



Introduction:

LEA: McSwain Union Elementary School District Contact: Helio Brasil, Superintendent – hbrasil@mcswain.k12.ca.us – 209-354-2711 LCAP Year: 2016-17

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
All stakeholder groups were invited to meetings to gather a better understanding of the Local Control funding Formula and the Local Control Accountability Plan.	<ul style="list-style-type: none"> • Information is shared in a transparent manner about the purpose of LCAP, the 8 State priorities,

With this information the McSwain Education Community was able to provide input and guidance as we worked through the process together.

- District staff created and shared a multimedia presentation with board/staff, parents, and community groups including the McSwain Education Foundation.
- Parent, teacher and community stakeholders meetings are and were conducted. The District Advisory team convenes to understand their role in the LCAP process and to give input. Parent and community surveys were conducted and the results reviewed during the review and update of the plan.
- A survey assessing both student and parent/community members' perceptions about school needs was created and administered both online and by paper and pencil responses.
- A specific survey dealing with school climate and student safety was administered to students in grades 3-8 and parents of K-8 as well as the entire staff. The results of this survey were considered and taken into account in the goal setting and update review.
- A district writing and update revision team is established and meets as needed to synthesize input and create goals.
- The district conducts public hearings about the draft of LCAP monthly at each District Board Meeting from October 2015 – June 2016.
- The board reviews progress on the LCAP Update on a monthly basis and allow for public comment.
- Both the Certificated and Classified Bargaining Units have been given opportunities to make recommendations and to be active participants in the development of our plan. Both units have been active stakeholders in

and the roles and responsibilities of stakeholder groups.

- Parents continue to voice 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 continued Common Core implementation as well as Technology Integration.
- Both adults and students voiced the need for support and enrichment activities to better serve students and connect them to school.
- As a result of the school climate surveys revisions to the safety plan and the increase of counseling services is being addressed and added to the LCAP.

Based on comments and discussion throughout the process our school support team decided that student achievement and the 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 along with the integration of technology. 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. The goals were determined based on all stakeholders input.

<p>the plan development and update. Attendance by the members is documented and evidenced.</p> <ul style="list-style-type: none"> • Our Certificated Bargaining Unit completely supported this process. They had their members sign up to serve on the LCAP Committee as a part of their chapter duties and responsibilities. • Planning meetings seeking parental and community input were held to review, prioritize, and update the plan: 10/20/15, 10/27/15, 10/28/15, 1/14/16, 01/19/16 2/22/16, 03/7/1, 03/14/16, 03/15/16, 03/23/16, 4/11/16, 5/12/16. Stakeholders in this process included: parents, community members, board of trustees, classified and certificated staff. Additional parental input was sought out via parent conferences, report card nights, open house, parent club meetings, Education Foundation meetings, school site council meetings, and DELAC meetings. • The Governing Board will approve the LCAP in June 2016 and it will be forwarded to the Merced County Office of Education. 	
<p>Annual Update: This year the LCAP Committee/Team including parents, community members, board of trustees, classified and certificated staff focused on supplemental services and met multiple times to prioritize additional support services for identified students.</p>	<p>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. We continue to be impacted by declining enrollment as well as a decline in Local Control Funding Formula allocations based on our student demographics.</p>

