

**Introduction:**

**LEA:** Mesa Union Elementary

**Contact:** Jeffery Turner , Superintendent , jturner@mesaschool.org, (805)485-1411

**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

The engagement process began in September of 2015, when the new Mesa Union School District superintendent reached out to Board trustees, District administrator, bargaining units, parents, community members and other District partners. As part of this process, stakeholders reviewed state and local assessment results, identified organizational strengths and weaknesses, and developed District goals and priorities.

In October of 2015, the superintendent, newly established District Parent Advisory and Parent English Learner Committees and the Board of Trustees reviewed the District's strategic and Local Education Agency (LEA) plan, which had not been formally reviewed for several years. As the Local Education Accountability Plan (LCAP) evaluation of process began, District staff reengaged stakeholders in evaluating progress towards attaining District goals as well as the development of actions and services for the 2018-2019. This included the alignment of the District and Local Education Agency goals to the state's eight priority areas.

#### **Summary of LCAP Engagement Activities:**

Board of Trustees' meetings during which there was public discussion on strategic planning, shared values, priorities and goals:

- October 20, 2015
- December, 15, 2015
- February, 16, 2016
- April 19, 2016
- May 19, 2016
- June 9, 2016
- June 21, 2016

Parent Advisory Committee meetings where a review of the District's state assessment data results was conducted:

- October 29, 2015
- November 19, 2015
- December 17, 2015
- February 18, 2016
- March 17, 2016
- April 21, 2016
- May 19, 2016

#### **Summary: Impact of Engagement Activities Prior to Public Hearing:**

Engagement activities outlined in the left column of this page generated specific priorities and goal suggestions from an extensive representation of stakeholders. District Leadership (Superintendent, site administrator and Board of Trustees) analyzed the input data to determine the highest priorities and recurring themes across all groups. This study of community input shaped the goals, actions, and services.

It is important to note that stakeholders believe Mesa Union K-8 School is welcoming and provides safe environments for learning. This belief is confirmed by a district-wide attendance rate over 96%. Stakeholders view the District's instructional programming positively.

The impact of engagement activities and stakeholder input on the District's LCAP was a combination of: 1) support for continuing effective instructional practices and transition to the California Common Core Standards and 21st Century Learning skills; 2) clarification of areas needing strengthening and services to significant subgroups; 3) new initiatives not represented in previous long-range planning.

The plan, accompanied by the District's Title II and Local Education Plans, is ambitious and embodies the priorities goals, actions and services derived through input from the Mesa School District community.

- June 7, 2016

Parent English Learner Advisory Committee meetings:

- October 29, 2015
- December 17, 2015
- February 18, 2016
- April 21, 2016
- June 7, 2016

Community Forum during which strategic planning and LCAP process were reviewed.

- January 19, 2016

Public Hearing:

- June 9, 2016

Superintendents Written Comments

1. No comments made by stakeholder groups that required written responses from the Superintendent

LCAP Adopted

1. Board Approval, June 21, 2016

**LCAP Statutory Requirements:**

Parent Advisory Input Meetings:

October 20, 2015

1. Review of five-year achievement data
2. Review of Strategic Plan
3. Discussion of District Goals

December 15, 2015

1. Formal LCAP Input meeting
2. Stakeholder Input Activity-1: LCAP Community Survey Development

February 16, 2016

1. Stakeholder Input Activity-2: Goal Evaluation and Development

April 21, 2016

1. Stakeholder Input Activity-3: Action and Service Evaluation and Development

May 19, 2016

1. 2016-2019 Final LCAP Review

June 6, 2016

1. 2016-2019 Final LCAP Review

District English Learner Committee Advisory Input Meetings:

Parent Advisory Input Meetings:

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April 19, 2016

1. Stakeholder Input Activity-3: Action and Service Evaluation and Development

June 7, 2016

- 1, 2016-2019 Final LCAP Review

Student Input Meetings:

March 1, 2016

- 1. Formal LCAP Input meeting

March 8 and March 15, 2016

- 2. Stakeholder Input Activity-1: Student LCAP Survey Development

April 4, 2016

- 1. Stakeholder Input Activity-3: LCAP Survey Conducted

Public Hearing

- 1. Conducted on June 9, 2016

Superintendents Written Comments

- 1. No comments made by stakeholder groups that required written responses from the Superintendent

LCAP Adopted

- 1. Board Approval, June 21, 2016

**Annual Update:**

The engagement process began in September of 2015, when the new Mesa Union School District superintendent reached out to Board trustees, District administrator, bargaining units, parents, community members and other District partners. As part of this process, stakeholders reviewed state and local assessment results, identified organizational strengths and weaknesses, and developed District goals and priorities.

**Annual Update:**

The superintendent's analysis and early stakeholder outreach provided the community with a framework regarding all areas of District operation and was foundational to all preceding engagement activities.

Activities provided the District with not only aligned LCAP, LEA and Strategic Plans tied to its core values, but also a solid foundation on

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which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.

**Summary/Impact LCAP Engagement Activities:**

LCAP activities directly impacted the selection of goals, actions and services for all students and District subgroups.

Activities included presentations on the importance of strategic planning, vision and goal setting. These presentations were tied to progression of student achievement and the patterns of growth for all students as well as the District's efforts in closing the achievement gap for English Learners, students from low-income families, students with special needs, and other significant subgroups.

District data indicate a pattern of overall success at Mesa Union K-8 School. The data also reinforce the importance of maintaining a focused strategic plan and vision for continuous improvement.

The LCAP activities supported the District's transition to California Common State Standards and 21st Century Learning. These activities also benefited the District by expanding LCAP outreach activities.

**LCAP Statutory Requirements:**

The District Parent and English Learner Advisory Councils have assisted in the shaping of District goals, metrics to measure growth, action steps, services, and expenditures. The Mesa Union School District has engaged community members, pupils, local bargaining units, and other stakeholders through a variety of venues during this process.

As part of the development process, the District also engaged other District-wide councils and leadership committees through meetings, surveys, a community forum and Superintendent/Principal Breakfasts. Stakeholders were strongly encouraged to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.

In order to assure that all District stakeholders had an opportunity to provide input and/or make comments related to the District plan, the District hosted a community forum and a public hearing. In addition,

- June 7, 2016

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the District surveyed all stakeholders to identify stakeholder preferences and needs in relation to the LCAP.

The contribution from stakeholders was invaluable to the development of the District's Local Control Accountability Plan. Stakeholders assisted the District in identifying needs and priorities of the community and its families as they relate to the state's eight priorities, goals, and services offered in the plan. The process also allowed the District to learn, first hand, effective strategies that would increase parent and community engagement outlined in Goal three. The greatest benefit to the students of the district is the stakeholder developed plan, incorporating ideas representative of all stakeholders and thus assuring buy-in and a commitment to improve the District.

#### **Summary: Impact of Engagement Activities Prior to Public Hearing:**

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It is important to note that stakeholders believe Mesa Union K-8 School is welcoming and provides safe environments for learning. This belief is confirmed by a District-wide attendance rate over 96%. Stakeholders view the District's instructional programming positively.

The impact of engagement activities and stakeholder input on the District's LCAP was a combination of: 1) support for continuing effective instructional practices and transition to the California Common Core Standards and 21st Century Learning skills; 2) clarification of areas needing strengthening and services to significant subgroups; 3) new initiatives not represented in previous long-range planning.

The plan, accompanied by the District's Title II and Local Education Plans, is ambitious and embodies the priorities goals, actions and services derived through input from the Mesa School District community.

May 19, 2016

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Public Hearing

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Superintendents Written Comments

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LCAP Adopted

1. Board Approval, June 21, 2016

**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?

<b>GOAL:</b>	Goal 1: Improve student learning outcomes for all students, in all grades, and in all content areas	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: Local Education Agency Plan Goals 1, 2,3,4
<b>Identified Need:</b>	<p>Increase the percentage of students who demonstrate mastery of new California State Standards in all core content areas</p> <p>Close the achievement gap among in the District’s lowest performing subgroups: English Learners, Socio-Economically Disadvantaged and Students with Learning Disabilities</p> <p>Increase critical thinking, collaboration, creativity and communication through technology tools and projects focused on student learning</p> <p>Implementation of one-to-one computing and robust internet access on campus</p> <p>Develop a teacher-centered professional development model for integration of technology in the classroom</p> <p><b>Metrics:</b> Determined by observation and analysis of previous performance on state and local assessments. Goal Metrics will include new state assessments (CAASSP, CELDT and coordinated local measures aligned to state standards &amp; current English Language Arts and English Language Development Frameworks)</p>	
<b>Goal Applies to:</b>	<b>Schools:</b>	Mesa Union K-8 School
		Grades: All

