to support high-quality first instruction, tiered interventions to students experiencing learning loss, as well as to plan and deliver improved designated ELD services.	\$41,510	\$39,699	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was no substantive difference between the planned budgeted expenditures for in-person instruction and what was expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

On October 5, 2020 Marcum successfully opened to full-time, in-person, instruction for TK-5th grade students Monday-Friday, while following county health department guidelines for social distancing. In response to stakeholder survey data, in-person offerings also included transportation and after-school care. On November 2, 2020 6th-8th grade students returned to campus. Safety protocols mandated temperature checks and health screening; social distancing, and additional cleaning but made it possible to offer in-person instruction during the 2020/21 school year.

The instructional program was as close to “normal” as possible. Students were taught grade level content using standards-based, adopted curriculum in all core subjects as well as social emotional learning. The assessment cycle of systematic assessments was followed in the fall, in

winter, and again in spring. The vice principal monitored all universal and progress monitoring assessments and worked with teachers and support staff to plan and deliver high quality instruction in grade level standards and intervention to fill in the gaps. Students participating in intervention had their learning tracked over time to determine if learning was occurring. Periodic progress monitoring assessments were given and adjustments to intervention were made.

Challenges:

Challenges included returning to distance learning for parts of November, December, and January; getting fall universal data in October instead of within the first four weeks of school; being unable to combine students for intervention groups; and teachers teaching both in-person and distance learning groups. After-school care required added health and safety measures including additional staff members so students could stay in student groups. Because of the need for additional staff, we were not able to offer before-school care and therefore lost some enrollment. More staff time was required to supervise students during recess and lunch as well as for enhanced cleaning. We transported only students with absolutely no other means of transportation so we could follow health and safety guidelines. That left most of our families having to transport their children to and from school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for all staff on evidence based instructional strategies during distance learning, distancing learning instructional tools, utilizing data to make instructional and programmatic decisions, using effective feedback to improve achievement for struggling students including during distance learning.	\$1,500	0	Y
On-site coaching to teachers to support high-quality first instruction, tiered interventions to students experiencing learning loss, as well as to plan and deliver improved designated ELD services.	See In-person Instruction section	See In-person Instruction section	Y
Devices (\$7,539) and hotspots (\$31,752) to support connectivity for students during distance learning	\$46,830	\$79,185	Y
Upgraded 4 teacher laptops so they can provide instruction to students during distance learning.	\$3,048	\$3,048	N
Device and internet monitoring system (GoGuardian)	\$1,965	\$1,965	N
Three additional contract days for teachers/coach to develop virtual learning classrooms and for PD	\$13,454	\$15,516	Y
Learning Management Systems/Programs to support distance learning (Zingy Learning \$340, Kami \$1,200, Zoom \$1,800, SeeSaw \$240)	\$3,580	\$3,580	N
Individual supplies for students to have at home while distance learning	\$671	\$1,491	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

To support distance learning we spent \$33,737 more than originally budgeted. This increase was due to the extended need for hotspots during the 2020/21 school year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Marcum students were taught via distance learning from August 26 until October 5 for TK-5 and until November 2 for 6th-8th grades with additional periods of distance learning from the end of November to early February. During times of distance learning we followed best practices for continuous learning for all students including English learners, low-income pupils, foster youth, pupils with special needs and pupils who are experiencing homelessness.

Successes:

Continuity of Instruction: A Learning Management System (LMS), Google Classroom or SeeSaw, was used in both distance learning and classroom-based instruction. However, in distance learning the LMS became the digital classroom where lessons, assignments, messages, and communication happened. Teachers used online tools, as well as print materials to deliver instruction and engage with students. The use of adopted core curriculum and standards drove instruction and assured students were growing toward the next grade level's expectations and ensured consistency between classroom-based instruction and distance learning. Distance learning schedules mirrored classroom-based schedules. Lesson format and academic expectations for distance learning were consistent with those in classroom-based instruction.

Access to Devices and Connectivity: August 2020 survey data and information from individual phone calls was used to plan for the technology and connectivity needs of families for distance learning in the fall. As a result of this survey, 159 Chromebooks were loaned to students for use during distance learning and 60 hotspots were provided to families without adequate internet access at home.

Pupil Participation and Progress: Student attendance was taken and monitored using the student information system, Alma. Teachers used a Student Engagement Record to record live contacts, and if instruction was synchronous (live) or asynchronous (recorded videos/student work) for each day. Each afternoon teachers or support staff called the parent of any student who did not engage in distance learning for the day. If a student missed three days in a week or 60% the reengagement process started. The vice principal worked with the teacher and parent to develop supports for at risk students.

Distance Learning Professional Development: Professional development included coaching and collaboration to support teachers as they delivered instruction via online learning for all students, including unduplicated pupils and individuals with exceptional needs. Staff was continuously surveyed to determine their need for PD and support. Professional development for teachers included: training in Google Classroom, GoGuardian, and Alma; how to facilitate online learning sessions; setting up a virtual classroom; safety protocols, and supporting social and emotional health.

Staff Roles and Responsibilities: As a result of distance learning, roles and responsibilities for some staff changed. Changes in roles were based on employee strengths and weakness and the needs of the school. The bus driver shifted to instructional aide and custodial duties and daycare staff shifted to instructional aide duties. To meet the academic and social-emotional needs of students all

instructional aide staff were assigned to classrooms to support students during lessons, work with small groups or individual students, and follow up with students who were not engaged in learning. The vice principal assigned, trained, and monitored instructional support staff.

Supports for Pupils with Unique Needs: All students, including English learners, students with exceptional needs, pupils in foster care, and pupils experiencing homelessness were regularly assessed according to our cycle of systematic assessments. For any students, but especially for those with unique needs, targeted intervention was given by the classroom teacher with additional support given by an instructional aide. The vice principal monitored the attendance system and Student Engagement Records for attendance and grades of ALL students including English learners and students receiving special education services. She also used MAP, curriculum embedded assessment data, and grades to determine if English learners, students with exceptional needs, students in foster care, or students experiencing homelessness needed additional supports. If additional services were needed, she worked with the teacher to plan and deliver support to the student.

