

## ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative*

response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Informational meetings with family leadership groups, including PFO, Mesa Education Foundation and the Mesa Union School Site Council. Administrator explained LCFF and reporting requirements. He gave general information about input process being developed, and he described the goals and activities that the LCAP encompasses.</p> <p>Teacher input survey conducted in February 2015.</p> <p>Parent input survey conducted in February 2015.</p> <p>Administrators reviewed plan and data and conducted group interview with School Site Council, which serves as LCAP Advisory Committee on April 16, 2015, to collect input from staff and families.</p> <p>Administrators conducted focus group interview with 7th grade students on June 12, 2015.</p>	<p><b>Meeting activities set the foundation for other input steps, below.</b></p> <p><b>Reflecting survey and interview data, 2015-2016 plan calls for additional student intervention and increased communication to parents about importance of attendance, and professional development to support office and supervisors.</b></p> <p><b>No comments required written feedback</b></p> <p><b>Increased student access to technology and engagement through professional learning, extension programs.</b></p>

<p><b>Annual Update:</b></p> <p>Public hearing at May 19, 2015, meeting of Mesa Union School District board of trustees.</p> <p>Draft review meeting with leadership team (certificated representatives) on May 20, 2015.</p> <p>Draft review meeting with School Site Council (certificated representatives, administrator and parents) on June 4, 2015.</p> <p>Draft review meeting with students on June 12, 2015.</p> <p>Board approval at June 16, 2015, meeting of Mesa Union School District board of trustees.</p>	<p><b>Annual Update:</b></p> <p><b>Reflecting comments from Site Council, administration will organize a dedicated LCAP committee for 2015-2016 to elicit structured input.</b></p>

**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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites 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 school sites 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 school sites 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 school sites 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 school sites 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

**GOAL 1: Improve student learning outcomes**

Related State and/or Local Priorities:  
 1\_\_ 2\_\_ 3\_\_ 4\_ X 5\_\_ 6\_\_ 7\_ X 8\_ X  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Identified Need :	Improve student learning outcomes
Goal Applies to:	Schools: Mesa Union Applicable Pupil Subgroups: All students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	1. Raise outcomes on Smarter Balanced assessment (over CST) by 5% 2. Increase percentage of students who score proficient on Mesa Union writing assessments by 5% 3. Ensure all teachers are appropriately credentialed. 4. Maintain 100% access to standards-aligned instructional materials. 5. Ensure that all students are enrolled in a broad course of study.
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GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Implement collaboratively-drafted professional learning plan—state standards alignment, differentiation, writing, thinking routines, and STEM	Mesa Union School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	1.1 Professional/Consulting Services and Operating Expenditures Unrestricted \$10,000
1.2 Pilot and select California standards-aligned materials; select NGSS-aligned texts for junior high	Mesa Union School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	1.2 Books and Supplies \$50,000 (mandated costs)
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	Mesa Union School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	1.3 Books and Supplies Unrestricted \$40,000 Professional/Consulting Services and Operating Expenditures Unrestricted \$11,500

1.4 Support teacher use of assessment data	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.4 Teacher support (Unrestricted): Professional/ Consulting Services and Operating Expenditures Other \$3,000
1.5 Extend day for students who will benefit from additional time	English learners, low income, foster youth	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.5 Professional/Consulting services, Unrestricted \$80,000; Materials Unrestricted, \$5,000

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\_\_ 4\_X 5\_\_ 6\_\_ 7\_\_ 8\_X  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Identified Need :	Reduce performance gap among subgroups
Goal Applies to:	Schools: Mesa Union Applicable Pupil Subgroups: All students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	1. Establish baseline for EL and low-income students on CAASPP 2. Raise proficiency rate among EL and low-income students on Mesa Union Writing Assessment by 10% 3. Raise proficiency rate among EL on CELDT by 10% 4. Increase EL reclassification rate by 5%
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GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Implement professional learning plan—supporting low-income students, differentiating instruction, thinking routines	Mesa Union	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	2.1 a Certificated salaries \$10,000; Service contracts: Restricted \$5,000
2.2 Extend day and year for students who will benefit from additional time	Mesa Union	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	2.2 a Certificated salaries, Unrestricted \$25,000; Classified salaries, Unrestricted \$5,000
2.3 Purchase materials, including computers, books and supplemental materials as needed to support extended year program	Mesa Union	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	2.3 a Books and Supplies Unrestricted \$20,000
	Mesa	__ALL	2.4 a

