

Introduction:

LEA: McSwain Union Elementary School District Contact: Stan Mollart, Superintendent – hbrasil@mcswain.k12.ca.us – 209-354-2711 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>All stakeholder groups were invited to meetings to gather a better understanding of the Local Control funding Formula and the Local Control Accountability Plan. With this information the McSwain Education Community would be able to provide input and guidance as we worked through the process together.</p> <ul style="list-style-type: none"> • District staff created and shared a multimedia presentation with board/staff, etc. • Parent, teacher and community stakeholders meetings are conducted. The District Advisory team convenes to understand their role in the LCAP process and to give input. • A survey assessing both student and parent/community members’ perceptions about school needs is created and posted online. • A district writing team is established to synthesize input and create goals. • The district conducts public hearings about the draft of LCAP. <p>The Governing Board approves the LCAP and forwards it to the Merced County Office of</p>	<ul style="list-style-type: none"> • Information is shared in a transparent manner about the purpose of LCAP, the 8 State priorities, and the roles and responsibilities of stakeholder groups. • Parents voiced the need for more technology and smaller class sizes and support for students who are not meeting standards. Teachers voice the need for support with Common Core implementation. • Both adults and students voiced the need for support and enrichment activities to better serve students and connect them to school. <p>Based on comments and discussion throughout the process our school support team decided that student achievement and the</p>

Education.	overall education of all McSwain students would be enhanced through smaller class sizes, access to technology, and deeper classroom implementation of the Common Core State Standards. The overall school climate and student engagement of our students would be improved by strengthening support in both enrichment and remediation services for students in need, and for all students, as appropriate. These translated to four goals and are supported by actions and outcome metrics, as described in Section II.
Annual Update: This year the teachers focused on supplemental services and held an election to prioritize additional support services for identified students.	Annual Update: Our goals continue to be valid and supported by stakeholder groups. We will continue to reduce class sizes, increase access and use of Chromebooks as our electronic device of choice moving toward a 1:1 implementation. We will continue to provide professional development and materials as we move toward full implementation of the Common Core State Standards, while providing individual student support as appropriate.
October 8, 2014 – School Site Council / DELAC discussed LCAP and specific student needs.	Subsequent meetings held to continue the discussion on 1/26/15, 3/30/15
December 9, 2014 - First Interim Report with detailed information regarding the LCFF and LCAP presented to the Board at their regular meeting.	No Action
April 11 & 22, 2015 – Parent and Community informational meeting and data review from previous years data.	
April 27, 2015 – School Site Council / DELAC provided recommendations and input into the LCAP Process.	Consider <ul style="list-style-type: none"> • Additional office clerical time • Increasing library tech support hours • Provide two GATE Coordinators
May 6, 2015 - LCFF/LCAP presentation to bargaining units.	Created a team to develop priorities and submit for consideration.
May 13 - 15 2015 – Bargaining units voted on suggested priorities.	Submitted staff priorities for possible inclusion in the LCAP <ol style="list-style-type: none"> 1. Increase 2.5 hour library tech to 3.5 hour 2. Hire two part time TK -3 Clinicians 3. Provide Science learning experiences 4. Provide after school enrichment activities.

Administrative staff met on the following dates to plan, develop, review information pertaining to the LCAP: December 10, 2014 - March 23, 2015 – April 29, 2015 -	
June 5, 2015 – Notice to public of the opportunity to submit written comments regarding the specific actions and expenditures proposed in the LCAP plan.	
June 9, 2015 – Public Hearing to solicit recommendations and comments from the public. Superintendent will respond in writing to any comments.	
June 23, 2015 – Board adoption of LCAP August 11, 2015 – Board Review and Approval of Amendments	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	#1: Maximize the learning environment for all students to perform at high levels and demonstrate 21 st century skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_ <u>X</u> 6__ 7__ 8_ <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need : Increase quality time spent between teacher and individual students.