Challenges:

Stakeholders all did their best to support student learning during distance learning but there were still challenges in addition to the obvious logistic and social emotional struggles. Intermittent internet problems were wide-spread and were frustrating to both staff and students. Staff worked in ever changing and multiple roles each day. Student Engagement Records were time-consuming for teachers to complete. School attendance was close to average but a couple of students did not engage in their learning, and were referred to the Re-engagement Team. Fall and winter testing schedules had to be adjusted to wait for in-person instruction so data wasn't available in a timely manner. The biggest challenge was trying to maintain the sense of the Marcum School community in a virtual environment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate, MAP)	See In-person Instruction section	See In-person Instruction section	Y
On-site coaching to teachers to support high-quality first instruction, tiered interventions to students experiencing learning loss, as well as to plan and deliver improved designated ELD services.	See In-person Instruction section	See In-person Instruction section	Y
Academic interventions for students experiencing learning loss, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities) (aides)	\$98,930	\$106,853	Y
On-line benchmark and progress monitoring system (FastBridge)	\$1,850	\$1,850	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was no substantive difference between the planned budgeted expenditures for in-person instruction and what was expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

The district's cycle of assessments supported our efforts to address pupil learning loss. ALL students were assessed at the beginning of the school year and throughout the year using a comprehensive assessment system. During regular whole class instruction, all students received instruction

focused on priority standards. Students who required more intensive support were provided one-on-one instruction through individual sessions. Students receiving special education services received additional support identified through their Individual Education Plan (IEP) and English learners received 30 minutes of ELD designated instruction daily. Monthly, the vice principal met with each teacher to review every student's progress in grade level standards, the weekly engagement of students, as well as grades. The most at-risk students were identified and scheduled for intervention and support. The fidelity and attendance of interventions was evaluated and changes made when indicated. For students at-risk for two consecutive months, a meeting was scheduled with the parent. These students were also placed on a Student Study Team (SST) watch list.

Effectiveness of the efforts to address Pupil Learning Loss:

Universal MAP testing in the fall showed an expected decline from previous testing in winter 2020, students in the socio-economically disadvantaged group, English learners, and students receiving special education services showed significant learning loss as compared to the All student group. While some of that decline is being recovered as indicated by winter 2021 testing, not all student groups are recovering at the same rate.

Challenges:

One challenge has been the monitoring of the learning loss for our students due to lack of data provided by the state as well as the uncertainty of data reliability during distance learning. In the fall, we experienced difficulties having students in grades 2-8 take MAP tests so delayed that testing until students were back to in-person learning. Students were not able to be grouped across grade levels for intervention, therefore additional staff time was required.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

All classes had a daily 30-minute SEL period dedicated to supporting student mental health and social and emotional well-being. Teachers prepared and presented various SEL lessons and activities during this period each day. In February of 2021, Marcum-Illinois acquired a counselor who provided tier 1, 2, and 3 supports for student's mental health needs. She provided weekly virtual lessons for all grade levels, and also provided small group and one on one counseling sessions. Professional development activities were on-going and aligned to ever-changing needs. We offered a menu of PD options for staff that included podcasts, articles, and on-demand webinars.

Challenges:

Challenges occurred due to distance learning and connectivity, staffing, and the inability to hold in-person regular meetings to discuss student concerns. We had planned to purchase Kelvin an online tool for monitoring dimensions of school climate and social emotional learning for students, staff, and parents but integration delays between our new Student Information System (SIS) and the vendor prevented the implementation. We were unable to find a similar system for use during the 2020/21 school year. Another challenge was that students who had social emotional challenges didn't want to participate in support sessions during distance learning because many of their difficulties were with their home life.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

We promoted parent engagement/participation for all students including unduplicated students and students with exceptional needs through parent information opportunities, regular communication, and virtual school events. Actions included: maintaining a current website, sending home the Marcum Matters Newsletter regularly, teachers sending home student success postcards, activities within “houses” to increase and maintain engagement, inviting parents to attend virtual assemblies, recognizing Wildcat Community Contributors at Board meetings, and maintaining a parent portal where assignments and grades are posted.

During distance learning teachers offered live instruction for most the day that was as close to in-person as possible, so the majority of students attended. However, there were a few students who consistently only checked in to one or two classes a day. Teachers reached out to these students to improve their participation. Each afternoon teachers called the parent of any student who did not engage in distance learning for the day. If a student missed three days in a week or 60% the reengagement process started. The vice principal monitored all student attendance and weekly engagement logs and along with classroom teachers determined root causes of attendance problems. Only two students met the re-engagement criteria and were referred to the Re-engagement Team for intervention.

Challenges:

Students and families missed the in-person school events and assemblies to celebrate attendance and achievement. The Weekly Engagement logs were a chore for the teachers to complete and turn in and monitoring took a good amount of time. Communicating with families of English learners continued to be challenging.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Whether students were on campus learning or at home learning they were provided breakfast and lunch for each school day.

Successes:

During classroom-based instruction mealtimes were staggered to allow for cleaning between meal services and to serve students in smaller groups. Sneeze guards and partitions were installed at the food line and point of sale location. School lunch items were packaged, and students were served on disposable trays with disposable utensils. Food was delivered outside the classroom and students dismissed a few at a time, to pick up their meal. We offered the same meals as pre-pandemic and due to the NSLP this year, we are serving meals to more students than we have in the past.

During distance learning we operated a “Grab and Go” pickup, consisting of five breakfasts and five lunches per child, at the school campus each Wednesday between 1:30-3:30 and made deliveries on Wednesday afternoons to district families who were unable get to the school to pick up meals. Students liked the food and parents appreciated only having to come pick-up food once a week.