<p>October 28, 2015 – May 10, 2016 School Site Council / DELAC discussed LCAP and specific student needs during the scheduled meetings.</p>	<p>Subsequent meetings held to continue the discussion on 10/20/15, 10/27/15, 10/28/15, 1/14/16, 01/19/16 2/22/16, 03/7/1, 03/14/16, 03/15/16, 03/23/16, 4/11/16, 5/12/16</p>
<p>December 8, 2015 - First Interim Report with detailed information regarding the LCFF and LCAP presented to the Board at their regular meeting.</p>	<p>No Action</p>
<p>October 28, 2015 and January 14, 2016 – Specific Parent and Community informational meeting and data review from previous year data were held. These informational meetings were held as both a morning and evening session to accommodate parental work schedules. Monthly reviews during public comment period of District Board Meetings (October 2015 – June 2016).</p>	<p>Reviewed student assessment data and financial health of district.</p>
<p>03/15/2016 – 05/10/2016 School Site Council / DELAC provided recommendations and input into the LCAP Process.</p>	<p>Consider</p> <ul style="list-style-type: none"> • Additional office clerical time • Increasing library tech support hours • Bilingual aide increase to support EL Learners
<p>10/20/15, 10/27/15, 10/28/15, 1/14/16, 01/19/16 2/22/16, 03/7/1, 03/14/16, 03/15/16, 03/23/16, 04/11/16, 05/12/16 - LCFF/LCAP presentation to bargaining units and LCAP Committee.</p>	<p>Created a team to develop priorities and submit for consideration.</p>
<p>March 7 and March 14 2016 – Bargaining units voted on suggested priorities.</p>	<p>Submitted staff priorities for possible inclusion in the LCAP</p> <ol style="list-style-type: none"> 1. Increase 3.5 hour library tech to (2) 3.5 hour 2. Continue to provide up to 2.0 FTE Support Teachers to support EL, Foster Youth and Low Income Students master the Common Core Curriculum. Up to one in grades TK – 3 and up to one in grades 4 – 8. 3. Continue to provide a teacher on special assignment to assist teachers with lesson development and implementation of the Common Core and Technology Integration. 4. Continue to provide – 3.5 hour bilingual aides and training on new ELD / Common Core Standards to assist with curriculum changes.

	<ol style="list-style-type: none"> 5. Provide two six week blocks of instructional tutoring for 3 days per week for struggling students in grades TK - 3 6. Continue to provide counseling services to students who struggle in either a social or academic setting by increasing the number of service days up to a maximum of 1.0 FTE. This will be based on enrollment and funding ability. 7. Provide after school enrichment activities.
Administrative staff met on the following dates to plan, develop, and review information pertaining to the LCAP: 10/20/15, 10/28/15, 1/14/16, 2/22/16, 03/7/16, 03/14/16 and 05/12/16	
June 9, 2016 – Notice to public of the opportunity to submit written comments regarding the specific actions and expenditures proposed in the LCAP plan.	
June 9, 2016 – Public Hearing to solicit recommendations and comments from the public. Superintendent will respond in writing to any comments.	
June 28 , 2016 – Board adoption of LCAP	

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: 2016-17

Expected Annual Measurable Outcomes:	Grades TK – 3 Class size of 24:1 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 graders be promoted to high school
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will retain prior 14-15 and 15-16 (3.5) FTE and continue to staff at appropriate levels to obtain stated class size reduction goals and to increase English Learner access to grade level standards.	District Wide	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$107,675 Supplemental 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 and Integration. Provide one on one technical support and training to teachers on how to incorporate technology as a tool to deliver Common Core Instruction to English Language Learners, Foster Youth and Low Income students.	District Wide	__ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$31,766 Supplemental Funding

<p>Purchase one additional grade level set of ChromeBooks. Based on enrollment and funding levels. This will continue to provide access to all students as they engage in the common core curriculum. This will also assist English Language Learners, Foster Youth and Low Income students in making the connection between technology and the learning process.</p>	<p>District Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$13,300 Supplemental Funding</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Grades TK – 3 Class size of 24:1 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 graders be promoted to high school</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>Continue to staff at appropriate levels to maintain stated class size goals and to increase English Learner access to grade level standards.</p>	<p>District Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>	<p>\$108,800 Supplemental Funding</p>
<p>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 and Integration. Provide one on one technical support and training to teachers on how to incorporate technology as a tool to deliver Common Core Instruction to English Language Learners, Foster Youth and Low Income students.</p>	<p>District Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$32,400 Supplemental Funding</p>