Goal Applies to: Schools: McSwain School
 Applicable Pupil Subgroups: All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Grades TK – 3 Class size of 23:1 or lower Grades 4 – 8 Class size of 32:1 or lower Increase student attendance by .5% Decrease chronic absenteeism by .5% Expect 100% 8 th grade graduation rate with 0% dropout rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire 1.5 FTE and retain 1.75 FTE staff at appropriate levels to obtain stated class size goals.	District Wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$247,554 Base Funding
Continue to fund Director of Technology position to support the LAN and provide support for technology in the classroom as used for Common Core Instruction	District Wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$47,192 Base and 31,461 is Supplemental Funding
Purchase one additional class set of ChromeBooks.	District Wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$35,000 Base Funding

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Grades TK – 3 Class size of 23:1 or lower Grades 4 – 8 Class size of 32:1 or lower Increase student attendance by .5% Decrease chronic absenteeism by .5% Expect 100% 8th grade graduation rate with 0% dropout rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff at appropriate levels to maintain stated class size goals. Add 1.0 FTE	District Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$70,000 Base Funding
Continue to fund Director of Technology position to support the LAN and provide support for technology in the classroom as more students have access to technology.	District Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$49,551 Base and \$33,034 is Supplemental Funding
Purchase one additional class set of ChromeBooks.	District Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 Base Funding

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Grades TK – 3 Class size of 23:1 or lower Grades 4 – 8 Class size of 32:1 or lower Increase student attendance by .5% Decrease chronic absenteeism by .5% Expect 100% 8th grade graduation rate with 0% dropout rate		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire and staff at appropriate levels to obtain stated class size goals.	District Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$70,000 Base Funding
Continue to fund Director of Technology position to support the LAN and provide support for student connectivity as more devices are deployed in the classrooms.	District Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$52,029 Base and \$34,686 is Supplemental Funding
Purchase one additional class set of ChromeBooks.	District Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$35,000 Base Funding

OAL:	#2. Develop student literacy in all content areas, and provide support for struggling students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	Common Core Implementation for all students
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Goal Applies to:	Schools: McSwain School	Applicable Pupil Subgroups: All Students
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LCAP Year 1 2015-16

Expected Annual Measurable Outcomes:	60% of English learner, low income, foster youth will meet or exceed standards in local benchmark assessments, 75% of EL students will show growth on AMAO 1 and AMAO 2 3% Increase in reclassification of English Language Learners 100% of 8 th grade students will graduate. 100% of students will have access to CC aligned Textbooks by the end of the school year 100% of all students will receive access to the core curriculum as demonstrated by the master schedule.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school will participate in the English Language Arts adoption cycle this year to provide Common Core aligned instructional materials for students.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$150,000 Base Funding
We will continue to provide an English Language Institute for up to 14 days prior to the start of school in support of EL students.	District Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,100 Title I

<p>Continue to fund 6 – 3.5 hour bilingual aides and train on new ELD / Common Core Standards to assist with curriculum changes.</p>	<p>District Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$47,104 Supplemental Funding</p>
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Provide six week blocks of instructional tutoring for 3 days per week for struggling students in grades TK - 2	District Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$31,240 Title I
Administrators identify struggling students in 7 th & 8 th grade at risk of non –grad status and provide additional appropriate support.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,491 Base Funding

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	60% of English learner, low income, foster youth will meet or exceed standards in local benchmark assessments, 75% of EL students will show growth on AMAO 1 and AMAO 2 3% Increase in reclassification of English Language Learners 100% of 8th grade students will graduate. 100% of students will have access to CC aligned Textbooks by the end of the school year 100% of all students will receive access to the core curriculum as demonstrated by the master schedule.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will continue to provide an English Language Institute for up to 14 days prior to the start of school in support of EL students.	District Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$7,100 Title I
Continue to fund 6 – 3.5 hour bilingual aides and train on new ELD / Common Core Standards to assist with curriculum changes.	District Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$48,517 Supplemental Funding
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LCAP Year 3: 2017-18