Challenges:

It was challenging setting up the schedule and staffing for food delivery to the classrooms once we were back on campus for instruction. When serving meals during distance learning, it was challenging for staff to know how much food to prepare each week. Some weeks there weren't enough meals prepared and staff had to rush to prepare more and some weeks there was left-over food.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Online system to support student and staff social-emotional wellbeing and development (Kelvin)	\$2,500	\$0	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We planned to purchase Kelvin an online tool for monitoring dimensions of school climate and social emotional learning for students, staff, and parents but integration delays between our new Student Information System (SIS) and the vendor prevented the implementation. We were unable to find a similar system for use during the 2020/21 school year.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Whether in-person or distance learning, there were many lessons to be learned in the 2020/21 school year. The importance of connections and communication was apparent throughout the year. All stakeholders were subjected to constant changes in how instruction was going to be delivered, requirements for reopening, services being offered, and potential school closures. We found that frequently, timely communication helped alleviate some frustration. We want to continue to build the school community we had by promoting parent involvement especially in our families of unduplicated students. Goal 2, Action 2.1

Teachers noted that the time spent each day on social emotional learning was necessary and helpful to their students. A part-time school counselor worked with 13% of our students in spring 2021. On a spring 2021 survey, 21.6% of parents answered Yes, their child will need social-emotional support in 2021/22 and 18.9% of parents answered Maybe, therefore social emotional health will be an increased focus in the 2021/22 school year. Goal 2, Action 2.2.

Local assessment data confirmed that students experienced the expected learning loss between March 2020 and fall 2020. While some of that loss was recovered, testing in winter 2021 showed not all student groups recovered at the same rate. Our existing actions of assessment, progress monitoring, and intervention had been showing improvements in student achievement therefore we will continue those actions in the 2021/22 school year. Goal 1, Action 1.3.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP through actions and services. We will follow an assessment cycle of systematic assessments for identifying students in need of academic, social-emotional, or other integrated supports. At the start of the school year, in winter, and again in spring, all students in grades 1-8 will participate in standardized, grade-level appropriate universal screening to identify skill gaps in reading, mathematic, reading fluency, phonics skills, and social-emotional learning. Curriculum-based, formative assessments, end of unit summative assessments, and comprehensive assessments conducted by teachers will regularly monitor progress on grade level standards and academic needs of students. Deficiencies across the entire class can be taught during whole class instruction. Teachers will monitor mastery of standards and reassess students on an on-going basis. Once state testing resumes, CAASPP and ELPAC data will also be used to monitor pupil learning loss. Students in need of support will take additional diagnostic tests to determine specific skill areas in need of targeted support. The frequency of progress monitoring for students receiving services will vary based on the tier and adjustments to intervention will be made if intervention is not effective. Monthly, the Director of Student Services will meet with each teacher to review every student's academic, social emotional, and behavioral progress as well as attendance. The most at-risk students will be identified and scheduled for intervention, support, or a Student Study Team meeting. Goal 1, Action 1.3.

In addition to academic monitoring, the social-emotional health aspect of learning loss will be measured and monitored. As part of our system of support for social-emotional health, three times per year (fall, winter, spring) teachers will fill out the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) for each student in their class. This tool screens student risk for social-emotional and behavior problems. During these same time periods, students in grades 2-8 will take the mySAEBRS, a 20 item screener of the same three subsections. Based on these results tiered support will be given. See Goal , Action 2.2.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences for actions related to increased and improved services were explained in the appropriated sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection of both the 2019-20 LCAP and the 2020-21 Learning Continuity Plan (LCP) confirm our commitment to continued coordination of the LCAP and Strategic Plan. Through this coordination, goals and actions are focused, driven by data, and meet the needs of our stakeholders. Local data and stakeholder survey responses support the continuation of many existing actions with some adjustments.

Prior to COVID-19, we had seen multi-year progress on key indicators. On the California School Dashboard in ELA our Hispanic students increased 26.6 points moving from 11 points below Standard Met (Orange) to 15.6 points above Standard Met (Blue) and increased 8.5 points in Mathematic moving from “Yellow” to “Green”. Our Low-Income students increased 6.5 points in ELA moving from “Orange” to “Yellow”. Forty-five percent of our English learners made progress in English Language Proficiency. Chronic absenteeism declined between 4.8% and 12.1% for all groups. On local universal assessments administered to third through eighth grades, in ELA, the percentage met for All students increased from 40% in 2019 to 70% in 2020 and Socio-economically Disadvantaged increased from 40% in 2019 to 60% in 2020. In Math, the percentage met for all students increased from 40% in 2019 to 68% in 2020 and Socio-economically Disadvantaged increased from 30% in 2019 to 60% in 2020.

At this time, we do not fully know the effect the pandemic has had on these gains. Achievement on local assessments decreased between winter 2020 and winter 2021. In ELA the percentage Met for All students went from 70% to 45%; Socio-economically Disadvantaged from 60% to 34%; English learners 27% to 25%; and Students with Disabilities from 53% to 34%. In Math the percentage Met for All students went from 68% to 31%; Socio-economically Disadvantaged from 60% to 7%; English learners from 25% to 0%; and Students with Disabilities from 33% to 25%.

The 2019 California School Dashboard and 2020/21 local attendance data show a higher number of low-income students are chronically absent as compared to the All student group. On the 2019 CA School Dashboard 6.2% of All students were chronically absent but 10.1% of low-income students were chronically absent. We had similar findings with local data for 2020/21 P2, 10% of our All student group but 15% of our low-income students were chronically absent. Parents have reported a need for transportation since we are a rural school and students are not able to safely walk to school.

As a result of outcomes and reflection, we determined areas of focus to be on student achievement and student engagement/social-emotional health. We have refined our actions in the 2021/22 LCAP to focus on high quality instruction in priority standards and learning acceleration for all students and on-site coaching and professional development to support best practices in academics and social-emotional health (Action 1.1); a data review system to identify targeted needs and small group and individual tiered intervention

(Action 1.3); enrichment to increase student engagement (Action 1.4); home-to-school transportation at no cost to families (Goal 2, Action 2.3; and support for social-emotional health (Action 2.2).