<p>Purchase one additional grade level set of ChromeBooks. Based on enrollment and funding levels. This will continue to provide access to all students as they engage in the common core curriculum. This will also assist English Language Learners, Foster Youth and Low Income students in making the connection between technology and the learning process.</p>	<p>District Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$13,300 Supplemental Funding</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Grades TK – 3 Class size of 24:1 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 graders be promoted to high school</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to staff at appropriate levels to maintain stated class size goals and to increase English Learner access to grade level standards.</p>	<p>District Wide</p>	<p><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)_____</p>	<p>\$109,800 Supplemental Funding</p>
<p>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 and Integration. Provide one on one technical support and training to teachers on how to incorporate technology as a tool to deliver Common Core Instruction to English Language Learners, Foster Youth and Low Income students.</p>	<p>District Wide</p>	<p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$54,000 Base and \$33,000 Supplemental Funding</p>

<p>Purchase one additional grade level set of ChromeBooks. Based on enrollment and funding levels. This will continue to provide access to all students as they engage in the common core curriculum. This will also assist English Language Learners, Foster Youth and Low Income students in making the connection between technology and the learning process.</p>	<p>District Wide</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$13,300 Supplemental Funding</p>
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GOAL:	#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 <input checked="" type="checkbox"/> 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

LCAP Year 1 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 students achieving Level 3 and 4 on the 2015 SBAC base scores for grades 3-8 in both Mathematics and English Language Arts 3% Increase in reclassification of English Language Learners 100% of students will have access to CC aligned Curriculum by the end of the school year 100% of all students will receive access to a broad course of study 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 and in English Language Development adoption cycle this year to provide Common Core aligned instructional materials for all students.	District Wide	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$124,000 Base Funding \$76,000 Supplemental Funding

<p>We will continue to provide an English Language Institute prior to the start of school in support of EL students. Incentives will be provided to increase participation rates.</p>	<p>District Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> X</u> English Learners <u> </u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$7,100 Title I</p>
<p>Provide – 3.5 hour bilingual aides and training on new ELD / Common Core Standards to assist with curriculum changes.</p>	<p>District Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> X</u> English Learners <u> </u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$56,999 Supplemental Funding \$9,722 Title III</p>
<hr/>			
<p>Provide two six week blocks of instructional tutoring for 3 days per week for struggling students in grades TK – 3. This will assist in bringing these students up to grade level.</p>	<p>District Wide</p>	<p><u> </u> ALL ----- OR: <u> X</u> Low Income pupils <u> X</u> English Learners <u> X</u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u> </u> SWD _____</p>	<p>\$34,719 Title I</p>
<p>Administrators will identify struggling students in 7th & 8th grade at risk of non –grad status and provide additional appropriate support.</p>	<p>District Wide</p>	<p><u> X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$0.00 Base Funding</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>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 students achieving Level 3 and 4 on the 2015 SBAC base scores for grades 3-8 in both Mathematics and English Language Arts 3% Increase in reclassification of English Language Learners 100% of students will have access to CC aligned Curriculum by the end of the school year 100% of all students will receive access to a broad course of study as demonstrated by the master schedule.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>We will continue to provide an English Language Institute prior to the start of school in support of EL students. Incentives will be provided to increase participation rates.</p>	<p>District Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$7,200 Title I</p>
<p>Continue to provide – 3.5 hour bilingual aides and training on new ELD / Common Core Standards to assist with curriculum changes.</p>	<p>District Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$58,100 Supplemental Funding \$9,900 Title III</p>
<p>Provide two six week blocks of instructional tutoring for 3 days per week for struggling students in grades TK - 3</p>	<p>District Wide</p>	<p><u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$35,000 Title I</p>