2.4 Provide intensive learning experiences to low income pupils who need intervention support	Union	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Certificated salaries Unrestricted and restricted \$90,000
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GOAL 3: Increase sense of safety and school connectedness among students

Related State and/or Local Priorities:  
 1  2\_\_ 3\_\_ 4\_\_ 5  6  7\_\_ 8\_\_  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Identified Need :	Ensure safe, healthy and productive school environment
Goal Applies to:	Schools: Mesa Union Applicable Pupil Subgroups: All students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	1. Rate of attendance will increase to 97% 2. Rate of chronic absentees will reduce by 5% 3. 50% of students will participate in at least one community event 4. At least 80% of students will report positive attitude toward school (CHKS) 5. Increase score of school cleanliness from fair to excellent. 6. Maintain suspension/expulsion rate at 0.
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GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Refine implementation of positive discipline program, e.g., campus supervisors	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	3.1 Certificated salaries Unrestricted \$1,700
3.2 Teach anti-bullying curriculum in exploratory	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	3.2 Certificated salaries, Unrestricted \$1,000
3.3 Continue to implement school safety plan; maintain clean classrooms and facilities	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	3.3 Capital outlay \$15,000 Unrestricted

<p>3.4 Increase opportunities for cross-age supports to increase sense of school connectedness</p>	<p>Mesa Union School</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>3.4 No cost</p>
		<p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

GOAL 4: Increase parent participation in activities that support student learning at home		Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3_ <u>X</u> 4__ 5_ <u>X</u> 6_ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Plan and offer family engagement activities that support learning at home		
Goal Applies to:	Schools: Mesa Union		
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	1. 25% of families will participate in at least one family engagement event 2. At least 90% of attendees will evaluate events positively in written survey 3. In end-of-year survey, families will give input regarding improvement in positive discipline, office staff customer service		
GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Plan and carry out family activities that support student learning at home	Mesa Union School	<u>__X</u> ALL OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify) _____	4.1 Certificated and classified salaries Unrestricted \$5,000
4.2 Set up computer kiosk for families and support use of Parent Connect	Mesa Union School	<u>__</u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students with disabilities</u>	4.2a Books and supplies Unrestricted \$1,000
4.3 Employ and support PT bilingual family liaison in conducting parent involvement activities, including increasing student attendance	Mesa Union School	<u>__</u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students with disabilities</u>	4.3 Classified Salaries Unrestricted \$12,000

<p>4.4 Survey parents and assess parent interests and talents. Create a plan to enlist parents in volunteer activities, based on results.</p>	<p>Mesa Union School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> <hr/>	<p>4.4 Certificated and classified salaries, unrestricted, \$1,500</p>
<p>4.5 Support office staff with training in positive engagement with public.</p>	<p>Mesa Union School</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>4.5 Professional services, Unrestricted, \$3,000</p>

**GOAL 1: Improve student learning outcomes**

Related State and/or Local Priorities:  
 1\_\_ 2\_\_ 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_X 8\_X  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Identified Need :		Improve student learning outcomes	
Goal Applies to:		Schools:	Mesa Union
		Applicable Pupil Subgroups:	All students
<b>LCAP Year 2: 2016-2017</b>			
Expected Annual Measurable Outcomes:	1. Raise outcomes on Smarter Balanced assessment (over CST) by 5% 2. Increase percentage of students who score proficient on Mesa Union writing assessments by 5% 3. Ensure all teachers are appropriately credentialed. 4. Maintain 100% access to standards-aligned instructional materials. 5. Ensure that all students are enrolled in a broad course of study.		
GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Implement collaboratively-drafted professional learning plan	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.1 Professional/Consulting Services and Operating Expenditures Unrestricted \$10,000
1.2 Purchase California standards-aligned materials	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.2 Standards-aligned books and support materials: Books and Supplies \$50,000
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	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.3 Books and Supplies Unrestricted \$40,000 Professional/Consulting Services and Operating Expenditures Unrestricted \$11,500

computers in the home			
1.4 Support teacher use of assessment data	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1.4 Professional/ Consulting Services and Operating Expenditures Other \$3,000
1.5 Extend day for students who will benefit from additional time	English learners, low income, foster youth	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1.5 Professional/ Consulting Services and Operating Expenditures \$80,000; Materials Unrestricted, \$5,000