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary 2021/22

General Information

A description of the LEA, its schools, and its students.

The Marcum-Illinois Union Elementary School District, established in 1926, serves approximately 180 students in Transitional Kindergarten through eighth grades, as well as 3 and 4-year olds in our state preschool. The mission of Marcum-Illinois School, 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, is supported by all stakeholders. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility so that they may participate productively in a democratic society.

A majority of our students, 64%, come to us on inter-district transfers because of our core values, academic success, and connection to the community. Among our student population, 48% are on the free and reduced lunch program, 6% are English Learners, and 12% are students with disabilities. We believe that all children can learn and have allocated financial and personnel resources to support students. The Superintendent, under direction from the Board of Trustees, is committed to keeping class sizes small and providing the instructional materials and supports needed to assure the success of all students.

In addition to our state preschool MIUSD supports after-school Gifted and Talented programs, sports, tutoring, and an after-school program (ASES) called "The Den" that provides-at low or no cost to parents-literacy, enrichment, and recreational support for students daily from 3:00 to 6:00 p.m. The district authorizes one charter school (South Sutter Charter) that is required to create their own LCAP.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Despite school closure in spring 2020 and the requirement to open the school year through distance learning in fall 2020, we maintained our focus of providing a comprehensive program, using standards aligned curriculum with engaging instruction and materials. The district maintained a cycle of assessments to address pupil learning loss for all students. All students were assessed at the beginning of the 2020 school year and throughout the year using a comprehensive assessment system. Based on local assessment data, we increased intervention, offering more one-on-one and small group opportunities. Professional development continued with an added emphasis on remote teaching and learning, health and safety of students, social-emotional learning, and technology use. Actions 1.1 and 1.3 will support this work in the 2021/22 school year.

On October 5, 2020 Marcum successfully opened to full-time, in-person, instruction for TK-5th grade students Monday-Friday, while following county health department guidelines for safe reopening and social distancing. In response to stakeholder survey data, in-person offerings also included transportation and after-school care. On November 2, 2020 6th-8th grade students returned to campus. All classes had a daily 30-minute SEL period dedicated to supporting student mental health and social and emotional well-being. Teachers prepared and presented various SEL lessons and activities during this period each day. In February of 2021, Marcum-Illinois acquired a counselor who provided small group and one on one counseling sessions for about 13% of our students. Social-emotional health will continue to be addressed in Goal 2, Action 2.2.

We promoted parent engagement/participation for all students including unduplicated students and students with exceptional needs through parent information opportunities, regular communication, and virtual school events. On a spring 2021 parent survey, 100% of parents feel their involvement in their child's education is valued, 96.3% feel their input is valued, and 100% of parents feel the school is a friendly environment for all. Our efforts to increase parent engagement will continue with Goal 2, Action 2.1.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The process of piloting and adopting science curriculum was planned for the 2019/20 school year. Due to school closure, this action was not completed and will need to be completed as we continue to provide standards aligned instructional materials. Goal 1, Action 1.2.

Universal MAP testing in fall 2020 showed an expected decline from previous testing in winter 2020. Students in the socio-economically disadvantaged group, English learners, and students with disabilities showed significant learning loss as compared to the All student group. While some of that decline was recovered as indicated by winter 2021 testing, not all student groups are recovering at the same rate. We must refine our practice of assessment, progress monitoring, and intervention to mitigate learning loss in the 2021/22 school year. Goal 1, Actions 1.3.

There is a need for enhanced support in social-emotional learning. When 3rd-8th grade students were asked if bullying was a problem at school, 13% said it Usually is a problem. About 22% of parents surveyed feel that their child will need social-emotional support in the 2021/22 school year. Parents would like to see that support offered through small group work with a counselor or lessons in the classroom. We will support students' social-emotional health by providing services and programs. Goal 2, Action 2.2.

The 2019 California School Dashboard and 2020/21 local attendance data show a higher number of low-income students are chronically absent as compared to the All student group. On the 2019 CA School Dashboard 6.2% of All students were chronically absent but 10.1% of low-income students were chronically absent. We had similar findings with local data for 2020/21 P2, 10% of our All student group but 15% of our low-income students were chronically absent. Parents have reported a need for transportation since we are a rural school and students are not able to safely walk to school. Goal 2, Action 2.3

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Working closely with stakeholders, the Marcum-Illinois Union Elementary School District developed a Strategic Plan that outlines the district's Mission and Vision.

Mission: The mission of the Marcum-Illinois Union Elementary School District is to provide a high-quality education for every student in this district.

Vision: All stakeholders of the Marcum-Illinois Union Elementary School District commit to act in collaboration and to openly support our district's students in their pursuit of a quality education.

Taking into consideration our Strategic Plan along with input from stakeholders and evaluation of state and local data we have identified two LCAP goals to be the necessary focus areas.

Goal 1 – Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students.

Goal 2 – Ensure the school is a safe, engaging, and inclusive supportive environment for students and their families so that all students achieve academic excellence, and families will be actively involved in the educational process.

Key features include:

- Refining a tiered academic intervention program for students needing strategic and intensive intervention.
- Increasing Social-emotional Learning supports for students and families.
- Further developing and coordinating a system that engages parents, families, and community.
- Providing support to address student educational, behavioral, and social emotional needs by maintaining a Director of Student Services.
- Providing home to school transportation at no cost to families.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Marcum-Illinois actively sought the involvement and input of all stakeholder groups as part of the LCAP annual update process and development of the 2021-24 LCAP and considered their input before finalizing the LCAP.

Site Council/LCAP Advisory Group (Marcum-Illinois does not have an ELAC) and MIEUSD Parents: Parent surveys were sent out in March and used to obtain data for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP. In April 2021, parents were invited to attend our Site Council/LCAP Advisory Group meeting to review and discuss the progress toward the LCAP goals, as well as to provide input toward goals, actions, and services. In May 2021, the LCAP Advisory Group reviewed and approved the draft LCAP. Meetings and the availability of surveys were publicized through email messages and social media.