<p>Administrators will continue identify struggling students in 7th & 8th grade at risk of non –grad status and provide additional appropriate support.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/>_X_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)_____</p>	<p>\$0.00 Base Funding</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>3% Increase in students achieving Level 3 and 4 on the 2015 SBAC base scores for grades 3-8 in both Mathematics and English Language Arts 3% Increase in reclassification of English Language Learners 100% of students will have access to CC aligned Curriculum by the end of the school year 100% of all students will receive access to a broad course of study as demonstrated by the master schedule.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>We will continue to provide an English Language Institute prior to the start of school in support of EL students. Incentives will be provided to increase participation rates.</p>	<p>District Wide</p>	<p><input type="checkbox"/>_ALL OR: <input type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>\$7,300 Title I</p>
<p>Continue to provide – 3.5 hour bilingual aides and training on new ELD / Common Core Standards to assist with curriculum changes</p>	<p>District Wide</p>	<p><input type="checkbox"/>_ALL OR: <input type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>\$59,300 Supplemental Funding \$10,000 Title III</p>

Provide two six week blocks of instructional tutoring for 3 days per week for struggling students in grades TK - 3	District Wide	<input checked="" 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 type="checkbox"/> Other Subgroups: (Specify) _____	\$35,350 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) _____	\$0.00 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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> 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: 2016-17

Expected Annual Measurable Outcomes:	Increase number of students by 3% meeting or exceeding standards on the state CAASPP test. 100% of teacher will meet the ESEA Act Qualified Teacher Requirements 95% 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 up to 2.0 FTE Support Teachers to support EL, Foster Youth and Low Income Students master the Common Core Curriculum. Up to one in grades TK – 3 and up to one 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	\$163,657 Supplemental Funding

<p>Continue to provide Teacher professional development opportunities in the common core with emphasis on low income, Foster Youth and English Learner strategies. These staff development activities include; integration of technology, English language development skills, intervention models for both math and reading, parent communication, and community engagement.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>	<p>\$0.00 Base Funding \$10,000 Supplemental Funding</p>
<p>Provide 2 minimum days during the school year to facilitate additional staff development or teacher grade level collaboration time.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>	<p>\$0.00</p>
<p>Provide Common Core materials and software including English Learner support materials.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>	<p>\$0.00 Base and \$30,000 Supplemental Funding</p>
<p>Continue to provide a teacher on special assignment to assist teachers with lesson development and implementation of the Common Core and Technology Integration.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>	<p>\$0.00 Base and \$113,775 Supplemental Funding</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase number of students by 3% meeting or exceeding standards on the state CAASPP test. 100% of teacher will meet the ESEA Act Qualified Teacher Requirements 98% of teachers will be observed implementing CC and EL Instructional Strategies</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide up to 2.0 FTE Support Teachers to support EL, Foster Youth and Low Income Students master the Common Core Curriculum. Up to one in grades TK – 3 and up to one 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	\$165,300 Supplemental Funding
Continue to 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 staff development or 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) _____	\$0.00
Continue to provide a teacher on special assignment to assist teachers with lesson development and implementation of the Common Core and Technology Integration.	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) _____	\$0.00 Base \$115,000 Supplemental Funding

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase number of students by 3% meeting or exceeding standards on the state CAASPP test. 100% of teacher will meet the ESEA Act Qualified Teacher Requirements 100% of teachers will be observed implementing CC and EL Instructional Strategies
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide up to 2.0 FTE Support Teachers to support EL, Foster Youth and Low Income Students master the Common Core Curriculum. Up to one in grades TK – 3 and up to one in grades 4 – 8.	District Wide	<u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups: (Specify) <u> </u> SWD	\$167,000 Supplemental Funding
Continue to provide Teacher professional development opportunities in the common core with emphasis on low income, Foster Youth and English Learner strategies.	District Wide	<u> </u> X ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$10,000 Base Funding
Provide 2 minimum days during the school year to facilitate additional staff development or teacher grade level collaboration time.	District Wide	<u> </u> X ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$0.00