Applicable Pupil Subgroups: All			
LCAP Year 1			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>The District will improve the number of students who met or exceeded in the area of English Language Arts by 5% from 54% in 2015-2016 to 59% in 2016-2017 on the California Assessment of Student Performance and Progress</li> <li>The District will improve the number of students who met or exceeded in the area of Mathematics by 5% from 53% in 2015-2016 to 58% in 2016-2017 on the California Assessment of Student Performance and Progress</li> <li>The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts, by 5% from 65% in 2015-2016 to 70% in 2016-2017 on local assessments (i.e. benchmark assessments)</li> <li>The District will establish baseline data results indicating the number of students who score at the proficient level or above, in the area of Mathematics in 2016-2017 on local assessments (i.e. benchmarks)</li> <li>The District will increase the number of students meeting AMAOs by 5% (i.e., AMAO 1 from 64.6% to 69.6%, AMAO 2 ≥ from 41% to 46%, AMAO 2&lt; from 58% to 63%)</li> <li>The District will increase the number of English Learners that have been reclassified(RFEP) by 5% from 15% in 2015-2016 to 20% in 2016-2017</li> <li>The District will establish baseline data results to measure the number of students who are identified through the SST process to receive academic interventions</li> <li>API, not applicable for 2016-2017</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1a Build capacity and consistent district-wide procedures through training and meetings in Response to Intervention (RTI) at 8 schools</p> <p>1.b Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted \$4,000</p> <p>Books and Supplies; Unrestricted \$250</p>

<p>1.2 Create a systemic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency</p> <p>1.2a Conduct visitations in model Districts/schools to observe intervention procedures, programs, and practices.</p> <p>1.2b. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies</p>	<p>Mesa Union K-8 Union School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries &amp; Benefits; Unrestricted</p> <p>\$1,500</p> <p>Materials &amp; Supplies; Unrestricted</p> <p>\$5,000</p> <p>Professional Services; Unrestricted</p> <p>\$10,000</p>
<p>1.3 Contract with Ventura County Office of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$62,000</p> <p>Classified Salaries and Benefits; Unrestricted</p> <p>\$13,150</p> <p>Professional Services; Unrestricted</p> <p>\$14,600</p>

<p>1.4 Provide a 3-year sequence of professional development and activities supporting new California State Standards in English Language Arts, English Language Development, writing, and math including teacher training on classroom implementation of instruction aligned to new standards</p> <p>1.4a Consultant contracts with English Language Arts, English Language Development, writing, math, and technology integration content area experts to provide training to site administration and teachers</p> <p>1.4b Teacher release time/compensation for professional development activities</p> <p>1.4c Continue district-wide ongoing Professional Learning Communities</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal and State</p> <p>\$24,450</p> <p>Professional Services; Restricted Federal</p> <p>\$8,000</p> <p>Travel and Conferences; Unrestricted</p> <p>\$500</p>
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<p>1.5a Provide California State Standard-aligned instructional materials for all students</p> <p>1.5b For the 2016-2017 School year Establish Adoption Committee and consider adoption of English Language Arts/English Language Development materials adoption for 2017-2018, contingent upon selection of appropriate, modified, (not) re-aligned materials.</p> <p>1.5c Provide teacher release time for continued review of new adopted ELA/ELD materials</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Approved Textbooks; Unrestricted</p> <p>\$116,000</p> <p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$4,825</p> <p>Professional Services; Unrestricted</p> <p>\$2,250</p>
<p>1.6a Improve and standardize equitable environments for online state testing</p> <p>1.6b Continue implementation of effective, equitable online testing environments. Build long-term funding options to support emerging technology</p> <p>1.6c Purchase technology devices to complete K through 2nd grade one-to-one computing initiative</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Noncapitalized Equipment; Unrestricted</p> <p>\$80,000</p>
<p>1.7 Increase access to electives such as computer programming, agriculture, health, vocational education, and foreign language.</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$30,000</p>

<p>1.8a Increase access to extra support, on-grade level, and enrichment activities before, during, and after-school</p> <p>1.8b Purchase of instructional materials and supplies to support and/or enrich programming</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$61,500</p> <p>Materials and Supplies; Unrestricted</p> <p>\$5,000</p>
<p>1.9 After-school programming</p> <p>1.9a Provide additional district-wide after-school programming based on identified need</p> <p>1.9b Apply for Federal 21st CCLC</p>	<p>Mesa Union K-8 School</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$95,000</p>

<p>1.10a Technology Plan Committee to develop a comprehensive plan to integrate 21st Century Learning Framework into existing District initiatives</p> <p>1.10b Provide release time and professional development to develop a comprehensive technology plan by 2016-2017.</p> <p>1.10c Continue to provide human resources to support technology integration including computer resource technician and contracted services</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$1,650</p> <p>Classified Salaries and Benefits; Unrestricted</p> <p>\$48,600</p>
<p>1.11a Provide District/site technical support, professional development, and coaching that supports the integration of 21st Century Skills,4C's,CCSS materials, tools and teaching strategies</p> <p>1.11b Begin the implementation and professional development recommendations based on survey results.</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$3,000</p> <p>Materials and Supplies; Unrestricted</p> <p>\$2,000</p>

<p>1.12a Expand STEAM opportunities including access to Next Generation Science Standards, the arts, and computer skills.</p>	<p>Mesa Union K-8 School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted \$6,000</p>
<p>1.13a Implementation of a one-to-one student computing program coupled with a robust wireless internet access</p> <p><i>Costs for one-to-one computing are captured in Goal 1, Action 6</i></p>	<p>Mesa Union K-8 School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted \$12,330</p>
<p>1.14a Develop community-based partnerships to support 21st Century Skills development for all stakeholders</p> <p>1.14b Provide a career fair at Mesa Union School for students in grades 6-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School</p>	<p>Mesa Union K-8 School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><i>No costs are anticipated.</i></p>
<p>1.15a Assess District strategy and create plan for addressing highly proficient/high achieving students</p> <p>1.15b Consider alternative method to deliver Gifted and Talented Education Program that increases access and promotes more robust activities</p> <p>1.15c Explore the feasibility of adding honor courses and/or electives for the junior high program</p>	<p>Mesa Union K-8 School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional costs are anticipated.</p>

<p>1.16a Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days</p> <p>1.16b Identify a district menu of interventions vetted as high-leverage options</p> <p>1.16c Maintain 3-weeks of summer programming for migrant, low-income and EL students</p> <p>1.16d Create a two-week kindergarten summer institute targeting unduplicated pupil count students</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal</p> <p>\$13,050</p> <p>Classified Salaries and Benefits; Restricted Federal and Unrestricted</p> <p>\$5,600</p> <p>Material and Supplies; Restricted Federal</p> <p>\$1,000</p>
<p>1.17 a Increase the percentage of EL students making progress in attaining one level of English language level growth.</p> <p>1.17 b Increase the number of EL students being reclassified by the end of 8th grade</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$1,400</p>

<p>1.18a Increase participation of English Learner and Low Income pupils in Gifted and Talented Education Program (GATE)</p> <p>1.18b Work with teachers to identify students and reach out to parents of prespective GATE students</p> <p>1.18c Explore alternative method to deliver Gifted and Talented Education Program (GATE) (e.g., provide for GATE enhancements before and/or afterschool)</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No additional costs are anticipated.</p>
<p>1.19a Analyze district-wide Integrated and Designated English Language Development instructional model</p> <p>1.19b Implement recommendations; continue analysis and adjustments</p> <p>1.19c Provide ELD training to new employees and follow-up coaching opportunities for trained staff</p> <p>1.19d Provide professional development to include coaching on the new English Language Development Standards to all teachers</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>See Goal 1, Action 1.4a</p>
<p>1.20a Monitor the progress of Re-designated fluent English proficient students (RFEP)</p> <p>1.20b Fund the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students</p> <p>1.20c Fund the English Language Development Coordinator stipend to support the transition of middle school students to high school for scheduling of RFEP students</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>See Goal 1, Action 1.2b</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• The District will improve the number of students who scored met or exceeded in the area of English Language Arts by 5% from 59% in 2016-2017 to 64% in 2017-2018 on the California Assessment of Student Performance and Progress</li> <li>• The District will improve the number of students who scored met or exceeded in the area of Mathematics by 5% from in 53% 2016-2017 to 58% in 2017-2018 on the California Assessment of Student Performance and Progress</li> <li>• The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 5% from 70% in 2016-2017 to 75% in 2017-2018 on local assessments (i.e. Benchmark)</li> <li>• The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 5% from established baseline</li> <li>• The District will increase the number of students meeting AMAOs by 5% (i.e., AMAO 1 from 69.6% to 74.6%, AMAO 2 ≥ from 45% to 51%, AMAO 2 &lt; from 63% to 68%)</li> <li>• The District will increase the number of English Learners that have been reclassified(RFEP) by 5% from 25% in 2016-2017 to 30% in 2017-2018</li> <li>• The District will improve by 5% the number of students who are identified through the SST process to receive academic interventions</li> <li>• API, not applicable for 2017-2018</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1.1a Continue to build capacity and consistent district-wide procedures through training and meetings in Response to Intervention (RTI) at 8 schools</p> <p>1.b Continue to evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated</p>	<p>Mesa Union K-8 School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted \$4,000 Books and Supplies; Unrestricted \$250</p>

<p>1.2a Continue to create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency</p> <p>1.2b Continue to conduct visitations in model districts/schools to observe intervention procedures, programs and practices</p> <p>1.2c Continue to monitor the effectiveness of District interventions systems. Expand software licenses, instructional supplies and community based tutoring</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries &amp; Benefits; Unrestricted</p> <p>\$1,500</p> <p>Materials &amp; Supplies; Unrestricted</p> <p>\$5,000</p> <p>Professional Services; Unrestricted</p> <p>\$10,000</p>
<p>1.3a Contract with Ventura County Office of Education and/or hire staff to provide intervenion teacher support, school counselor, and other certificated and classified support staff</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$62,000</p> <p>Classified Salaries and Benefits; Unrestricted</p> <p>\$13,150</p> <p>Professional Services; Unrestricted</p> <p>\$14,600</p>