Expected Annual Measurable	60% of English learner, low income, foster youth will meet or exceed standards on CAASPP ELA assessments, 80% of EL students will show growth local assessments, and we will maintain a 0% non-grad status for all 8 th
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Provide six week blocks of instructional tutoring for 3 days per week for struggling students in grades TK – 2	District Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SWD	\$31,240 Title I
Administrators identify struggling students in 7 th & 8 th grade at risk of non –grad status and provide additional appropriate support.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,615 Base Funding
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	60% of English learner, low income, foster youth will meet or exceed standards in local benchmark assessments, 75% of EL students will show growth on AMAO 1 and AMAO 2 3% Increase in reclassification of English Language Learners 100% of 8th grade students will graduate. 100% of students will have access to CC aligned Textbooks by the end of the school year 100% of all students will receive access to the core curriculum as demonstrated by the master schedule.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will continue to provide an English Language Institute for up to 14 days prior to the start of school in support of EL students.	District Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$7,100 Title I
Continue to fund 6 – 3.5 hour bilingual aides and	District	<input type="checkbox"/> ALL	

train on new ELD / Common Core Standards to assist with curriculum changes.	Wide	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$49,973 Supplemental Funding
Provide six week blocks of instructional tutoring for 3 days per week for struggling students in grades TK - 2	District Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u>	\$31,240 Title I
Administrators identify struggling students in 7 th & 8 th grade at risk of non –grad status and provide additional appropriate support.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,746 Base Funding

GOAL:	#3. Ensure students access and demonstrate high levels of achievement on Common Core State Standards	Related State and/or Local Priorities: 1__X_ 2__X_ 3__ 4__X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Target professional development to enhance educational opportunities and effectiveness for low income, Foster Youth & English Learners.

Goal Applies to: Schools: McSwain
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Increase number of students meeting or exceeding standards on the state CAASPP test.
 100% of teacher will meet Highly Qualified Teacher Status
 90% of teachers will be observed implementing CC and EL Instructional Strategies

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire four clinicians to support EL, Foster Youth and Low Income Students master the Common Core Curriculum. Two in grades TK – 3 and two in grades 4 – 8	District Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$99,538 Supplemental Funding
Provide Teacher professional development opportunities in the common core with emphasis on low income, Foster Youth and English Learner strategies.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10,000 Base Funding
Provide 2 minimum days during the school year to facilitate additional teacher grade level collaboration time	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$0
Provide Common Core materials and software	District	<input checked="" type="checkbox"/> ALL	

including English Learner support materials.	Wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$18,000 Base and \$12,000 is Supplemental Funding
Continue to provide a teacher on special assignment to assist teachers with lesson development and implementation of the Common Core.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$45,492 Base and \$30,328 is Supplemental Funding

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase number of students meeting or exceeding standards on the state CAASPP test. 100% of teacher will meet Highly Qualified Teacher Status 90% of teachers will be observed implementing CC and EL Instructional Strategies		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide four clinicians to support EL, Foster Youth and Low Income Students master the Common Core Curriculum. Two in grades TK – 3 and two in grades 4 – 8	District Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ SWD	\$104,515 Supplemental Funding
Provide Teacher professional development opportunities in the common core with emphasis on low income, Foster Youth and English Learner strategies.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Base Funding
Provide 2 minimum days during the school year to facilitate additional teacher grade level collaboration time	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0

Continue to provide a teacher on special assignment to assist teachers with lesson development and implementation of the Common Core.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$47,767 Base and \$31,844 is Supplemental Funding
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase number of students meeting or exceeding standards on the state CAASPP test. 100% of teacher will meet Highly Qualified Teacher Status 90% of teachers will be observed implementing CC and EL Instructional Strategies		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide four clinicians to support EL, Foster Youth and Low Income Students master the Common Core Curriculum. Two in grades TK – 3 and two in grades 4 – 8	District Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u>	\$109,741 Supplemental Funding
Provide Teacher professional development opportunities in the common core with emphasis on low income, Foster Youth and English Learner strategies.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$10,000 Base Funding
Provide 2 minimum days during the school year to facilitate additional teacher grade level collaboration time	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0