Continue to provide a teacher on special assignment to assist teachers with lesson development and implementation of the Common Core and Technology Integration.	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)_____	\$0.00 Base \$116,150 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.
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Goal Applies to:	Schools:	McSwain
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	80% of students will report that they feel safe at school. 3% decrease in suspension and expulsion rate. 80% 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)_____	\$32,893 Supplemental Funding
			\$0.00 Base

Continue to support a 3.5 hour library tech and increase one additional 3.5 hour tech for the 2016-2017 school year 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)_____	\$20,915 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)_____	\$58,630 Base \$15,635 Supplemental Funding
Continue to provide counseling services to students who struggle in either a social or academic setting by increasing the number of service days up to a maximum of 1.0 FTE. This will be based on enrollment and funding ability.	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)_____	\$43,016 Base \$26,364 Supplemental Funding

LCAP Year 2: 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 91% 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)_____	\$34,000 Supplemental Funding

<p>Continue to support a 3.5 hour library tech and increase one additional 3.5 hour tech for the 2016-2017 school year to provide support for all subgroups.</p> <p>Continue to provide art experiences for all students to provide positive connections to school.</p>	<p>District Wide</p> <p>District Wide</p>	<p><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)_____</p> <p><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)_____</p>	<p>\$0.00 Base \$21,300 Supplemental Funding</p> <p>\$59,200 Base \$15,800 Supplemental Funding</p>
<p>Continue to provide counseling services to students who struggle in either a social or academic setting by increasing the number of service days up to a maximum of 1.0 FTE. This will be based on enrollment and funding ability.</p>	<p>District Wide</p>	<p><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)_____</p>	<p>\$43,400 Base \$26,600 Supplemental Funding</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>90% of students will report that they feel safe at school. 90% 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 92% participation of the DLAC / Site Council members.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to provide bilingual clerical staff in school offices to enhance communication with families.</p>	<p>District Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$34,700 Supplemental Funding</p>
<p>Continue to support a 3.5 hour library tech and increase one additional 3.5 hour tech for the 2016-2017 school year to provide support for all subgroups.</p>	<p>District Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$0.00 Base \$21,700 Supplemental Funding</p>
<p>Continue to provide art experiences for all students to provide positive connections to school.</p>	<p>District Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$59,800 Base \$16,000 Supplemental Funding</p>
<p>Continue to provide counseling services to students who struggle in either a social or academic setting by increasing the number of service days up to a maximum of 1.0 FTE. This will be based on enrollment and funding ability.</p>	<p>District Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$43,800 Base \$26,900 Supplemental Funding</p>