<p>1.4a Year 2 of a 3-year sequence of professional development and activities supporting new state standards</p> <p>1.4b Continue to secure consultant contracts for ELA, ELD, and writing, math, science, science and technology integration content area experts to continue to provide principal, lead teachers and teacher training with an emphasis on Inquiry Based Instructional Design, English learners and Blended Learning</p> <p>1.4c Continue providing teacher release time/compensation for professional development activities</p> <p>1.4d Continue district-wide ongoing Professional Learning Communities</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal and State</p> <p>\$24,450</p> <p>Professional Services; Restricted Federal</p> <p>\$8,000</p> <p>Travel and Conferences; Unrestricted</p> <p>\$500</p>
<p>1.5a Continue to provide standard aligned instructional materials for all students</p> <p>1.5b Establish a science adoption committee &amp; consider adoption of science materials for 2018-19 contingent upon selection of appropriately modified, (not) re-aligned materials</p> <p>1.5c Continue to provide teacher release time for continued review of new adopted Science materials</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Approved Textbooks; Unrestricted</p> <p>\$116,000</p> <p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$4,825</p> <p>Professional Services; Unrestricted</p> <p>\$2,250</p>

<p>1.6a Continue to improve and standardize equitable environments for online state testing</p> <p>1.6b Continue implementation of effective, equitable online testing environments. Build long-term funding options to support emerging technology</p> <p>1.6c Assess and prioritize the District technology needs, supplement, and provide technology for student learning</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Noncapitalized Equipment; Unrestricted</p> <p>\$80,000</p>
<p>1.7a Expand access to electives such as computer programming, agriculture, health vocational education, foreign language</p> <p>1.7b Expand elective courses to support access to a broad course of study for students at the middle school</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$30,000</p>
<p>1.8a Continue to increase access to extra support, on-grade level, and enrichment activities before, during, and after-school</p> <p>1.8b Continue to purchase of instructional materials and supplies as needed to support and/or enrichment programming</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$61,500</p> <p>Materials and Supplies; Unrestricted</p> <p>\$5,000</p>

<p>1.9a Continue to provide district-wide after-school programming based on identified need</p>	<p>Mesa Union K-8 School</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$95,000</p>
<p>1.10a Technology Plan Committee to evaluate and revise as needed the District's comprehensive plan to integrate 21st Century Learning Framework into existing District initiatives</p> <p>1.10b Provide teacher leader release time to develop a comprehensive technology plan by 2016-2017.</p> <p>1.10c Continue to provide human resources to support technology integration including computer resource technician and contracted services</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$1,650</p> <p>Classified Salaries and Benefits; Unrestricted</p> <p>\$48,600</p>
<p>1.11 Provide technical support, professional development, and coaching that support the integration of 21st Century Skills, 4C's, CCSS materials, tools and teaching strategies</p> <p>1.11a Continue to evaluate the implementation and professional development model</p> <p>1.11b Maintain long-term funding for ongoing technology expenditures.</p>	<p>Mesa Union Elementary School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$3,000</p> <p>Materials and Supplies; Unrestricted</p> <p>\$2,000</p>

<p>1.12a Continue to look for ways to expand STEAM opportunities including access to Next Generation Science Standards, the arts, and computer skills</p>	<p>Mesa Union K-8 School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted \$6,000</p>
<p>1.13a Continue to support a one-to-one student computing program coupled with a robust wireless internet access</p>	<p>Mesa Union K-8 School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted \$12,330</p>
<p>1.14a Continue to develop community-based partnerships to support 21st Century Skills development for all stakeholders</p> <p>1.14b Continue to provide a career fair at Mesa Union School for students in grades 6-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School</p>	<p>Mesa Union K-8 School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><i>No costs are anticipated.</i></p>
<p>1.15a Implement recommendations to address highly proficient/high achieving students</p> <p>1.15b Employ alternative methods to deliver Gifted and Talented Education Program that increase access and promote more robust activities</p> <p>1.15c If feasible add honor courses and/or electives for the junior high program</p>	<p>Mesa Union K-8 School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional costs are anticipated.</p>

<p>1.16a Continue to provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days</p> <p>1.16b Employ a district menu of interventions vetted as high-leverage options</p> <p>1.16c Increase summer programming for migrant, low-income and EL students from three to six weeks</p> <p>1.16d Support a two-week kindergarten summer institute targeting unduplicated pupil count students</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal</p> <p>\$13,050</p> <p>Classified Salaries and Benefits; Restricted Federal and Unrestricted</p> <p>\$5,600</p> <p>Material and Supplies; Restricted Federal</p> <p>\$1,000</p>
<p>1.17a Increase the percentage of EL students making progress in attaining one level of English language level growth</p> <p>1.17b Increase the number of EL students being reclassified by the end of 8th grade</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$1,400</p>

<p>1.18a Continue to increase participation of English Learner and Low Income pupils in Gifted and Talented Education Program (GATE)</p> <p>1.18b Continue to work with teachers to identify students and reach out to parents with education opportunities</p> <p>1.18c Employ alternative methods to deliver Gifted and Talented Education program (GATE) (e.g., provide for GATE enhancements before and/or after-school)</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No additional costs are anticipated.</p>
<p>1.19a Evaluate the Integrated and Designated English Language Development instructional model</p> <p>1.19b Implement recommendations; continual analysis and adjustments</p> <p>1.19c Provide ELD training to new employees and follow-up coaching opportunities for trained staff</p> <p>1.19d Continue to provide professional development to include coaching on the new English Language Development Standards to all teachers</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>See Goal 1, Action 1.4a</p>
<p>1.20a Continue to monitor the progress of Re-designated fluent English proficient students (RFEP)</p> <p>1.20b Continue to fund the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students</p> <p>1.20c Continue to fund the English Language Development Coordinator stipend to support the transition of middle school students to high school for scheduling of RFEP students</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>See Goal 1, Action 1.2b</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• The District will improve the number of students who score met or exceeded in the area of English Language Arts by 5% from 64% in 2017-2018 to 69% in 2018-2019 on the California Assessment of Student Performance and Progress</li> <li>• The District will improve the number of students who score met or exceed in the area of Mathematics by 5% from 58% 2017-2018 to 63% in 2018-2019 on the California Assessment of Student Performance and Progress</li> <li>• The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 5% from 75% in 2017-2018 to 80% in 2018-2019 on local assessments</li> <li>• The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 5% from 2017-2018 on local assessments</li> <li>• The District will increase the number of students meeting AMAOs by 5% (i.e., AMAO 1 from 74% to 79%, AMAO 2<sub>≥</sub> from 51% to 56%, AMAO 2<sub>&lt;</sub> from 68% to 73%</li> <li>• The District will increase the number of English Learners that have been reclassified(RFEP) by 5% from 30% in 2017-2018 to 35% in 2018-2019</li> <li>• The District will improve by 5% the number of students who are identified through the SST process to receive academic interventions</li> <li>• API, not applicable for 2018-2019</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1.1a Build capacity and consistent district-wide procedures through training in Response to Intervention (RTI). Refresh/reinforce teacher learning</p> <p>1.b Continue to evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted  \$4,000  Books and Supplies; Unrestricted  \$250</p>

<p>1.2a Continue to implement a systematic approach to tiered intervention to ensure that all students have accessed and support to achieve academic proficiency</p> <p>1.2b Continue to conduct visitations in model districts/schools to observe intervention procedures, programs and practices.</p> <p>1.2c Continue to monitor the effectiveness of District interventions systems. Expand software licenses, instructional supplies and community based tutoring</p>	<p>Mesa Union k-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Certificated Salaries &amp; Benefits; Unrestricted</p> <p>\$1,500</p> <p>Materials &amp; Supplies; Unrestricted</p> <p>\$5,000</p> <p>Professional Services; Unrestricted</p> <p>\$10,000</p>
<p>1.3a Contract with Ventura County of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff.</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$62,000</p> <p>Classified Salaries and Benefits; Unrestricted</p> <p>\$13,150</p> <p>Professional Services; Unrestricted</p> <p>\$14,600</p>