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\_\_ 4\_X 5\_\_ 6\_\_ 7\_\_ 8\_X  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Identified Need :	Reduce performance gap among subgroups
Goal Applies to:	Schools: Mesa Union Applicable Pupil Subgroups: All students

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	1. Establish baseline for EL and low-income students on CAASPP 2. Raise proficiency rate among EL and low-income students on Mesa Union Writing Assessment by 10% 3. Raise proficiency rate among EL on CELDT by 10% 4. Increase EL reclassification rate by 5%
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GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Implement professional learning plan to support low-income, English learners, foster youth	English learners, low income, foster youth	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	2.1 a Certificated salaries \$10,000; Service contracts: Restricted \$5,000
2.2 Extend day and year for students who will benefit from additional time	English learners, low income, foster youth	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	2.2 a Certificated salaries, Unrestricted \$25,000; Classified salaries, Unrestricted \$5,000
2.3 Purchase materials, including computers, books and supplemental materials as needed to support extended year program	English learners, low income, foster	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	2.3 a Books and Supplies Unrestricted \$20,000

	youth		
2.4 Provide intensive learning experiences to low income pupils who need intervention support	English learners, low income, foster youth	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2.4 a Certificated salaries Unrestricted and restricted \$90,000

GOAL 3: Increase sense of safety and school connectedness among students

Related State and/or Local Priorities:  
 1  2  3  4  5  6  7  8   
 COE only: 9  10   
 Local : Specify \_\_\_\_\_

Identified Need : Ensure safe, healthy and productive school environment

Goal Applies to: Schools: Mesa Union

Applicable Pupil Subgroups: All students

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

1. Rate of attendance will increase to 97%
2. Rate of chronic absentees will reduce by 5%
3. 50% of students will participate in at least one community event
4. At least 80% of students will report positive attitude toward school (CHKS)
5. Increase score of school cleanliness from fair to excellent.
6. Maintain suspension/expulsion rate at 0.

GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Refine implementation of positive discipline program, e.g., campus supervisors	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	3.1 Certificated salaries Unrestricted \$1,700
3.2 Anti-bullying curriculum in exploratory	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	3.2 Certificated salaries, Unrestricted \$1,000
3.3 Continue to implement school safety plan	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	3.3 No cost

3.4 Increase opportunities for cross-age supports	Mesa Union School	<input checked="" type="checkbox"/> ALL	No cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

GOAL 4: Increase parent participation in activities that support student learning at home	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Plan and offer family engagement activities that support learning at home

Goal Applies to: Schools: Mesa Union

Applicable Pupil Subgroups: All students

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	1. 25% of families will participate in at least one family engagement event 2. At least 90% of attendees will evaluate events positively 3. In end-of-year survey, families will give input regarding improvement in positive discipline, office staff customer service
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GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Plan and carry out family activities that support student learning at home	Mesa Union School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	4.1 Certificated and classified salaries Unrestricted \$5,000
4.2 Maintain computer kiosk for families and support use of Parent Connect	Mesa Union School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	4.2a No cost
4.3 Employ and support PT bilingual family liaison	Mesa Union School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	4.3 Classified Salaries Unrestricted \$12,000

4.4 Maintain parent volunteer program	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	4.4 Certificated and classified salaries, unrestricted, \$1,500
4.5 Continue staff training	Mesa Union School	<input checked="" type="checkbox"/> ALL	4.5 Professional services, Unrestricted, \$3,000

**GOAL 1: Improve student learning outcomes**

Related State and/or Local Priorities:  
 1\_\_ 2\_\_ 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_X 8\_X  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Identified Need :	Improve student learning outcomes
Goal Applies to:	Schools: Mesa Union
	Applicable Pupil Subgroups: All students