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: 1__ 2__ 3__ 4__ 5X 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: McSwain	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> TK – 3 = 21.50 average per class; 4 – 8 25.1 average per class 4 – 8 25.1 average per class Student attendance was increased by .3% The decrease of chronic absenteeism was .7% The eighth grade graduation rate was 98%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Hire 1.5 FTE and retain 1.75 FTE staff at appropriate levels to obtain stated class size goals.		\$247,554 Base Funding	\$164,276 Base \$100,685 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		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"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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		\$47,192 Base and 31,461 is Supplemental Funding	The position of Director of Technology was funded and implemented. In addition to this our Teacher on Special Assignment as an Instructional Technology Coach for supporting teachers on implementation of the Common Core and technology.		\$49,940 Base \$30,608 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)_____		
Purchase one additional class set of ChromeBooks.		\$35,000 Base Funding	The total of 110 ChromeBooks were purchased for grade 6 with the additional support of our McSwain Education Foundation.		\$52,066 Base \$19,785 Supplemental \$74,802 McSwain Foundation
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			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All the above actions and services will continue to be implemented and funded depending on enrollment and funding levels available in the new year.
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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__X__ 2__X__ 3__ 4__x__ 5__ 6__ 7__X__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: McSwain School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 73% of English Learners, low income, foster youth met or exceeded standards in local benchmark assessments as measured by district reading, writing and math assessments. These are administered three times per year. • 75% of our EL students showed growth on AMAO1 and AMAO 2. AMAO 1 was met by 69.2% and AMAO2 was met by 46.2%. • Our reclassification rate increased by 10%. • 98% of our students met the 8th grade graduation requirements. • We are still piloting common core aligned materials including textbook for the 2016-2017 School Year. • 100% of all students were provided access to the core curriculum as evidenced by our master schedule.
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The school will participate in the English Language Arts adoption cycle this year to provide Common Core aligned instructional materials for students.	\$150,000 Base Funding	We were not fully successful in adopting our English Language Arts Curriculum, but we are in the process of piloting the remainder of the year and with full adoption to be implemented in 2016-2017.	\$0.00
Scope of service:	LEA Wide / All Schools		Scope of service:
<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 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	\$7,100 Title I	An English Language Institute was held for TK-8 th grade students. This was implemented August 10-19 prior to the start of the 2015-16 school year. This was well attended, however our hope is to increase participation by adding attendance incentives. We will continue offering this support this coming school year.	\$7,827 Title I
Scope of service:	LEA Wide / All Schools	Scope of service:	LEA Wide / All Schools
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR:		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)_____			<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)_____		
Continue to fund 6 – 3.5 hour bilingual aides and train on new ELD / Common Core Standards to assist with curriculum changes.		\$47,104 Supplemental Funding	In addition to the 6 – 3.5 hour bilingual aides we increased one additional 3.5 temporary bilingual aide to best support our English Language Learners and newcomers. Training in ELD and Common Core were held throughout the year by the general education grade level teachers depending on the need of each class. We will continue to offer training opportunities for instructional aides specifically.		\$51,008 Supplemental \$9,367 Title III
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)_____		
Provide six week blocks of instructional tutoring for 3 days per week for struggling students in grades TK - 2		\$31,240 Title I	TK-2 were provided with six week blocks of instructional tutoring for 3 days per week. This tutorial support was for al struggling students including English Language Learners and Foster Youth. This remains a priority for us in the coming 2016-17 school year and we will be adding grade 3 students to include (TK-3).		\$21,914 Title I
Scope of service:	LEA Wide / All Schools		Scope of service:	LEA Wide / All Schools	

<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)_____			<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)_____		
Administrators identify struggling students in 7th & 8th grade at risk of non –grad status and provide additional appropriate support.		\$2,491 Base Funding	The administrative team identified struggling students in grades 7 th and 8 th who were at risk of not graduating. This identification was based on progress reports, trimester report cards, teacher identification and administrator observation. Academic counseling, parent conferences, student study teams and schedule modifications were all activities direct at assuring we have 100% of students graduating.		\$2,500 Base Funding
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 the above actions and services will continue to be implemented and funded depending on enrollment and funding levels available in the new year.			

Original GOAL from	#3 Ensure students access and demonstrate high levels of achievement on Common Core State Standards	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 ___ 8 ___ COE only: 9 ___ 10 ___
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prior year LCAP:		Local : Specify _____	
Goal Applies to:		Schools: McSwain School	
		Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	Increase number of students meeting or exceeding standards on the State CAASPP Test.	Actual Annual Measurable Outcomes:	We are using this first base year testing data results to increase the number of our students meeting or exceeding standards by 3% on the State CAASPP Test. Our district base year assessments results were as follows: ELA Standards Exceeded = 19%, Standards Met =37%, Standards Nearly Met = 24%, and Standards Not Met = 19% MATH Standards Exceeded = 8%, Standards Met =21%, Standards Nearly Met = 40%, and Standards Not Met = 30%
	100% of teacher will meet Highly Qualified Teacher Status 90% of teachers will be observed implementing CC and EL Instructional Strategies		100% of our teaching staff met the Highly Qualified Requirements and we will continue to assure we are meeting the new ESEA requirements as set forth in the Reauthorization. 95% of our teachers were observed and are implementing Common Core and EL Instructional Strategies. We will continue to assure we reach our goal of 100%.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures

<p>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</p>	<p>\$99,538 Supplementa I Funding</p>	<p>We were not able to find qualified clinicians/support teachers to fill the 4 positions as planned. We were however, able to hire 1 FTE support teacher to provide reading and math intervention for struggling students TK-8 including English Language Learners, Foster Youth and Low Income students.</p> <p>We are looking at continuing to support 1 to 2 FTE to provide extra support in the areas of reading and math to all students in grades TK-8 in future school years.</p>	<p>\$63,613 Supplemental</p>
<p>Scope of service:</p>	<p>LEA Wide / All Schools</p>	<p>Scope of service:</p>	<p>LEA Wide / All Schools</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>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></p>		<p>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></p>	
<p>Provide Teacher professional development opportunities in the common core with emphasis on low income, Foster Youth and English Learner strategies.</p>	<p>\$10,000 Base Funding</p>	<p>Our professional development has been focused on common core implementation. Specific trainings have been targeting reading, math, science, and technology integration. In addition we also provided training and staff development in English Language Development. This is and will remain our focus for staff development in future years.</p> <p>As we move to the adoption of English Language Arts and ELD curriculum we will also focus on providing specific training for full implementation.</p>	<p>\$18,640 Educator Effectiveness \$1,152 Title I \$660 Supplemental</p>

		Our Staff Development Effectiveness Plan has been approved and will support us in this attempt.	
		We have and will continue to support the BTSA Training and Support for new teachers and administration.	
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)_____	
Provide 2 minimum days during the school year to facilitate additional teacher grade level collaboration time	\$0	We have provided 2 minimum days during this past year to facilitate additional grade level collaboration time. We have also adopted our new calendar for the coming year with as many built in minimum days as possible for staff development and grade level collaboration.	\$0.00
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)_____	
Provide Common Core materials and software including English Learner support materials.	\$18,000 Base and \$12,000 is	Common Core math materials were purchased for grade levels K-2 this past year. Additional support materials, text/print materials as well as software were purchased to support English Language	\$21,256 Instructional Materials \$4,732

	Supplemental Funding	Learners. Software included Roseta Stone and software apps for grades TK-2. We are continuing these actions as we move towards a full language arts in grades Tk-8.	Supplemental
Scope of service: __ALL	LEA Wide / All Schools	Scope of service: __ALL	LEA Wide / All Schools
OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to provide a teacher on special assignment to assist teachers with lesson development and implementation of the Common Core.	\$45,492 Base and \$30,328 is Supplemental Funding	We were only able to fill this position mid-way through the school year. The success and support is clearly evident and we will continue to support this position. Teachers are being provided with one on one coaching and support on how to integrate technology. This is especially needed as we move towards one to one devices.	\$106,093 Supplemental
Scope of service: __X ALL	LEA Wide / All Schools	Scope of service: __X ALL	Scope of service:
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a	All the above actions and services will continue to be implemented and funded depending on enrollment and funding levels available in the new year.		

result of reviewing past progress and/or changes to goals?	
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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 <u>X</u> 2__ 3 <u>X</u> 4__ 5__ 6 <u>X</u> 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"> • 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. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • As identified on our student survey conducted with Survey Monkey and the Healthy Kids Survey 75% of our students feel safe and secure at school. • Based on our record keeping and student information system we have met our 3% decrease in suspension and expulsion rates. • Our district Parent and community involvement survey results indicated 75% of our parents felt welcome on our campus. • 100% of our facilities scored “Good” on the annual FIT report. We are however having to look at facility improvements in the very near future. We have also created and established a five year deferred maintenance plan to best plan for future facility needs. Based on enrollment and future funding we may
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			<p>look at hiring a facilities trained position to decrease the costs associated prevailing wage.</p> <ul style="list-style-type: none"> Over the course of the year we have experienced a 90% rate of participation by the DLAC / Site Council members. Parental involvement is an area we consistently seek out and encourage.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to provide bilingual clerical staff in school offices to enhance communication with families.	\$21,262 Supplemental Funding	We have increased 2 bilingual office clerk hours from 3.5 to 5.0 hours daily. This is in an attempt to further enhance communication with English Language Learner Parents. Depending on funding and enrollment we would like to see an additional 5 hour clerical support person in the future.	\$30,081 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)_____	
	\$56,000		\$43,262 Base