Continue to provide a teacher on special assignment to assist teachers with lesson development and implementation of the Common Core.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,155 Base and \$33,437 is Supplemental Funding
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GOAL:	#4 Provide a school wide learning environment that is welcoming to all students and families, provides appropriate social supports for students in need, and that connects students to school.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Maintain the strong family support for students and staff to ensure a positive school climate.
Goal Applies to:	Schools: McSwain Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	75% of students will report that they feel safe at school. 3% decrease in suspension and expulsion rate. 75% of parents will report that they feel welcome on campus. 100% of school facilities will score Good on the FIT report. Over the course of the year we will have 90% participation of the DLAC / Site Council members.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide bilingual clerical staff in school offices to enhance communication with families.	District Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,262 Supplemental Funding
Continue to support one 2.5 hour library tech and increase one additional hour to provide support for all subgroups.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,.920 Base and \$3,280 is Supplemental Funding

Continue to provide art experiences for all students to provide positive connections to school.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$56,000 Base funding \$13,889 is Supplemental Funding
Continue to provide counseling services to students who struggle in either a social or academic setting.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$22,440 Base and \$14,960 is Supplemental Funding

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	80% of students will report that they feel safe at school. 80% of parents will report that they feel welcome on campus. 3% decrease in suspension and expulsion rate. 100% of school facilities will score Good on the FIT report. Over the course of the year we will have 90% participation of the DLAC / Site Council members.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide bilingual clerical staff in school offices to enhance communication with families.	District Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,900 Supplemental Funding
Continue to support one 3.5 hour library tech to provide support for all subgroups.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,067 Base and \$3,378 is Supplemental Funding

Continue to provide art experiences for all students to provide positive connections to school.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$58,800 Base and \$14,583 is Supplemental Funding
Continue to provide counseling services to students who struggle in either a social or academic setting.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$23,562 Base and \$15,708 is Supplemental Funding
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	85% of students will report that they feel safe at school. 85% of parents will report that they feel welcome on campus. 3% decrease in suspension and expulsion rate. 100% of school facilities will score Good on the FIT report. Over the course of the year we will have 90% participation of the DLAC / Site Council members.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide bilingual clerical staff in school offices to enhance communication with families.	District Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$22,557 Supplemental Funding
Continue to provide one 3.5 hour library tech to provide support for all subgroups.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,219 Base and \$3,479 is Supplemental Funding
Continue to provide art experiences for all	District	<input checked="" type="checkbox"/> ALL	

students to provide positive connections to school.	Wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$61740 Base and \$15,312 Is Supplemental Funding
Continue to provide counseling services to students who struggle in either a social or academic setting.	District Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$24,740 Base and \$16,493 is Supplemental Funding

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	#1 Maximize the learning environment for all students to perform at high levels and demonstrate 21 st century skills.	Related State and/or Local Priorities: 1X 2__ 3__ 4X 5__ 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:		Schools: McSwain		
		Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Current API baselines for all students and significant subgroups will be identified. TK – 3 Class size of 24:1; Grades 4-8; 33:1 or lower The Director of Technology will be hired & create a plan to support all classrooms with technology access for curriculum and assessment support. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> TK – 3 = 21.25 average per class; 4 – 8 26.3 average per class Grades 3 – 8 successfully completed the Online Smarter Balanced Assessment with no technical difficulties. Teachers received a Chromebook device and began learning to develop and implement online lessons and student collaboration based around the implementation of the CCSS.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
Hire 1.7 additional Certificated FTE		\$123,000 Base & Supplemental	Hired 1.7 FTE	
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools
__ALL			_X_ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Director of Technology Position		\$65,000 Base & Supplemental	Hired a Director of Technology	
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Increase the number of students participating in a 1:1 device implementation		\$35,000 Base & Supplemental	Purchased a set of Chromebooks		\$43,445 Base & Supplemental
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		All actions and services will continue in the new year.			