<p>1.4a Provide third year of a 3-year sequence of professional development and activities supporting new state standards</p> <p>1.4b Continue to secure consultant contracts with ELA, ELD, and writing, math, science, science and technology integration content area experts to continue to provide training to principal, lead teachers and teachers with an emphasis on Inquiry Based Instructional Design English Learners and Blended Learning</p> <p>1.4c Continue providing teacher release time/compensation for professional development activities</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal and State</p> <p>\$24,450</p> <p>Professional Services; Restricted Federal</p> <p>\$8,000</p> <p>Travel and Conferences; Unrestricted</p> <p>\$500</p>
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<p>1.5a Consider Next Generation Science Standards materials adoption for 2018-2019, contingent upon selection of appropriate, modified, (not) re-aligned materials.</p> <p>1.5b. Continue to provide teacher release time for continued review of Next Generation Science materials</p> <p>1.5c. Adopt Next Generation materials for 2018-2019 contingent upon selection of appropriately modified, (not) re-aligned materials</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Approved Textbooks; Unrestricted</p> <p>\$116,000</p> <p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$4,825</p> <p>Professional Services; Unrestricted</p> <p>\$2,250</p>
<p>1.6a Continue to improve and standardize equitable environments for online state testing</p> <p>1.6b Continue implementation of effective, equitable online testing environments. Build long-term funding options to support emerging technology</p> <p>1.6c Supplement and provide the technology for student learning based on the District's Technology Plan</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Noncapitalized Equipment; Unrestricted</p> <p>\$80,000</p>
<p>1.7a Expand access to electives such as computer programming, agriculture, health vocational education, foreign language</p> <p>1.7b Expand elective courses to support access to a broad course of student for students at the middle school.</p>	<p>Mesa Union K-8 School</p> <p>Grades: 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$30,000</p>

<p>1.8a Continue to increase access to extra support, on-grade level, and enrichment activities before, during, and after-school</p> <p>1.8b Continue to purchase of instructional materials and supplies as needed to support and/or enrich programming</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$61,500</p> <p>Materials and Supplies; Unrestricted</p> <p>\$5,000</p>
<p>1.9a Continue to provide district-wide after-school programming based on identified need</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$95,000</p>
<p>1.10a Technology Plan Committee to evaluate and revise as needed the District's comprehensive plan to integrate 21st century learning framework into existing district initiatives</p> <p>1.10b Provide release time and professional development</p> <p>1.10c Continue to provide human resources to support technology integration including Computer Resource Technician and contracted services</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$1,650</p> <p>Classified Salaries and Benefits; Unrestricted</p> <p>\$48,600</p>

<p>1.11 Continue to provide technical support, professional development, and coaching that supports the integration of 21st Century Skills, 4C's, CCSS materials, tools and teaching strategies</p> <p>1.11a Continue to evaluate the implementation of District professional development model</p> <p>1.11b Maintain long-term funding for ongoing technology expenditures.</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$3,000</p> <p>Materials and Supplies; Unrestricted</p> <p>\$2,000</p>
<p>1.12a Continue to look for ways to expand STEAM opportunities including access to Next Generation Science Standards, the arts, and computer skills</p>	<p>Mesa Union K-8 School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$6,000</p>
<p>1.13a Continue to support a one-to-one student computing program coupled with a robust wireless internet access</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$12,330</p>

<p>1.14a Continue to develop community-based partnerships to support 21st Century Skills development for all stakeholders</p> <p>1.14b Continue to provide a career fair at Mesa Union School for students in grades 6-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p><i>No costs are anticipated.</i></p>
<p>1.15a Implement recommendations to address highly proficient/high achieving students</p> <p>1.15b Employ alternative methods to deliver Gifted and Talented Education Program that increase access and promote more robust activities</p> <p>1.15c If feasible add honor courses and/or electives for the junior high program</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional costs are anticipated.</p>

<p>1.16a Conintue to provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days</p> <p>1.16b Maintain a district menu of interventions vetted as high-leverage options</p> <p>1.16c Maintain six weeks of summer programming for migrant, low-income and EL students</p> <p>1.16d Support a two-week kindergarten summer institute targeting unduplicated pupil count students</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal</p> <p>\$13,050</p> <p>Classified Salaries and Benefits; Restricted Federal and Unrestricted</p> <p>\$5,600</p> <p>Material and Supplies; Restricted Federal</p> <p>\$1,000</p>
<p>1.17a Increase the percentage of EL students making progress in attaining one level of English language level growth</p> <p>1.17b Increase the number of EL students being reclassified by the end of 8th grade</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$1,400</p>

<p>1.18a Continue to increase participation of English Learner and Low Income pupils in Gifted and Talented Education Program (GATE)</p> <p>1.18b Continue to work with teachers to identify students and reach out to parents education opportunities</p> <p>1.18c Continue to employ alternative methods to deliver Gifted and Talented Education program (GATE) (e.g. provide for GATE enhancements before and/or afterschool)</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional costs are anticipated.</p>
<p>1.19a Implement the recommendations of the evaluation of the Integrated and Designated English Language Development Instructional Model</p> <p>1.19b Continue to provide English Language Development training to new employees and follow up coaching and support opportunities to trained staff</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>See Goal 1, Action 1.2b</p>

<p>1.20a Continue to monitor the progress of Re-designated fluent English proficient students (RFEP)</p> <p>1.20b Continue to fund the English Language Development Coordinator stipend to monitor the progress of Mesa Union School RFEP students</p> <p>1.20c Continue to fund the English Language Development Coordinator stipend to support the transition of middle school students to high school for scheduling of RFEP students</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.8a Increase access to extra support, on-grade level, and enrichment activities before, during, and afterschool</p> <p>1.8b Purchase of instructional materials and supplies to support and/or enrichment programming</p>
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<b>GOAL:</b>	Goal 2: Engage parents, community organizations, business, and higher learning institutions in the development of meaningful partnerships to support student learning		Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 X 8 Local: LEAP Goals 1,2,3,4
<b>Identified Need:</b>	Build stakeholder knowledge of goals, actions and services outlined in the LCAP Increase parent participation in student learning and organizational development Increase business and community partnerships that support school programs <b>Metrics:</b> Survey Results, Parent Portal, Website, Newsletters, Donations, News Press releases		
<b>Goal Applies to:</b>	<b>Schools:</b>	Mesa Union K-8 School	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 20% in 2015-2016 to 25% in 2016-2017 as measured by sign-in sheets and survey results</li> <li>5% increase the number of parents who volunteer at Mesa Union K-8 School and/or District level functions from 10% in 2015-2016 to 15% in 2016-2017</li> <li>Establish baseline data that identifies the number of businesses and/or community partnerships that support school programs</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>2.1a Expand District stakeholder participation on the Parent and English Learner Advisory Councils</p> <p>2.1b. Increase communication with all stakeholders to create a culture of inclusion, respect and, integrity</p> <p>2.1c Provide training to District stakeholders on the scope and purpose of the Parent and English Language Learner Advisory Committees</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$700</p>
<p>2.2a Provide training to the site administrator and the site advisory councils (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$700</p>
<p>2.3a Identify opportunities for parents and other community-based organizations to support student learning</p> <p>2.3b Increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering</p> <p>2.3c Provide parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$1,500.00</p>

<p>2.4a Maintain and increase partnerships with educational organizations, the County Office of Education, institutions of higher learning and local businesses</p> <p>2.4b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional costs</p>
<p>2.5a Employ and support a part-time bilingual family liaison</p> <p>2.5b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteering opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics</p> <p>2.5c. Establish a volunteer resource room</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>Classified Salaries and Benefits; Unrestricted</p> <p>\$12,800</p> <p>Materials and Supplies; Unrestricted</p> <p>\$500</p>
<p>2.6a Outreach to preschool and recreational organizations</p> <p>2.6b Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues</p> <p>2.6c Provide recreational access and facility access to community programs</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Communications; Unrestricted</p> <p>\$500</p>

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 5% increase in the number of parent participating in district and site advisory councils/committees and sponsored parent events from 25% in 2016-2017 to 30% in 2017-2018</li> <li>• 5% increase in the number of parents who volunteer at Mesa Union K-8 School and/or District level functions from 15% in 2016-2017 to 20% in 2017-2018</li> <li>• 5% increase above the baseline established in 2016-2017 in the number of businesses and/or community partnerships that support school programs</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1a Continue to expand District stakeholder participation in the Parent and English Learner Advisory Councils</p> <p>2.1b. Continue to work to increase communication with all stakeholders to create a culture of inclusion, respect and integrity</p> <p>2.1c Continue to provide training to District stakeholders on the scope and purpose of the Parent and English Language Learner Advisory Committees</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$700</p>
<p>2.2a Continue to provide training to the site administrator and their site advisory councils (e.g., SSC/ELAC) on the alignment of SPSA with LCAP and LEA Plans</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$700</p>

<p>2.3a Continue to identify opportunities for parents and other community-based organizations to support student learning</p> <p>2.3b Continue to increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering</p> <p>2.3c Continue to provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$1,500.00</p>
<p>2.4a Continue to maintain and increase partnerships with educational organizations, the County Office of Education, institutions of higher learning and local businesses</p> <p>2.4b Continue to publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional costs</p>
<p>2.5a Continue to employ and support a part-time bilingual family liaison</p> <p>2.5b Continue to establish a volunteer program that partners with the Parent Faculty Organization and Mesa Union Education Foundation to identify volunteering opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics</p> <p>2.5c Continue to establish a volunteer resource room</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Classified Salaries and Benefits; Unrestricted</p> <p>\$12,800</p> <p>Materials and Supplies; Unrestricted</p> <p>\$500</p>