Continue to support one 2.5 hour library tech and increase one additional hour to provide support for all subgroups.		Base funding \$13,889 is Supplemental Funding	<p>We supported this action and increased the position to a 3.5 hour library tech position and we are planning to add an additional 3.5 hours library tech for the coming school year. This will increase our ability to support reading and access to print and other media resources for all students including English Language Learners, Foster Youth, and Low Income Students.</p> <p>We have and will continue to provide art and music experiences to all students in grades TK-8. Students participate in a rotating schedule to accommodate grade level schedule needs. This equates to at a minimum of two art and two music experiences per month in grades TK-3. Our 4th through 8th grades students participate via an elective schedule.</p>	\$14,464 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)_____	
Continue to provide art experiences for all students to provide positive connections to school.		\$4,920 Base and \$3,280 is Supplemental Funding	We have and will continue to provide art and music experiences to all students in grades TK-8. Students participate in a rotating schedule to accommodate grade level schedule needs. This equates to at a minimum of two art and two music experiences per month in grades TK-3. Our 4 th	\$10,155 Supplemental

		through 8 th grades students participate via an elective schedule.	
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)_____	
Continue to provide counseling services to students who struggle in either a social or academic setting.	\$22,440 Base and \$14,960 is Supplemental Funding	<p>We have provided counseling services for all students in TK-8 in both academic and social emotional areas. We intend on increasing this part time counseling position up to 1.0 FTE depending on enrollment and funding for the coming year.</p> <p>Our counselor this year alone through middle of March (61 days) has engaged in the following services: Individual Counseling = 279 Group Sessions = 90 Small Group Sessions: 17 Teacher Consultations: 84 Parent conferences: 30 This equates to 8.5 student direct and indirect service connections per day.</p> <p>Our counselor provides a staff and parent Newsletter monthly with suggestions and tips for</p>	\$18,472 Base \$11,321 Supplemental

		positive behavior, lesson topics, reminders and resources.	
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 the above actions and services will continue to be implemented and funded depending on enrollment and funding levels available in the new year.		

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>462,125.00</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. Research also clearly shows smaller class sizes best support students with achieving higher academic success. The research also shows that students perform better when staff engages in collaboration both on a schoolwide basis and as grade level teams. 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 certificated intervention teachers (2) to increase English language development, mathematics 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 and music programs by 20%.
- We have implemented and provide an English Learner Institute prior to the start of school assist with English Language Development and to increase academic and social skills 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. It is also important to keep in mind that Local Control Funding Formula does not increase our funding levels to the levels of our surrounding communities as a result of being based on student demographics beyond our control. We are also suffering and experiencing a loss of funding based on our declining enrollment in K-8.

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.

7.89	%
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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 38% 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:

- Maintaining and increase the number of students participating in our summer English Language Institute for struggling students. We will provide student incentives to increase participation. This is an identified need to best serve all English Language Learners in all grades TK-8.
- Provide 3.5 hour per day bilingual instructional aides to support English Language Learners and increase student participation in after school tutoring as permitted by funding and our declining enrollment.
- Hire certificated support teachers to support common core and English Language Development, and Mathematics instruction.
- Provide bilingual clerical staff in both school offices to enhance family & student communication.

- Train Counselor and provide priority services to unduplicated students.
- Increase in Library clerical support hours to allow greater access for all students.
- Increase the counseling days to best support the needs of our students based on our survey results.

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]