Classified and Certificated School Staff (Marcum-Illinois does not have a Bargaining Unit): Certificated staff completed a survey on local priority standards in February 2021. Survey data was used for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP. All school staff had the opportunity to review data and progress toward prior LCAP goals, as well as to provide input toward the annual update and 2021-24 LCAP goals and actions during spring 2021.

Students: Students in grades 3rd-8th were surveyed in February 2021 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP.

SELPA: District leaders consulted with the Sutter County SELPA Director in February 2021 for input on the Annual Update and 2021/24 LCAP.

Board of Trustees: Throughout the year the board received updates on progress of goals and actions, data outcomes, and survey results. After stakeholder input, a draft of the annual update and proposed goals and actions was presented for discussion. The draft LCAP was available on the district webpage for public comment prior to final board approval. Stakeholders were encouraged to email the school, comment through our website, or call the school to submit input. A Public Hearing of the draft LCAP was held on June 7, 2021. The LCAP was adopted on June 14, 2021.

A summary of the feedback provided by specific stakeholder groups.

Advisory Group/Parent: 2021 LCAP survey and feedback results show that intervention is important (100%); after-school tutoring is important (94%); and that parents regularly attend school activities and value engagement opportunities. Parents think the school is safe (97.1%) and 100% of parents feel the school has done a good job related to COVID safety. Increasing the academic rigor and having high expectations is a need for 11.8% of respondents as well as the need for enrichment activities. Seventy-Nine percent of parents expressed the need for transportation.

Classified and Certificated School Staff: 2021 LCAP survey and feedback results indicate a need to refine assessment, progress monitoring, and data review process; increase intervention for struggling students (academic, behavior, social-emotional); and provide professional development support in ELD, NGSS, and History-Social Science.

Students: 2021 LCAP survey results indicate students feel safe at school 83% Usually and 15% Sometimes; there are activities they enjoy at school (92%); bullying is Usually a problem 13%, Sometimes a problem 37%, Never a problem 50%; and when asked if they are comfortable asking their teachers for help, students responded, 65.7% Usually, 31.3% Sometimes, and 3% Never. These results indicate a need for more social-emotional support and implementation of an anti-bullying program.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of stakeholder engagement, metrics, and student outcomes on local measures many of the previous LCAP actions and services have been continued and/or expanded. Metrics, student outcomes, and input from parents/guardians regarding the need for intervention and after-school tutoring, increased academic rigor, and the need for enrichment activities resulted in Goal 1, "Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students."

Specific stakeholder input from parents/guardians regarding the importance and need for intervention and after-school tutoring and teacher input regarding the need for refinement of our system of assessment and progress monitoring, and support with data management resulted in the action to, "Support the academic achievement of all students, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities), by using a comprehensive assessment system and data reflection process; by providing targeted intervention and progress monitoring; and by supporting instructional planning/delivery to ensure continuous improvement." Goal 1, Action 1.3

Parents/Guardians expressed the importance of enrichment activities and students reported having activities they enjoy so we will maintain our GATE program and after-school enrichment activities. See Goal 1, Action 1.5. Parents/Guardians also expressed a need for transportation resulting in Goal 2, Action 2.3 and reported regularly attending school activities and valuing the engagement opportunities available so we are continuing to have an action related to parent involvement. Goal 2, Action 2.1.

The Board of Trustees reiterated the desire for close alignment of the LCAP and the Strategic Plan that was completed in 2018. In addition, the Board felt strongly that LCAP goals and actions should be concise, focused on a few key areas, and coordinate with other required plans.

Goals and Actions

Goal

Goal #	Description
1	Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students.

An explanation of why the LEA has developed this goal.

The actions and services linked to this goal concentrate on the implementation of content standards, instructional practices, and targeted interventions across the grade levels, for all students, especially unduplicated pupils. This focus is even more necessary as we work to address pupil learning loss due to the pandemic. Achievement on local assessments decreased between winter 2020 and winter 2021. In ELA the percentage Met for All students went from 70% to 45%; Socio-economically Disadvantaged from 60% to 34%; English learners 27% to 25%; and Students with Disabilities from 53% to 34%. In Math the percentage Met for All students went from 68% to 31%; Socio-economically Disadvantaged from 60% to 7%; English learners from 25% to 0%; and Students with Disabilities from 33% to 25%. These actions and services in Goal 1 support pupil achievement by focusing on instruction, standards-aligned materials, assessment/data, targeted intervention, and enrichment.