<p>2.6a Continue to reach out to preschool and recreational organizations</p> <p>2.6b Continue to develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues</p> <p>2.6c Continue to provide recreational access and facility access to community programs</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Communication s; Unrestricted</p> <p>\$500</p>	
<p><b>LCAP Year 3</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• 5% increase in the number of parent participating in District and site advisory councils/committees and sponsored parent events from 30% in 2017-2018 to 35% in 2018-2019</li> <li>• 5% increase in the number of parents who volunteer at Mesa Union K-8 School and/or District level functions from 20% in 2017-2018 to 25% in 2018-2019</li> <li>• 5% increase from 2017-2018 in the number of businesses and/or community partnerships that support school programs</li> </ul>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>2.1a Continue to expand District stakeholder participation in the Parent and English Learner Advisory Councils</p> <p>2.1b. Continue to work to increase communication with all stakeholders to create a culture of inclusion, respect and integrity</p> <p>2.1c Continue to provide training to District stakeholders on the scope and purpose of the Parent and English Language Learner Advisory Committees</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$700</p>	

<p>2.2a Continue to provide training to the site administrator and the site advisory councils (e.g., SSC/ELAC) on the alignment of SPSA with LCAP and LEA Plans</p>	<p>Mesa Union K-8 Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted  \$700</p>
<p>2.3a Continue to identify opportunities for parents and other community based organizations to support student learning</p> <p>2.3b Continue to increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering</p> <p>2.3c Continue to provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted  \$1,500.00</p>
<p>2.4a Continue to maintain and increase partnerships with educational organizations, the County Office of Education, institutions of higher learning and local business</p> <p>4b Continue to publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Additional Costs</p>

<p>2.5a Continue to employ and support a part-time bilingual family liaison</p> <p>2.5b Continue to establish a volunteer program that partners with the Parent Faculty Organization and Mesa Union Education Foundation to identify volunteering opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics</p> <p>2.5c. Continue to establish a volunteer resource room</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits; Unrestricted</p> <p>\$12,800</p> <p>Materials and Supplies; Unrestricted</p> <p>\$500</p>
<p>2.6a Continue to reach out to preschool and recreational organizations</p> <p>2.6b Continue to develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues</p> <p>2.6c Continue to provide recreational access and facility access to community programs</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Communication s; Unrestricted</p> <p>\$500</p>

<b>GOAL:</b>	Goal 3: Create welcoming and safe learning environments that increase safety and school connectedness among students		Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 X 6 _7 X 8 Local: LEAP Goals 1,2,3,4
<b>Identified Need:</b>	Improve customer service District-wide Improve organizational communication process and quality Improve connectedness of students and families at school Provide a safe, healthy, and productive school environment <b>Metrics:</b> Local Assessments to include: Grade Data, Attendance, Suspension/Expulsion Rates, California Healthy Kid Survey, Olewus Bullying, and Customer Service Survey Results, as well as Dropout Rates		
<b>Goal Applies to:</b>	<b>Schools:</b>	Mesa Union K-8 School	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Increase in customer satisfaction as measured on Customer Service Surveys (Establish Baseline Data)</li> <li>• Increase District average attendance rate by .5% from 96% in 2015-2016 to 96.5% in 2016-2017</li> <li>• Maintain in the number of students that are suspended or expelled from school below 1%</li> <li>• Chronic Absenteeism data not available</li> <li>• Maintain district facilities in good repair through evaluation of Williams Report</li> <li>• Maintain drop-out rate below the state average</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>3.1a Continue to monitor facilities and perform maintenance as needed</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$50,000</p> <p>Repairs; Unrestricted</p> <p>\$50,000</p> <p>Professional Services; Unrestricted</p> <p>\$50,000</p>
<p>3.2a Develop a Master Plan that includes facility improvements that support 21st Century Skills, in addition to supplemental and specialist services</p> <p>3.2b Explore the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus as prioritized</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$5,000</p>
<p>3.3a Develop and implement energy, water savings and recycling programs</p> <p>3.3b Continue analysis of energy savings projects through Prop 39 funding if available</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional Expenditures</p>

<p>3.4a Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder)</p> <p>3.4b Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders</p> <p>3.4c Inventory establish a baseline for rotation of safety supplies</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional expenditures</p>
<p>3.5a Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion</p> <p>3.5b Conduct, analyze and improve customer satisfaction</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$500</p>
<p>3.6a Implement and continually evaluate the District-wide Olweus Bullying Program</p> <p>3.6b District will promote and support Mesa Union School develop school pride and spirit activities (i.e. Associated Student Body, clubs, extracurricular activities, etc.)</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$1,000</p>

<p>3.7a Establish and maintain the District website and electronic media communications</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted  \$5,000</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Increase of 10% above the 2016-2017 baseline percentage in customer satisfaction as measured on Customer Service Survey</li> <li>• Increase District average attendance rate by .5% from 96.5% in 2016-2017 to 97% in 2017-2018</li> <li>• Maintain the number of students that are suspended or expelled from school to less than 1%</li> <li>• Chronic Absenteeism data is not available</li> <li>• Maintain district facilities in good repair through evaluation of Williams Report</li> <li>• Maintain drop-out rates below the state average</li> </ul>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>3.1a Continue to monitor facilities and perform maintenance as needed</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted  \$50,000  Repairs; Unrestricted  \$50,000  Professional Services; Unrestricted  \$50,000</p>

<p>3.2a Monitor the Master Plan that includes facility improvements that support 21st Century Skills, in addition to supplemental and specialist services</p> <p>3.2b Continue to explore the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus as required</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$5,000</p>
<p>3.3a Evaluate and monitor the implementation of energy, water savings and recycling programs</p> <p>3.3b Continue analysis of energy savings projects through Prop 39 funding if available</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional expenditures</p>
<p>3.4a Continue to evaluate and support District-wide plans to expand knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder)</p> <p>3.4b Continue to secure outside consultants/agencies to provide disaster preparedness training to stakeholders</p> <p>3.4c Continue to inventory and rotate of safety supplies as needed</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional expenditures</p>
<p>3.5a Continue to work with employees in providing outstanding customer service that fosters a culture of respect, integrity, and inclusion</p> <p>3.5b Continue to conduct, analyze and improve customer satisfaction by 10% above the 2017-2018 percentages</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$500</p>

<p>3.6a Continue to evaluate and support the District-wide Olweus Bullying Program</p> <p>3.6b Continue to promote and support Mesa Union School develop school pride and spirit activities (i.e. Associated Student Body, clubs, extracurricular activities, etc.)</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$1,000</p>
<p>3.7a Maintain the District website and electronic media communications</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$5,000</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Increase or 10% above 2017-2018 percentages in customer satisfaction as measured on Customer Service Survey</li> <li>• Increase in the district average attendance rate by .5% from 97% in 2017-2018 to 97.5% in 2018-2019</li> <li>• Maintain the number of students that are suspended or expelled from school to less than 1%</li> <li>• Chronic Absenteeism data is not available</li> <li>• Maintain district facilities in good repair through evaluation of Williams Report</li> <li>• Maintain drop-out rates below the state average</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>3.1a Continue to monitor facilities and perform maintenance as needed</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$50,000</p> <p>Repairs; Unrestricted</p> <p>\$50,000</p> <p>Professional Services; Unrestricted</p> <p>\$50,000</p>
<p>3.2a Monitor the Master Plan that includes facility improvements that support 21st Century Skills, in addition to supplemental and specialist services</p> <p>3.2b Continue to explore the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$5,000</p>
<p>3.3a Evaluate and monitor implementation energy, water savings and recycling programs</p> <p>3.3b Continue analysis of energy savings projects through Prop 39 funding if available</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional expenditures</p>

<p>3.4a Continue to evaluate and support District-wide plans to expand knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder)</p> <p>3.4b Continue to secure outside consultants/agencies to provide disaster preparedness training to stakeholders</p> <p>3.4c Continue to inventory and rotate of safety supplies as needed</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional expenditures</p>
<p>3.5a Continue to work with employees in providing outstanding customer service that fosters a culture of respect, integrity, and inclusion</p> <p>3.5b Continue to conduct, analyze and improve customer satisfaction</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$500</p>
<p>3.6a Continue to evaluate and support the District-wide Olweus Bullying Program</p> <p>3.6b Continue to promote and support Mesa Union School develop school pride and sprit activities (i.e. Associated Student Body, clubs, extraculliculat activities, etc.)</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$1,000</p>
<p>3.7a Maintain the District website and electronic media communications</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted</p> <p>\$5,000</p>

<b>GOAL:</b>	Goal 4: Recruit, hire, train, and retain exemplary employees		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: LEAP Goals 1,2,3,4
<b>Identified Need:</b>	Fill all positions with highly qualified classified and certificated personnel Provide well-maintained and clean school learning environments Improve customer service District-wide Improve organizational communication process and quality		
<b>Goal Applies to:</b>	<b>Schools:</b>	Mesa Union K-8 Schools	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>In the 2016-2017 school year 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.</li> <li>Establish customer satisfaction data baseline as measured on a Customer Service survey</li> <li>.5% increase in the District average attendance rate from 96% in 2015-2016 to 96.5% in 2016-2017</li> <li>Identify the District employee retention rate for both certificated and classified staff in 2016-2017 (baseline data)</li> </ul>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
	<b>Budgeted Expenditures</b>		