Original GOAL from prior year LCAP:	#2 Develop student literacy in all content areas, and provide support for struggling students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: McSwain School Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Local benchmarks will demonstrate 55% of English Learner, low income and FY students' score at local proficiency rates in English language arts and math. 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> 65 students participated and of this group 37% gained at least one level on the fall CELDT EL Proficiency Test. EL students received one on one and small

	<ul style="list-style-type: none"> 70% of English Learner students make progress in English proficiency. 100% of the identified non-graduating students will be given additional support. 		<ul style="list-style-type: none"> group instructional support. Once students master the concept they were able to exit the extended day program. Even with additional support two students did not complete all requirements for graduation. They will be promoted to high school next year.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide an English Learner Institute for up to 14 days to support struggling students.		\$5,634 Title I	14 Day Summer English Learner Institute \$2,444 Title I	
Scope of service:	LEA Wide / All Schools		Scope of service:	
__ALL			LEA Wide / All Schools	
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA Wide / All Schools	
Fund 6 – 3.5 hr bilingual aides and train on new ELD standard		\$59,662 Supplemental	Provide 6 - 3.5 hour bilingual instructional aides \$53,227 Supplemental	
Scope of service:	LEA Wide / All Schools		Scope of service:	
__ALL			LEA Wide / All Schools	
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA Wide / All Schools	

K-2 teachers provide after school tutorial 3 days per week in six week blocks.		\$79,493 Supplemental	Provide tutoring in K-2 in six week blocks 3 days per week.	\$31,240 Supplemental
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide resources to support administrators and appropriate staff in providing support to at risk students.		\$0	Administrators provide support for 7 th & 8 th graders at risk for non-graduation	\$0
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		All actions and services will continue in the new year.		

Original GOAL from prior year LCAP:	#3 Ensure students access and demonstrate high levels of achievement on Common Core State Standards		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	McSwain School			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of staff participate in Common Core State Standards professional development focusing on English/reading & math literacies. ELA and Math Common core materials/software identified and purchased. 70% of all students and subgroups will demonstrate proficiency rates on local English/Reading and math benchmarks. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Consultants were provided to support teachers in cross curricular implementation of the CCSS and to develop grade level appropriate materials. Teachers were able to begin implementation of essential elements of Common Core instruction in the classroom. Teachers did collaborate and developed lesson plans and common assessments across grade levels. Teachers, students and English Learners utilized the new instructional materials and software provided. 	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Teacher Training Hours		\$50,000 Common Core	Provide Staff Development and Curriculum Development for Common Core implementation.		\$37,000 Common Core
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools	
<u> </u> X ALL		<u> </u> X ALL			
OR:		OR:			

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Hire a teacher on special assignment to assist teachers with implementation of the Common Core Curriculum.		\$95,600 Base & Supplemental	Hire a teacher on special assignment to assist teachers with implementation of the Common Core Curriculum.		\$78,439 Base & Supplemental
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Will provide two additional minimum days or a 20% increase in teacher collaboration time for planning.		\$0	Provide 2 additional minimum days for teacher collaboration		\$0
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Purchase Common Core Materials and software licenses		\$68,000 Common Core	Provide Common Core materials and software including EL Support Materials.		\$41,589 Common Core
Scope of	LEA Wide / All Schools		Scope of	LEA Wide / All Schools	

service:		service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on teacher input we are planning to provide four certificated part time clinicians to assist teachers and students as they continue to work and master the new Common Core State Standards.		