State Priorities: 1, 2, 4, 7, & 8

Local Priorities: Strategic Plan: Academics 1, 2, 3, 4

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services Percent of teachers appropriately assigned and fully credentialed. Source: SARC	February 2021 100%				February 2024 100%
Basic Services Percent of students with sufficient access to standards-aligned instructional materials Source: SARC	February 2021 100%				February 2024 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Implementation of State Standards Progress (1-5) in implementing programs to support staff in identifying areas they can improve in delivery of instruction.</p> <p>Source: Local Indicator Survey</p>	<p>February 2021</p> <p>ELA: 4 ELD: 3 Math: 3 NGSS: 2 HSS: 3</p>				<p>February 2024</p> <p>ELA: 5 ELD: 4 Math: 4 NGSS: 4 HSS: 4</p>
<p>Implementation of State Standards Percent of English learners scoring Standard Met in ELA on local assessment (NWEA MAP).</p> <p>Source: Local Assessment Data</p>	<p>Winter 2021</p> <p>25%</p>				<p>Winter 2024</p> <p>45%</p>
<p>Pupil Achievement Distance from Standard Met on CAASPP</p> <p>Source: CA School Dashboard</p>	<p>Fall 2019</p> <p>ELA 13.2 above – All 9.8 below – Low-Income</p> <p>Math 6.1 above – All 20.1 below – Low-Income</p>				<p>Fall 2023</p> <p>ELA 15 above – All 6 below – Low-Income</p> <p>Math 10above – All 15 below – Low-Income</p>
<p>Pupil Achievement Percent of students scoring Met or Exceed Standard on CAASPP Summative Assessment (Grades 3-8)</p> <p>Source: CAASPP Data</p>	<p>Spring 2019</p> <p>ELA 57% – All 48% – Low-Income</p> <p>Math 52% – All 44% – Low-Income</p> <p>Science 49% – All (5th & 8th)</p>				<p>Spring 2023</p> <p>ELA 62% – All 55% – Low-Income</p> <p>Math 57% – All 50% – Low-Income</p> <p>Science – All (5th & 8th) 54%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pupil Achievement Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC</p> <p>Source: CA School Dashboard</p>	<p>Fall 2019</p> <p>45.5%</p>				<p>Fall 2023</p> <p>50%</p>
<p>Pupil Achievement EL Reclassification Rate</p> <p>Source: Local Data</p>	<p>2019/20</p> <p>0 students were reclassified because there was no ELPAC testing in spring 2020</p>				<p>2022/23</p> <p>3 students reclassified</p>
<p>Course Access LEA's progress (1-5) implementing academic standards for all students.</p> <p>Source: Local Indicator Survey</p>	<p>February 2021</p> <p>CTE: 3 Physical Education: 4 VAPA: 3</p>				<p>February 2024</p> <p>CTE: 4 Physical Education: 5 VAPA: 4</p>
<p>Course Access</p> <p>Percent of unduplicated and students with exceptional needs scoring <i>Standard Not Met</i> on local assessments, receiving tutoring or tiered intervention.</p> <p>Source: Attendance in Programs</p>	<p>2020/21</p> <p>This program will be established and implemented in the 2021/22 school year</p>				<p>2023/24</p> <p>80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Other Pupil Outcomes Percent of 3rd-8th grade students scoring Standard Met on local assessment.</p> <p>Source: Local Data (NWEA MAP)</p>	<p>Winter 2021</p> <p>Reading 45% All 34% Low-income 34% Students with Disabilities 25% English learners</p> <p>Math 31% All 7% Low-income 25% Students with Disabilities 0% English learners</p>				<p>Winter 2024</p> <p>Reading 65% All 45% Low-income 40% Students with Disabilities 40% English learners</p> <p>Math 65% All 45% Low-income 40% Students with Disabilities 40% English learners</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff/PD	<p>Provide rigorous instruction to all students by recruiting, retaining, and training/supporting skilled certificated staff.</p> <ul style="list-style-type: none"> ○ PD: assessment system, writing, and learning loss/acceleration 	\$795,210	No
1.2	Instructional Materials	Provide standards-aligned instructional materials, supplemental resources, and supplies by purchasing science curriculum and consumables.	\$37,794	No
1.3	Support Academic Achievement	<p>Support the academic achievement of all students, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities). Components include:</p> <ul style="list-style-type: none"> ○ A comprehensive assessment system (MAP & FastBridge); ○ Aides to provide and support targeted intervention and progress monitoring; ○ Monthly data review; and ○ A Director of Student Services to oversee assessment and intervention system, work with teachers to analyze data and plan instruction and intervention, and on-site coaching and professional development to ensure continuous improvement. 	\$231,597	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Enrichment	Maintain GATE program by providing students increased exposure to high-level thinking activities throughout the day, as well as after-school enrichment programs. <ul style="list-style-type: none"> ○ Staff ○ Destination Imagination fee and materials 	\$2,950	No

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

Goal

Goal #	Description
2	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.

An explanation of why the LEA has developed this goal.

Stakeholder feedback and input indicate a need to address the overall wellness of all students. Factors include chronic absenteeism, parent engagement, school safety, and our local school climate. A gap exists between chronic absenteeism rates for all students, 6.2% and socioeconomically disadvantaged students, 10.1%. When asked if they had been given ways to be involved with the school, 88.2% of parents agreed they had but 11.8% disagreed. Eighty-three percent of students report usually feeling safe at school, up from 78.6% in 2020. More students indicate there are activities at school they enjoy participating in 92% in 2021 up from 84.5% in 2020. Our work in creating a safe, engaging environment has been successful and should continue. Thirteen percent of our students are receiving services from a part-time counselor and teachers indicate that need will continue to increase. All stakeholders have faced challenges over the past year that require increased services and supports to address engagement and wellness. The actions in this goal are focused on creating and maintaining a positive school climate where everyone is encouraged to be an active participant in the school community.

State Priorities: 1, 3, 5, & 6

Local Priorities: Strategic Plan: Culture & Climate 2, 3, 4, 5; Facilities 1, 2, 3

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services Facilities Inspection Tool Rating Source: Facility Inspection Tool (FIT)	December 2020 Exemplary				December 2023 Exemplary
Parental Involvement Percent of parents who agree the school seeks parental involvement. Source: Survey	February 2021 91.2% All 91% Low-income 100% Students with Exceptional Needs				February 2024 95% All 95% Low-income 100% Students with Exceptional Needs
Pupil Engagement Attendance Rate Source: P2 Local Data	P2 2021 96.33%				P2 2024 98%
Pupil Engagement Chronic Absenteeism Rate Source: CA School Dashboard	Fall 2019 6.2% All 10.1% Low-income				Fall 2023 5% All 7% Low-income

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Engagement Middle School Dropout Rate Source: CALPADS	EOY 2020 0%				EOY 2023 0%
School Climate Suspension Rate Source: CA School Dashboard	Fall 2019 .5%				Fall 2023 0%
School Climate Expulsion Rate Source: CALPADS	EOY 2020 0%				EOY 2023 0%
School Climate Percent of parents, students, and staff who feel the school is safe. Source: Survey	February 2021 Parents 97.1% Strongly Agree/Agree Students 83% Usually 15% Sometimes Staff We will collect baseline data.				February 2024 Parents Maintain >95% Strongly Agree/Agree Students 88% Usually 10% Sometimes Staff 95% Agree
School Climate Percent of parents and students who feel a sense of connectedness to the school. Source: Survey	February 2021 97% Parents 92% Students				February 2024 98% Parents 95% Students