<p>4.1a. Provide a comprehensive certificated professional development plan that includes District-wide, on-site and virtual learning opportunities accompanied by ongoing coaching</p> <p>4.2b. Provide ongoing new teacher support through BTSA</p> <p>4.2c Provide ongoing teacher support through PAR</p> <p>4.2d Provide a one-day training program for District substitutes and administer satisfaction survey</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal</p> <p>\$3,200</p> <p>Travel and Conference; Restricted Federal</p> <p>\$6,000</p>
<p>4.2a Provide comprehensive classified professional development that includes district-wide, and on-site demonstrations</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits; Unrestricted</p> <p>\$2,000</p> <p>Travel and Conference; Unrestricted</p> <p>\$1,000</p>

4.3a Provide comprehensive management professional development that includes learning, networking and coaching opportunities	Mesa Union K-8 School  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Travel and Conferences; Unrestricted  \$2,000
4.4a Administer satisfaction and exit surveys to improve District employee retention rates	Mesa Union K-8 School  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<i>No additional expenditures</i>
4.5a Attract exemplary employees through the promotion of the District to prospective candidates  4.5b Develop relationships with universities, career-fair providers, and professional organizations  4.5c Provide relocation materials to potential candidates  4.5d Evaluate and adjust hiring practices as needed	Mesa Union K-8 School  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted  \$500
<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• In the 2017-2018 school year 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.</li> <li>• 10% increase in customer satisfaction above the 2016-2017 baseline percentages as measure on the Customer Service survey</li> <li>• .5% increase in the district average attendance rate from 97% in 2016-2017 to 97.5% in 2017-2018</li> <li>• 2.5% increase above the 2016-2017 baseline data in the District employee retention rate for both certificated and classified personnel</li> </ul>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1a Continue to provide a comprehensive certificated professional development plan that includes District-wide, on-site and virtual learning opportunities accompanied by ongoing coaching</p> <p>4.2 . Continue to provide ongoing new teacher support through BTSA</p> <p>4.2c Continue to provide ongoing teacher support through PAR</p> <p>4.2d Continue to provide a one-day training program for district substitutes and administer a satisfaction survey</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal</p> <p>\$3,200</p> <p>Travel and Conference; Restricted Federal</p> <p>\$6,000</p>
<p>4.2a Continue to provide comprehensive classified professional development that includes district-wide, and on-site demonstrations</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Classified Salaries and Benefits; Unrestricted</p> <p>\$2,000</p> <p>Travel and Conference; Unrestricted</p> <p>\$1,000</p>
<p>4.3a Continue to provide comprehensive management professional development that includes learning, networking, and coaching opportunities</p>	<p>Mesa Union K-8 School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Travel and Conferences; Unrestricted</p> <p>\$2,000</p>

<p>4.4a Administer satisfaction and exit surveys to improve District employee retention rates</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><i>No additional expenditures</i></p>
<p>4.5a Attract exemplary employees through the promotion of the District to prospective candidates  4.5b Maintain relationships with universities, career-fair providers, and professional organizations  4.5c Provide relocation materials to potential candidates  4.5d Evaluate and adjust hiring practices as needed</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted  \$500</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• In the 2018-2019 school year 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.</li> <li>• 10% increase above the 2017-2018 percentages in customer satisfaction as measured on the Customer Service Survey</li> <li>• .5% increase in the district average attendance rate from 97% in 2017-2018 to 97.5% in 2018-2019</li> <li>• 2.5% increase above the 2017-2018 percentge for both certificated and classified retention rates</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>4.1a Continue to provide a comprehensive certificated professional development plan that includes District-wide, on-site and virtual learning opportunities accompanied by ongoing coaching</p> <p>4.2 . Continue to provide ongoing new teacher support through BTSA</p> <p>4.2c Continue to provide ongoing teacher support through PAR</p> <p>4.2d Continue to provide a one-day training program for District substitutes and administer a satisfaction survey</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal  \$3,200  Travel and Conference; Restricted Federal  \$6,000</p>
<p>4.2a Continue to provide comprehensive classified professional development that includes district-wide, and on-site demonstrations</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Salaries and Benefits; Unrestricted  \$2,000  Travel and Conference; Unrestricted  \$1,000</p>
<p>4.3a Continue to provide comprehensive management professional development that includes learning, networking and coaching opportunities</p>	<p>Mesa Union K-8 School  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Travel and Conferences; Unrestricted  \$2,000</p>

4.4a Administer satisfaction and exit surveys to improve District employee retention rates	Mesa <u>Union</u> <u>K-8 School</u>  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<i>No additional expenditures</i>
4.5a Continue to attract exemplary employees through the promotion of the District to prospective candidates  4.5b Maintain relationships with universities, career-fair providers, and professional organizations  4.5c Continue to provide relocation materials to potential candidates  4.5d Continue to evaluate and adjust hiring practices as needed	Mesa Union K-8 School  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted  \$500

## 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?

<b>Original Goal from prior year LCAP:</b>	Goal 1: Improve student learning outcomes		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	Mesa School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Raise outcomes on Smarter Balanced assessment (over CST) by 5%</li> <li>2. Increase percentage of students who score proficient on Mesa Union writing assessments by 5%</li> <li>3. Ensure all teachers are appropriately credentialed.</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Mesa Union students failed to raise Smarter Balance assessment results (over CST) by 5%. Mesa Union students' California Assessment of Student Performance and Progress baseline scores demonstrated that 54% of all students met or exceeded in the area of English Language Arts and</li> </ol>

4. Maintain 100% access to standards-aligned instructional materials.
5. Ensure that all students are enrolled in a broad course of study

that 53% of all students met or exceeded in the area of Mathematics. Both of these indicators demonstrated that Mesa Union students score above the county and state averages in English Language Arts and Mathematics. The expectation that students would exceed previous proficiency levels (79%) on the California Standards Test (CST) was not a fair comparison as the new California Assessment of Student Performance and Progress design is based on the new California Common Core Standards. Not only are the Common Core standards more rigorous, but the various testing formats are also more complex.

2. Mesa Union continues to develop systematic benchmark assessments in Mathematics and Language Arts to include writing. 65% of Mesa Union School students scored proficient on local writing assessments in 2015-2016. This is a 1% increase/decrease as compared to the 2014-2015 school year (66%)

3. All Mesa Union School District teachers are appropriately credential and assigned according to the No Child Left Behind requirements.

4. Mesa Union School District, per the Williams Act, has provided access to standards-aligned instructional materials to all students. During the course of the 2015-2016 school year, Mesa Union teachers have evaluated, piloted and selected new state standards-aligned mathematics materials in all grades.

5. Mesa students are enrolled in a broad course of study to include English Language Arts, Mathematics, Social Studies, Science, and Physical Education. K-5 students also have access to Visual and Performing Arts (i.e., drama, dance, band and choir).

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Implement collaboratively-drafted professional learning plan—state standards alignment, differentiation, writing, thinking routines, and STEM		1.1 Professional/Consulting Services and Operating Expenditures Unrestricted \$10,000	During the 2015-2016 school year, teachers participated in professional development in the area of Designated English Language Development to address the increasing needs of English language learners, the release of the new standards, and preparation for piloting English Language Development materials in the upcoming 2016-2017 school year. Additional costs were a direct result of providing professional development and support as teachers evaluated, piloted, and selected new state-aligned math materials.		Certificated Salaries and Benefits; Restricted/Unrestricted \$28,570
<b>Scope of service:</b>	Mesa School Grades: All		Scope of service:	Mesa Union K-8 School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 Pilot and select California standards-aligned materials; select NGSS-aligned texts for junior high		1.2 Books and Supplies \$50,000 (mandated costs)	Next Generation Science Standards aligned instructional materials are currently not available for adoption. The evaluation, pilot, and selection of science materials will be postponed until the District has an opportunity to adopt math, English Language Arts, and English Language Development materials.		\$0

<b>Scope of service:</b>	Mesa School Grades: 6th, 7th, 8th		<b>Scope of service:</b>	Mesa Union K-8 School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.3 Enhance and support technology for teaching and learning, including wireless and wired network upgrade, software and hardware for assessment (SBAC) and computer check-out for students without computers in the home		Books and Supplies Unrestricted \$40,000  Professional/ Consulting Services and Operating Expenditures Unrestricted \$11,500	The District made a significant investment in technology during the 2015-2016 school year to support a one-to-one computing environment in grades 3-8. The Decision to move to one-to-one computing significantly increased the actual annual budget expenditures. This first step supports the District goal to provide devices for all students in grades K-8 over the course of three years.	Materials and Supplies; Unrestricted  \$148,915  Noncapitalized Equipment; Unrestricted  \$67,158	
<b>Scope of service:</b>	Mesa School Grades: All		<b>Scope of service:</b>	Mesa Union K-8 School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

1.4 Support teacher use of assessment data		1.4 Teacher support (Unrestricted); Professional/ Consulting Services and Operating Expenditures Other \$3,000	The District expended dollars, as indicated in the 2015-2016 LCAP, on the Education Assessment and Data Management System (EADMS). The District will continue to take advantage of EADMS to support its goal of developing a systematic assessment model that enables teachers to access data regularly to inform classroom instruction and identify students in need of extra support and/or extension opportunities.	Professional Services; Unrestricted \$3,000
<b>Scope of service:</b>	Mesa School Grades: All		Scope of service:	Mesa Union K-8 School Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.5 Extend day for students who will benefit from additional time		1.5 Professional/Consulting services, Unrestricted \$80,000; Materials Unrestricted, \$5,000	The District worked closely with the Ventura County Office of Education to design and implement an after-school program that serves 50 students in grades 4-8. The three-hour program provides homework assistance, academic intervention, and extension opportunities in the areas of Science, Technology, Engineering, Arts, and Mathematics (STEAM). Expenditures are aligned with anticipated expenditures as outlined in the 2015-2016 LCAP.  In the 2016-2017 school year the program design will be reshaped to serve students in grades 2-8.	Materials and Supplies; Restricted Federal \$4,000  Professional Services; Unrestricted \$90,000