Original GOAL from prior year LCAP:	#4 Provide a school wide learning environment that is welcoming to all students and families, provides appropriate social supports for students in need, and that connects students to school.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7_ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: McSwain School	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 20% of increased student responses to meaningful participation in school activities on CA Healthy Kids Survey Suspension & major discipline referrals decrease by 10% from 2013-14 Parent surveys indicate 75% satisfaction with school climate. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> While we offered access and reading programs and activities the participation rate was not as expected. Student use of the library has greatly increased as expected. Display cases were purchased and individual and group projects are displayed in the halls for peers and parents to view when they visit the campus. The displays are updated frequently to provide more students the opportunity to showcase their work. Our Counselor provided individual and group counseling to students as appropriate to their academic and social needs.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Open library 4 hrs/wk for 6 weeks during summer break.	\$5,500 Supplemental	Provide Summer Reading Program – 4 hours per week for 6 weeks.	\$2,725 Supplemental
Scope of service:	LEA Wide / All Schools	Scope of service:	LEA Wide / All Schools

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2 Bilingual Office Clerks		\$23,014 Supplemental	Provide bilingual clerical staff in school offices to enhance family and student communications		\$28,416 Supplemental
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Hire one 2.5 hour library tech		\$6,550 Base & Supplemental	Hired one 2.5 hour per day library technician		\$6,873 Base & Supplemental
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Increase art teacher time by 20%		\$14,010 Base & Supplemental	Increase art teacher time by 20%		\$12,149 Base & Supplemental
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR:			OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Train Counselor and dedicate a minimum 90% of her time per week to support struggling students		\$41,280 Base & Supplemental	Train Counselor and dedicate 90% of her time to struggling students and students in need.		\$52,134 Base & Supplemental
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools	
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on lower than expected participation in the Summer Reading Program we discontinue that service for the 2015-16 school year. As a result of the positive feedback and large number of library patrons at West Campus we are increasing the Library Tech hours. All other services will continue as planned.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>377,909</u>
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McSwain Union Elementary School District has determined that the following programs and services are the most effective use of funds because it will ensure the district meets both our academic and social goals for all students and for our significant subgroups. McSwain Union ESD is dedicated to providing the highest level of academic and social services to all students. Research shows that students with early literacy and social emotional support achieve at higher levels throughout their school experience. For this reason we have chosen to use the majority of our Supplemental Funds to strengthen our core instructional program for all students. We have determined that the following programs are principally directed towards and will be effective in meeting the district’s goals for its unduplicated pupils in the state and local priority areas.

- We hire additional teachers to keep class sizes small.
- We provide four clinicians to increase English language development and common core instruction in all grades.
- We are providing targeted student specific professional development including ELD, Common Core and technology integration to support teachers and all students.
- We have a teacher on special assignment to help teachers with technology in the classroom and to provide extra support for English Language Learners.
- We provide additional grade level staff development collaboration to enhance common core and English Language Development.
- We provide common core materials and software including English learner support materials.
- We have added library staffing hours and added bilingual library materials and support for students including English Language Learners.
- We have increased art programs by 20%.
- We have implemented an English Learner Institute for up to 14 days during summer.
-

We provide the above programs and services on a districtwide basis because these services will not only benefit our targeted subgroups, but will also benefit all of McSwain’s students.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.52	%
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Keeping in line with McSwain Union Elementary School District's core vision and goals, the following actions and services are specifically designed to increase achievement for English Learners, Low Income, and Foster Youth students which comprise 40% of our district. McSwain UESD will focus services and resources in four goal areas that collectively improve student achievement and implementation of the 8 LCFF priorities and demonstrate qualitatively how the district is improving its services to unduplicated students. The following actions demonstrate qualitatively how the district is improving services in support of its unduplicated pupils:

- By increasing the number of qualified teachers in the 14 day of summer English Learner Institute for struggling students, we are serving more students including English Language Learners in all grades TK-8.
- Provide six 3.5 hour per day bilingual instructional aides to support English Language Learners and increase student participation in after school tutoring.
- Hire four part-time clinicians to support common core and English Language Development instruction.
- Provide bilingual clerical staff in both school offices to enhance family & student communication.
- Train Counselor and provide priority services to unduplicated students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is

defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]