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	Promote parent involvement through parent information opportunities, two-way communication systems, and engaging school events.	\$4,264	No

Action #	Title	Description	Total Funds	Contributing
2.2	Social-emotional Health	Support students' social and emotional health by providing a part-time school counselor and a screening program.	\$7,031	No
2.3	Transportation	Provide transportation services at no cost to families.	\$95,610	No
2.4	Facilities	Continue to provide safe, well maintained facilities. <ul style="list-style-type: none"> ○ Personnel ○ High speed internet ○ Intercom ○ Video surveillance 	\$274,241	No

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021/22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.46%	\$143,315

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Marcum Illinois EUSD will receive \$143,315 in supplemental funding for the 2021/22 school year based on the number and concentration of English learners, low income, and foster youth and does not qualify for concentration grant funding. All actions and expenditures of funds marked as contributing to increased or improved services focus on the needs of our unduplicated population and were developed using a careful analysis of data and input from our stakeholders. A review of the district's needs and metrics, along with stakeholder input, determined that supporting students' academic achievement and providing home to school transportation would be the most effective use of supplemental funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth. These actions and services are being performed on a schoolwide or districtwide basis to increase their overall efficiency and effectiveness.

A review of local universal assessments for unduplicated students indicates a performance gap in ELA and Math between unduplicated students and all students. In addition, data indicates unduplicated pupils are not recovering from pandemic-related learning loss at the same rate as their peers. Achievement on local assessments decreased between winter 2020 and winter 2021. In ELA the percentage Met for All students went from 70% to 45%; Socio-economically Disadvantaged from 60% to 34%; English learners 27% to 25%; and Students with Disabilities from 53% to 34%. In Math the percentage Met for All students went from 68% to 31%; Socio-economically Disadvantaged from 60% to 7%; English learners from 25% to 0%; and Students with Disabilities from 33% to 25%. In consideration of this performance gap and slower recovery rate, we will refine our comprehensive assessment system to provide data in such a way that teachers can quickly identify skill gaps and take action. Data meetings between classroom teachers and the Director of Student Services will be scheduled monthly with a focus on our unduplicated students. During these meetings, the team will identify skill gaps that will be addressed in the classroom with the whole class and identify students in need of Tier II and Tier III intervention. Targeted intervention will be planned and scheduled. A progress monitoring system will be implemented, including testing windows and data review dates. The Director of Student Services will oversee all universal testing, progress monitoring, assessment scheduling and training for delivery of targeted intervention as

well as monitor the progress of unduplicated pupils. Professional development activities and coaching will also be embedded throughout. These actions are being provided on an LEA-wide basis and we expect that all students scoring less than proficient on CAASPP and local assessments will benefit. However, because of the gap in performance and slow rate unduplicated pupils have recovered from pandemic related learning loss, we believe this action will support our unduplicated pupils in recovering from learning loss significantly more than other students as measured by an increase in percent proficient on ELA and math universal assessments. Goal 1, Action 1.3.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Marcum-Illinois Union Elementary School District is required to increase and improve services for unduplicated pupils by 9.46%. The actions identified within the prompt above will be completed in order to meet this proportionality percentage.

Contributing Expenditure Table							
					Totals by Type	Total LCFF	Total Funds
					Total:	\$ 150,144	\$ 231,597
					LEA-wide Total:	\$ 150,144	\$ 231,597
					Limited Total:	\$ -	\$ -
					Schoolwide Total:	\$ -	\$ -
Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.1	Certificated Staff/PD	LEA-wide		All	\$ 793,562	\$ 795,210
1	1.2	Instructional Materials	LEA-wide		All	\$ 32,179	\$ 37,794
1	1.3	Support Academic Achievement	LEA-wide	Socio-economically Disadvantaged, English learners, students with disabilities	All	\$ 150,144	\$ 231,597
1	1.4	Enrichment	LEA-wide		All	\$ 2,950	\$ 2,950
2	2.1	Parent Engagement	LEA-wide		All	\$ 4,264	\$ 4,264
2	2.2	Social-emotional Health	LEA-wide		All		\$ 7,031
2	2.3	Transportation	LEA-wide		All	\$ 95,610	\$ 95,610
2	2.4	Facilities	LEA-wide		All	\$ 264,241	\$ 274,241

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal

- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Marcum-Illinois Union Elementary School District	Maggie Irby Superintendent/Principal	maggiei@sutter.k12.ca.us 530-656-2407

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	The 2021-24 LCAP can be found in the school office or on the district website at https://www.marcum-illinois.org/
Expanded Learning Opportunities (ELO) Grant Plan	The Expanded Learning Opportunities (ELO) Grant Plan can be found in the school office or on the district website at https://www.marcum-illinois.org/

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$14,091

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$14,091
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$14,091

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

The district has made every effort to ensure groups representing students with unique needs, community partners, parents/guardians, students, and staff were invited to provide input in the development of this plan. To obtain input on the best use of ESSER III funds a survey was developed for parents/guardians, community members, students, and staff. Meetings were held with groups representing the community as well as the Marcum-Illinois Parent Advisory Group.

ESSER III Consultation

Parent/Guardian/Community: Survey, June 2021

Students: Survey, September 2021

Classified and Certificated Staff/Bargaining Unit: Survey, September 2021

Community Partners: Advocates representing the interest of children with disabilities, homeless students, foster youth, and low income: Meeting, September 7, 2021

The district evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups, groups representing Migratory Students, and Tribes are neither present nor served by the LEA

English learner advocates: We do not have an ELAC based on the number of students classified as English learners

SELPA: Meeting, July 30, 2021

Parent Advisory Group: Meeting, October 1, 2021

The draft of this plan was posted on our website and interested parties had an opportunity to provide feedback to the superintendent prior to adoption.