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	1. Raise outcomes on Smarter Balanced assessment (over CST) by 5% 2. Increase percentage of students who score proficient on Mesa Union writing assessments by 5% 3. Ensure all teachers are appropriately credentialed. 4. Maintain 100% access to standards-aligned instructional materials. 5. Ensure that all students are enrolled in a broad course of study.
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GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Implement collaboratively-drafted professional learning plan	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.1 Professional/Consulting Services and Operating Expenditures Unrestricted \$10,000
1.2 Purchase California standards-aligned materials	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.2 Standards-aligned books and support materials: Books and Supplies \$50,000
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	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.3 Books and Supplies Unrestricted \$40,000 Professional/Consulting Services and Operating Expenditures Unrestricted \$11,500

1.4 Support teacher use of assessment data	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.4 Professional/ Consulting Services and Operating Expenditures Other \$3,000
1.5 Extend day for students who will benefit from additional time	English learners, low income, foster youth	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.5 Professional/ Consulting Services and Operating Expenditures \$80,000; Materials Unrestricted, \$5,000

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\_\_ 4\_X 5\_\_ 6\_\_ 7\_\_ 8\_X  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Identified Need :	Reduce performance gap among subgroups
Goal Applies to:	Schools: Mesa Union Applicable Pupil Subgroups: All students

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	1. Establish baseline for EL and low-income students on CAASPP 2. Raise proficiency rate among EL and low-income students on Mesa Union Writing Assessment by 10% 3. Raise proficiency rate among EL on CELDT by 10% 4. Increase EL reclassification rate by 5%
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GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Implement professional learning plan to support low-income, English learners, foster youth	English learners, low income, foster youth	__ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	2.1 a Certificated salaries \$10,000; Service contracts Restricted \$5,000
2.2 Extend day and year for students who will benefit from additional time	English learners, low income, foster youth	__ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	2.2 a Certificated salaries, Unrestricted \$25,000; Classified salaries, Unrestricted \$5,000
2.3 Purchase materials, including computers, books and supplemental materials as needed to support extended year program	English learners, low income, foster	__ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	2.3 a Books and Supplies Unrestricted \$20,000

	youth		
2.4 Provide intensive learning experiences to low income pupils who need intervention support	English learners, low income, foster youth	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2.4 a Certificated salaries Unrestricted and restricted \$90,000

GOAL 3: Increase sense of safety and school connectedness among students

Related State and/or Local Priorities:  
 1  2\_\_ 3\_\_ 4\_\_ 5  6  7\_\_ 8\_\_  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Identified Need : Ensure safe, healthy and productive school environment

Goal Applies to: Schools: Mesa Union

Applicable Pupil Subgroups: All students

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:

1. Rate of attendance will increase to 97%
2. Rate of chronic absentees will reduce by 5%
3. 50% of students will participate in at least one community event
4. At least 80% of students will report positive attitude toward school (CHKS)
5. Increase score of school cleanliness from fair to excellent.
6. Maintain suspension/expulsion rate at 0.

GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Refine implementation of positive discipline program, e.g., campus supervisors	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	3.1 Certificated salaries Unrestricted \$1,700
3.2 Anti-bullying curriculum in exploratory	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	3.2 Certificated salaries, Unrestricted \$1,000
3.3 Continue to implement school safety plan	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	3.3 No cost

3.4 Increase opportunities for cross-age supports	Mesa Union School	<input checked="" type="checkbox"/> ALL	No cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

GOAL 4: Increase parent participation in activities that support student learning at home	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Plan and offer family engagement activities that support learning at home

Goal Applies to: Schools: Mesa Union

Applicable Pupil Subgroups: All students

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	1. 25% of families will participate in at least one family engagement event 2. At least 90% of attendees will evaluate events positively 3. In end-of-year survey, families will give input regarding improvement in positive discipline, office staff customer service
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GOAL:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Plan and carry out family activities that support student learning at home	Mesa Union School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	4.1 Certificated and classified salaries Unrestricted \$5,000
4.2 Maintain computer kiosk for families and support use of Parent Connect	Mesa Union School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	4.2a No cost
4.3 Employ and support PT bilingual family liaison	Mesa Union School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	4.3 Classified Salaries Unrestricted \$12,000