<b>Scope of service:</b>	Mesa Schools  Grades: All		<b>Scope of service:</b>	Mesa Union K-8 School          Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<b>What changes in actions, services, and expenditures</b>	<p>The 2016-2017 Local Control Accountability Plan will fold Goal 1, Improving student outcomes, and Goal 2, Create and refine a system that rapidly improves outcomes among English Learners, low-income and foster youth, and Redesignated Fluent English Proficient students. The new goal, Improve student learning, will focus on improving student learning outcomes for all students in all grades and in all content areas. Specific changes in focus include:</p> <ol style="list-style-type: none"> <li>1. Mesa Union School District will begin to evaluate and pilot newly released English Language Arts and English Language Development texts and supplemental materials. Teachers will be provided professional development and ongoing coaching to support not only the effective use of state standards-aligned materials, but also proven research-based instructional practices and strategies.</li> <li>2. Mesa Union School District will complete an analysis of its Response to Intervention model and implement recommendations that support both academic and social and emotional tiered supports.</li> <li>3. Mesa Union School District will develop a professional development plan that shifts its focus to supporting the implementation of new California aligned math and English language arts materials that include English Language Development. In addition, Mesa will continue to provide opportunities for professional development in the integration of technology in conjunction with one-to-one computing and the development of a District-wide blended learning model.</li> <li>4. Mesa Union School District will evaluate and look to implement research-based strategies that support the continual growth of English learners through the delivery of both Designated and Integrated English Language Development.</li> <li>5. Mesa Union School District will work with teachers to develop a systematic interim assessment model that encompasses all grades in order to provide needed data that not only informs daily classroom instruction, but also serves as an identifier of students who require extra academic support and/or extension.</li> </ol>
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<b>Original Goal from prior year LCAP:</b>	GOAL 2: Create and refine system that rapidly improves learning outcomes among English learners, low-income and foster youth and Redesignated Fluent English Proficient students	Related State and/or Local Priorities: _1 _2 X 3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	Mesa School  Grades: All

	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Establish baseline for EL and low-income students on CAASPP</li> <li>2. Raise proficiency rate among EL and low-income students on Mesa Union Writing Assessment by 10%</li> <li>3. Raise proficiency rate among EL on CELDT by 10%</li> <li>4. Increase EL reclassification rate by 5%</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. On the 2015 CAASPP Mesa Union School District's subgroups consistently performed at all grade levels above the county and state averages on Standard Exceeded/Standard Met in English Language/Literacy and Mathematics</li> <li>2. Mesa Union School District established a baseline for English Learners (ELA-13%, MA-18%) and Low-income students (ELA-31% and MA 29%) on the CAASPP</li> <li>3. Mesa Union established a baseline of 31% for Low-income students and English Learners on the Mesa Union Writing Assessment</li> <li>4. Mesa Union failed to raise the proficiency rate among English Learners by 10% as measured by the CELDT. Mesa Union proficiency rates decreased by 7% from 71% to 64% of English Learners who scored proficient on the CELDT</li> <li>5. Despite overall decreases in Mesa Union English Learner performance on the CELDT, the District's RFEP rate increased from 15% in 2014-2015 to 20% in 2015-2016</li> </ol>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			
			Estimated Actual Annual Expenditures		
2.1 Implement professional learning plan—supporting low-income students, differentiating instruction, thinking routines		2.1 a Certificated salaries \$10,000;  Service contracts: Restricted \$5,000	The 2015-2016 professional learning plan included professional development opportunities for all teachers in the area of Integrated English Language Development. The three-day training, provided by the Ventura County Office of Education, laid the foundation for additional work that will be performed in 2016-2017. This initial training, not only familiarized staff with the new English Language Development Framework and Standards, it also provided training on researched-based instructional practices and strategies that will directly impact the academic achievement of English Language Learners.  Expenditures for English Language Development training are captured in the District's Federal Title-III plan.		\$0
<b>Scope of service:</b>	Mesa School  Grades: All		Scope of service:	Mesa Union K-8  Grades: All	
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

2.2 Extend day and year for students who will benefit from additional time		2.2 a Certificated salaries, Unrestricted \$25,000;  Classified salaries, Unrestricted \$5,000	The District provided intervention opportunities outside the school year as prescribed in the LCAP and intends on providing a three-week extended year program targeting Low-income and English learners who are struggling academically.  Planned changes for the 2016-2017 school year is to extend the three weeks of summer school to six weeks. In addition, to offer a two-week jump start program to incoming kindergartners who have not had the benefit of participating in pre-school and/or a Transitional Kindergarten program.	Certificated Salaries and Benefits; Restricted Federal  \$13,525  Classified Salaries and Benefits; Unrestricted  \$2,425  Transfer of Direct Cost; Unrestricted  \$2,330
<b>Scope of service:</b>	Mesa School  Grades: All		<b>Scope of service:</b>	Mesa Union K-8 School.  Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	

2.3 Purchase materials, including computers, books and supplemental materials as needed to support extended year program		2.3 a Books and Supplies Unrestricted \$20,000	Low-income and English learners participated in a three-week summer program as outlined in the 2015-2016 LCAP. Expenditures captured below are limited to instructional materials purchased to support the program. Salary expenditures were captured in 2.2 of this plan.  Planned changes for the 2016-2017 school year include extending the three weeks of summer school to six weeks. In addition, the District will continue to offer a two-week jump start program to incoming kindergartners who have not had the benefit of participating in pre-school and/or a Transitional Kindergarten program.	Materials and Supplies; Unrestricted  \$2,180
<b>Scope of service:</b>	Mesa School  Grades: All		Scope of service:  Mesa Union K-8 School  Grades: All	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	
2.4 Provide intensive learning experiences to low income pupils who need intervention support		Certificated salaries Unrestricted and restricted \$90,000	The Mesa Union School District employed the equivalent of 2 FTEs to support intervention support before, during, and after-school as outlined in the 2015-2016 LCAP.	Certificated Salaries and Benefits; Unrestricted  \$86,700
<b>Scope of service:</b>	Mesa School  Grades: All		Scope of service:  Mesa Union K-8 School  Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, services, and expenditures</b></p>	<p>The 2016-2017 Local Control Accountability Plan will fold Goal 1, Improving student outcomes, and Goal 2, Create and refine a system that rapidly improves outcomes among English Learners, low-income and foster youth, and Redesignated Fluent English Proficient students. The new goal, Improve student learning, will focus on improving student learning outcomes for all students in all grades and in all content areas. Specific changes in focus include:</p> <ol style="list-style-type: none"> <li>1. Mesa Union School District will begin to evaluate and pilot newly released English Language Arts and English Language Development texts and supplemental materials. Teachers will be provided professional development and ongoing coaching to support not only the effective use of state standards-aligned materials, but also proven research-based instructional practices and strategies.</li> <li>2. Mesa Union School District will complete an analysis of its Response to Intervention model and implement recommendations that support both academic and social and emotional tiered supports.</li> <li>3. Mesa Union School District will develop a professional development plan that shifts its focus to supporting the implementation of new California aligned math and English language arts materials that include English Language Development. In addition, Mesa will continue to provide opportunities for professional development in the integration of technology in conjunction with one-to-one computing and the development of a District-wide blended learning model.</li> <li>4. Mesa Union School District will evaluate and look to implement research-based strategies that support the continual growth of English learners through the delivery of both Designated and Integrated English Language Development.</li> <li>5. Mesa Union School District will work with teachers to develop a systematic interim assessment model that encompasses all grades in order to provide needed data that not only informs daily classroom instruction, but also serves as an identifier of students who require extra academic support and/or extension.</li> </ol>
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<b>Original Goal from prior year LCAP:</b>	GOAL 3: Increase sense of safety and school connectedness among students		Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 _8 Local:
Goal Applies to:	Schools:	Mesa School	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Rate of attendance will increase to 97%</li> <li>2. Rate of chronic absentees will reduce by 5%</li> <li>3. 50% of students will participate in at least one community event</li> <li>4. At least 80% of students will report positive attitude toward school (CHKS)</li> <li>5. Increase score of school cleanliness from fair to excellent.</li> <li>6. Maintain suspension/expulsion rate at 0</li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Mesa Union School District has not been able to increase its attendance rate to 97%. At the end of the 2015-2016 school year, District attendance is at 96.11%. The District will continue to strive during the 2016-2017 school year to increase the daily rate of attendance to 97%.</li> <li>2. The District's chronic absentee rate, data not available</li> <li>3. The District failed to develop an adequate data collection mechanism to determine if 50% of all students participated in one community event this year. The strategy will be revised to state participation in one school activity and collection tools will be developed.</li> <li>4. The District did not participate in the CHKS survey during the 2015-2016 school year. The student LCAP survey and the Olweus Bullying Prevention Survey indicate that students feel connected and have a positive attitude towards school.</li> <li>5. The District improved its school cleanliness from fair to excellent as measured by the Fit Report in 2015-2016. The District will continue to strive to maintain this rating.</li> <li>6. The District was not able to maintain its suspension/ expulsion rate of 0%. There was a 1% increase in the number of students suspended from school. The District did meet the goal of 0 expulsions for the 2015-2016 school year.</li> </ol>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
GOAL 3.1 Refine implementation of positive discipline program, e.g., campus supervisors		3.1 Certificated salaries Unrestricted \$1,700	There was no measurable action taken to support the implementation of this action step. The District has established a School Climate Task Force, which is currently studying and preparing recommendations for the 2016-2017 school year.		\$0
<b>Scope of service:</b>	Mesa School  Grades: All		Scope of service:	Mesa Union K-8 School  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.2 Teach anti-bullying curriculum in exploratory		3.2 Certificated salaries, Unrestricted \$1,000	Preliminary Actions Spring 2015 Selection of the Olweus Bullying Prevention Program June 2015 Student survey administered for the first time Fall 2015- Administration and staff reviewed Olweus		Certificated Salaries and Benefits; Unrestricted  \$1,150