A description of how the development of the plan was influenced by community input.

Community engagement efforts resulted in valuable input and feedback into our planning process. Listed below are priority themes that resulted from the ELO, LCAP, and ESSER III Plan community engagement efforts and influenced the development of the ESSER III Plan:

ELO

- Extend learning time through after-school tutoring delivered by classroom teachers and/or instructional aides
- Fund instructional aides to support intervention
- Contribute to school nutrition, provide hotspots to students with no internet during school closures, fund high-speed internet, and purchase social-emotional screener

LCAP

Parent Advisory Group (No ELAC), Parents/Guardians, and Community

2021 LCAP survey and feedback results show that intervention is important (100%); after-school tutoring is important (94%); and parents regularly attend school activities and value engagement opportunities. Parents think the school is safe (97.1%) and 100% of parents feel the school has done a good job related to COVID safety. Increasing the academic rigor and having high expectations is

a need for 11.8% of respondents as well as the need for enrichment activities. Seventy-Nine percent of parents expressed the need for transportation.

Classified and Certificated Staff/Bargaining Unit

There is a need to refine assessment, progress monitoring, and data review process; increase intervention for struggling students (academic, behavior, social-emotional); and provide professional development support in ELD, NGSS, and History-Social Science.

ESSER III

Parent Advisory Group (No ELAC), Parents/Guardians, and Community

- Academic support will be needed.
- Preferred intervention model is during the school day or after-school and includes homework help.

Students

- Most students report getting the help they need at school.
- After-school tutoring and homework help is first choice of help needed.

Classified and Certificated Staff/Bargaining Unit

- Intervention during the school day and after-school tutoring are the best ways to support student learning.
- There is a need for counseling.

Community Partners

- There is an increase in anxiety among students and parents so SEL support is necessary.
- The need for technology support for students.
- Importance of diagnostic assessments for academics and SEL and support for struggling students.

SELPA

- Universal assessments need to be administered to all students. Since SEL screening tools are new, establish cut points and tiers for support. Work with school counselors on this process.

The need for academic and SEL support and intervention are themes from stakeholder groups across multiple plans. Actions to address many of those needs, such as intervention during the school day, diagnostic universal assessments, and SEL support, are being funded through our LCAP. Based on Stakeholder feedback, it was determined that no ESSER III funds will be allocated to *Safe In-Person Learning* or *Use of Any Remaining Funds*. Parents/Guardians, Students, and Staff all selected after-school tutoring as a method of supporting student learning therefore ESSER III funds will be used to *Address the Impact of Lost Instructional Time*. by funding after-school tutoring.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A			

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$14,091

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 1.3	After-School Tutoring	The LCAP includes funding for certificated and classified staff to deliver after-school tutoring on grade-level standards. ESSER III funds will allow us to continue this in the 2022/23 school year.	\$14,091

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$0			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A			

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
After-School Tutoring	The Director of Student Services will monitor classroom assessment results and grades for students enrolled in after-school tutoring to monitor progress in grade-level standards.	Monthly

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Educator Effectiveness Block Grant 2021 Expenditure Plan Template

LEA Name:	Marcum-Illinois Union School District
Contact Name:	Maggie Irby, Superintendent/Principal
Email Address:	maggiei@sutter.k12.ca.us
Phone Number:	530-656-2407 ext 14

Total Amount of funds received by the LEA:	\$ 61,893.00
Date of Public Meeting prior to Adoption:	11/8/2021
Date of adoption at a public meeting:	12/13/2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Co-teaching, coaching and mentoring of teachers and para educators in classroom management, behavior management, and academic instruction via the Director of Student Services and SCSOS. Provide substitutes to ensure that teachers and coaches are able to complete the coaching cycle and lesson study to improve instruction and behavior management.	\$ 1,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 11,000.00
Administrator Induction Program	\$ 4,000.00	\$ 4,000.00				\$ 8,000.00
Subtotal for this section:	\$ 5,000.00	\$ 6,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,000.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development for Certificated staff that supports academic areas (workshops, hotel, travel, mileage, etc.)		\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 9,500.00
Professional Development for Classified staff that supports academic areas (workshops, hotel, travel, mileage, etc.)		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00

Substitutes to provide coverage for certificated/classified staff during professional development that supports academic areas	\$ 1,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 9,000.00
Subtotal for this section:	\$ 1,000.00	\$ 5,000.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 22,500.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Kelvin- SEL Online Program	\$ -	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
Subtotal for this section:	\$ -	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Support School House System with supplies and materials as necessary. The House System promotes inclusion, provides an immediate sense of belonging for all students and staff, builds character, creates strong relationships amongst peers as well as between students and staff, supports positive behavior, encourages academic success, reduces bullying, and more.	\$ 2,393.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,393.00
Subtotal for this section:	\$ 2,393.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,393.00

Summary of Expenditures

Section Totals	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	\$ 5,000.00	\$ 6,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,000.00
Subtotal Section (2)	\$ 1,000.00	\$ 5,000.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 22,500.00
Subtotal Section (4)	\$ -	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
Subtotal Section (5)	\$ 2,393.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,393.00
Totals By Year:	\$ 8,393.00	\$ 16,000.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 61,893.00

Total Planned Expenditures by the LEA:

\$ 61,893.00

Internet Safety Policy For Marcum-Illinois Union School District

Introduction

It is the policy of Marcum-Illinois to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes. *

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Marcum-Illinois online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the Marcum-Illinois staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Administration or designated representatives.

The Administration or designated representatives will provide age-appropriate training for students who use the Marcum-Illinois Internet facilities. The training provided will be designed to promote the District's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Marcum-Illinois Internet Safety Policy;
- b. Student safety with regard to:
 - i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

Reconfirmation/Adoption

This Internet Safety Policy was reconfirmed and adopted by the Board of Marcum-Illinois at a public meeting, following normal public notice, on November 8, 2021.