4.4 Maintain parent volunteer program	Mesa Union School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	4.4 Certificated and classified salaries, unrestricted, \$1,500
4.5 Continue staff training	Mesa Union School	<input checked="" type="checkbox"/> ALL	4.5 Professional services, Unrestricted, \$3,000

## 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?

Original GOAL ONE from prior year LCAP:	Improve student learning outcomes		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools:	Mesa Union		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All students		
	<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> <li>4. Maintain 100% access to standards-aligned instructional materials.</li> <li>5. Ensure that all students are enrolled in a broad course of students.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. All students in grades 3-8 took CAASSP assessments, including IAB.</li> <li>2. The percentage of students scoring proficient or higher on Mesa Union writing assessments decreased from 68% to 65%.</li> <li>3. All teachers are appropriately credentialed.</li> <li>4. 100% of students had access to standards-aligned materials; teachers are piloting CCSS-aligned materials in mathematics.</li> <li>5. All students are enrolled in a broad course of study.</li> </ol>	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1.1 Implement professional learning plan—CCSS, writing, thinking routines and STEM	1.1 Service contracts with VCOE, SCWriP and other vendors Professional/Consulting and Operating Expenditures	Contracted with vendors to implement professional learning activities, including full-day Common Core workshops at VCOE, UCSB Mathematics, Visible Thinking at CLU, ADEPT training.	Professional Services Unrestricted \$9,400	

		\$10,000 Unrestricted		
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.2 Pilot and select CCSS books and support materials		1.2 CCSS books and support materials Restricted \$30,000	Piloted CCSS mathematics materials. Will continue to pilot in 2015-2016.	
			Vender contracts for \$1000 Restricted	
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.3 Enhance and support technology for teaching and learning, including assessment (SBAC)		1.3 Books and supplies Unrestricted and Restricted \$30,000	Purchased equipment, including computers, to carry out Common Core Standards and Smarter Balanced assessments	
			Books and supplies Unrestricted and Restricted \$74,000	
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.4 Support teacher use of assessment data		1.4 Services, other operating expenses, Unrestricted \$3,000	Purchased equipment, including computers, to carry out Common Core Standards and Smarter Balanced assessments		Services, other operating expenses, Unrestricted \$4,150
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Staff will continue to pilot standards-aligned materials, so materials were not purchased. The cost to address network and hardware needs for SBAC were higher than anticipated.			
Original GOAL TWO from prior year LCAP:	Create and refine system that rapidly improves learning outcomes among low income students, foster youth, English learners, and Redesignated Fluent English Proficient students		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ - COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: Mesa Union	Applicable Pupil Subgroups: English learners, low income, foster youth			
Expected Annual Measurable Outcomes:	1. Establish baseline for EL and low-income students on CAASPP. 2. Raise proficiency rate among EL and low-income students on Mesa Union Writing Assessment by 10%.		Actual Annual Measurable Outcomes:	1. All EL, low-income and foster youth in grades 3-8 took CAASSP assessments, including IAB. 2. The percentage of EL, low-income and foster students scoring proficient or higher on Mesa Union writing assessments decreased from 68% to 65%	

	3. Raise proficiency rate among EL on CELDT by 10%. 4. Increase EL reclassification rate by 5%		3. Proficiency rate among EL on CELDT increased by 14% among students enrolled fewer than five years and 8% among students enrolled five years or more. 4. The EL reclassification rate increased by more than 5%.
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**LCAP Year: 2014-2015**

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	Service contracts and coaching fees/stipends \$5,000, Unrestricted	Implemented professional learning plan, including ADEPT training and support	Service contracts and coaching fees/stipends \$3,915 Unrestricted
Scope of service:	Mesa Union School	Scope of service:	Mesa Union School
___ ALL		___ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.2 Extend day and year for students who will benefit from additional time	Materials and extra hours for extended day \$23,850 Unrestricted	Implemented summer and afterschool program for students identified as in need of additional learning time	Certificated salaries and benefits, \$7,315 Unrestricted; Services and other \$90,000