		<p>results</p> <p>Site administrator and staff established behavior expectations</p> <p>Conducted school climate assemblies</p> <p>Developed student leadership around positive behavior support</p> <p>Established School Climate Committee consisting of parents, staff, and site administrator</p> <p>March 2016</p> <p>Shared student survey results with Board of Trustees</p> <p>April 2016</p> <p>School Climate Committee members attended two-day training</p> <p>May-June 2016</p> <p>School Climate Committee meetings</p> <p>June 2016</p> <p>Administer student survey</p>		
<p><b>Scope of service:</b></p>	<p>Mesa School</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Mesa Union K-8 School</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
3.3 Continue to implement school safety plan; maintain clean classrooms and facilities		3.3 Capital outlay \$15,000 Unrestricted	The improvements were executed as outlined in the 2015-2016 LCAP.	Repairs; Unrestricted \$5,465 Professional Services; Restricted \$14,000
<b>Scope of service:</b>	Mesa School Grades: All		Scope of service:	Mesa Union K-8 School Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

3.4 Increase opportunities for cross-age supports to increase sense of school connectedness		3.4 No cost	Cross Age supports were implemented during the 2015-2016 that resulted in a number of productive partnerships between upper elementary/middle school students and primary students that resulted in improved student connectedness.		\$0
<b>Scope of service:</b>	Mesa School Grades: All		<b>Scope of service:</b>	Mesa Union K-8 School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	The following actions steps have been added to the 2016-2017 LCAP: <ul style="list-style-type: none"> <li>• The District will develop a master plan that includes facility improvements that support 21st Century learning, in addition to supplemental and specialists services</li> <li>• The District will also develop and implement water savings and recycling programs</li> <li>• The District has established a School Climate Task Force to analyze and support the implementation of strategies and/or activities that facilitate student connectedness to school, minimize acts of bullying, and ensure academic success of all students.</li> <li>• Employees will be provided professional development and coaching to ensure they provide outstanding customer service that maintains a culture of respect, integrity, and inclusion.</li> </ul>				

<b>Original Goal from prior year LCAP:</b>	GOAL 4: Increase parent participation in activities that support student learning at home		Related State and/or Local Priorities: _1 X 2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	Mesa Union  Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 25% of families will participate in at least one family engagement event</li> <li>2. At least 90% of attendees will evaluate events positively in written survey</li> <li>3. In end-of-year survey, families will give input regarding improvement in positive discipline, office staff customer service</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Twenty percent of families, according to the LCAP survey, have participated in one family engagement event during the 2015-2016 school year.</li> <li>2. 80% of attendees evaluated the events positively.</li> <li>3. The District LCAP survey indicated that 60% of stakeholders believe that Mesa Union staff treat parents with dignity and respect (i.e., customer service). Eighty-seven percent of parents report that Mesa Union provides a safe school environment. Eighty-four percent of survey responders believe that Mesa Union School is clean and in good repair.</li> </ol>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
4.1 Plan and carry out family activities that support student learning at home	4.1 Certificated and classified salaries Unrestricted \$5,000	In 2015-2016 Mesa Union School District provided a parent workshop series as a result of an interest survey administered by the District. Parents were provided opportunities to participate in a workshop on digital citizenship, Parent Connect and other technology resources to support student learning at home and another workshop on Common Core Math games and activities parents can utilize at home.	Certificated Salaries and Benefits; Unrestricted  \$4,165

<b>Scope of service:</b>	Mesa Union Grades: All		<b>Scope of service:</b>	Mesa Union K-8 School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.2 Set up computer kiosk for families and support use of Parent Connect		4.2a Books and supplies Unrestricted \$1,000	The District did not set up an individual kiosk for families to support Parent Connect. Access to technology is available in the library and the District did provide a parent workshop on Parent Connect to facilitate and support increased use of this valuable tool. The 2016-2017 LCAP expands upon this idea by including an action step to develop a parent resource center in the library.		\$0
<b>Scope of service:</b>	Mesa Union Grades: All		<b>Scope of service:</b>	Mesa Union K-8 School Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

4.3 Employ and support PT bilingual family liaison in conducting parent involvement activities, including increasing student attendance		4.3 Classified Salaries Unrestricted \$12,000	The District employed and supported a part-time bilingual family liaison to develop and conduct parent involvement activities that include parent workshops, participation in District and/or site committees, and assistance to parents and staff in accessing school and community resources.		Classified Salaries and Benefits; Unrestricted \$12,800
<b>Scope of service:</b>	Mesa Union Grades: All		<b>Scope of service:</b>	Mesa Union K-8 School Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
4.4 Survey parents and assess parent interests and talents. Create a plan to enlist parents in volunteer activities, based on results.		4.4 Certificated and classified salaries, unrestricted, \$1,500	Sixty-five percent of parents who completed the District's LCAP survey report that they volunteer in their child's classroom. That figure equates to about 10% of the school's parents. The 2016-2017 LCAP added an action step that would recruit and support a parent volunteer coordinator designed to connect volunteers to school organizations and/or classrooms in need of volunteer support.		\$0
<b>Scope of service:</b>	Mesa Union K-8 School Grades: All		<b>Scope of service:</b>	Mesa Union K-8 School Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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4.5 Support office staff with training in positive engagement with public.		4.5 Professional services, Unrestricted, \$3,000	Sixty-one percent of stakeholders, as reported on the District LCAP survey, stated that staff interact with customers with dignity and respect. As a result of data collected and stakeholder feedback, the District has developed a new goal, Goal 4: Hire and retain exemplary employees, which puts into place actions steps that will improve organizational customer service, encourage and increase parent engagement, and the develop community partnerships.  Training was provided internally by school administrative staff. No additional cost were incurred.		\$0
<b>Scope of service:</b>	Mesa Union Grades: All		<b>Scope of service:</b>	Mesa Union K-8 School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>		As a result of data collected and stakeholder feedback, the District has developed a new goal, Goal 4: Hire and retain exemplary employees, which puts into place actions that will improve organizational customer service, encourage and increase parent engagement, and develop community partnerships.			

### 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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	280951
<p>Mesa Union School District has over 40.80% unduplicated pupils in the LCFF subgroups. In School Year 2016/17, Supplemental/Concentration funding will be \$280,951. The funds expended from the Supplemental and Concentration funding sources align with all the goals of the LCAP and are principally directed to the needs of Mesa Union School's targeted subgroups: low-income pupils, English learners, Redesignated fluent English proficient, and students with disabilities. Mesa Union invests in single grade classrooms to ensure targeted support and therefore increase achievement for targeted subgroups. The difficulties teachers face in multigrade classes are centered around problem areas: (a) the efficient use of instructional time, (b) the design of effective instruction, (c) classroom management, and (d) the organization of independent practice or learning (Veenman, 1996). In addition, Mesa Union invests in professional learning. Professional learning consistently focuses a lens on strategies to support English Learners and low-income students. Professional learning opportunities include support of credentialed teachers, classified aids, and informal educators working after school. This aligned effort ensures continuity across programmatic efforts and our expanded learning programs. The school community believes effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers (The School Redesign Network, 2009). In closing, Mesa union invests in engaging families. Fifty years of research link the various roles families play in a child's education: supporters of learning, encouragers of grit and determination, models of lifelong learning and advocates of proper programming and placement (SEDL, 2009).</p>	

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

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

6.47	%
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Mesa Union intentionally supports students targeted by the Local Control Funding Formula. The services identified in the LCAP 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 5CCR 15496(a)(7). Services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils In the LCAP year by **6.47%** as calculated pursuant to 5 CCR 15496(a). We do this by investing in professional learning for certificated and support personnel to provide intervention or acceleration of targeted subgroups and by improving access to technology and digital resources. Somis targets support by increasing after school experiences, counseling services as needed, after school sports opportunities and events, translating and childcare for meetings, and parent workshops. Students in those subgroups will increase their academic achievement. By focusing expenditures on improving school connectedness for parents and students, students and parents will improve their understanding of what proficient achievement looks like and realize that proficiency is within their reach. The expenditures specified for the subgroups meet or exceed the 6.47% threshold.

### 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).