			Unrestricted; Books and supplies \$8,350 Unrestricted
Scope of service:	Mesa Union School		
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
2.3 Purchase materials, including computers, books and supplemental materials as needed to support extended learning Materials and extra hours for extended year	Materials and extra hours, \$23,850, Unrestricted	Purchased tablets for use during summer school	Books and supplies, \$10,000 Unrestricted
Scope of service:	Mesa Union School		
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
2.4 Provide intensive learning experiences to low income pupils who need intervention support	Provide intervention support, \$90,000 Unrestricted and Restricted	Implemented second-tier intervention activities for targeted subgroups identified as needing structured intervention	Intervention teachers, \$65,000 Unrestricted

Scope of service:	Mesa Union School	Scope of service:	Mesa Union School
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Decrease in student writing proficiency is statistically insignificant and will be addressed through professional development, increased opportunities for students to write in content areas and intervention.		
Original GOAL THREE from prior year LCAP:	Increase sense of safety and school connectedness among students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Mesa Union	Applicable Pupil Subgroups:	All students
Expected Annual Measurable Outcomes:	1. Rate of attendance will increase to 97% 2. Rate of chronic absentees will reduce by 5% 3. 50% of students will participate in at least one community event 4. At least 80% of students will report positive attitude toward school (CHKS) 5. Increase score of school cleanliness from fair to excellent. 6. Maintain suspension/expulsion rate at 3.47%/0%.	Actual Annual Measurable Outcomes:	1. Attendance rate increased to 97.11%. 2. Rate of chronic absentees is 2%, a reduction of 20% from prior year. 3. Approximately 25% of students participated in at least one community event. 4. The CHKS was not administered. 5. School cleanliness, as rated on FIT form (School Accountability Report Card) was rated as poor. 6. The suspension/expulsion rate was at 1.3%/0%.
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted		Estimated

		Expenditures		Actual Annual Expenditures
3.1 Refine implementation of CHAMPS program		3.1 CHAMPS Coordinator for refresher activities \$1,700 Unrestricted	Refined CHAMPS implementation	No cost
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School
<input checked="" type="checkbox"/> X ALL			<input checked="" type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.2 Anti-bullying curriculum in exploratory		Books and supplies, \$1,000 Unrestricted	Purchased OLWEAUS anti-bullying curriculum and began implementation	Books and supplies, \$2,700 Unrestricted
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School
<input checked="" type="checkbox"/> X ALL			<input checked="" type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.3 Continue to implement school safety plan		See section 3.5, below		
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School
<input checked="" type="checkbox"/> X ALL			<input checked="" type="checkbox"/> X ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.4 Increase opportunities for cross-age supports		None	Implemented cross-age supports in Full STEAM Ahead afterschool program		No extra cost
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.5 Make improvements to facility to increase student well-being and safety		Make improvements to facility to increase student well-being and safety, \$50,000 Unrestricted and Restricted	Improved safety and planned energy efficiency upgrades		Professional/ Consulting Services \$14,000 Restricted
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CHAMPS implementation was supported by the principal and staff with no added cost. Facilities improvements are in planning stage; activities will be carried out in 2015-2016. Staff schedules will be adjusted to improve classroom and grounds cleanliness.		
Original GOAL FOUR from prior year LCAP:	Increase parent participation in activities that support student learning at home		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: Mesa Union	Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	1. 25% of families will participate in at least one family engagement event 2. At least 90% of attendees will evaluate events positively	Actual Annual Measurable Outcomes:	1. The planned activities were limited to one event at first grade. Thirty-three percent of families participated in the one family engagement event. 2. Anecdotal evaluation data was very positive.	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
4.1 Plan and carry out family activities that support student learning at home		Extra hours to coordinate family activities that support student learning at home \$1,275 Unrestricted	First-grade staff planned and carried out one family engagement activity that supported student learning at home  Certificated and classified salaries, Unrestricted \$800	
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR:			OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4.2 Set up computer kiosk for families and support use of Parent Connect		Equipment \$1,000 Unrestricted	Staff using existing devices to support parents.		None
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4.3 Hire PT bilingual family liaison		Classified salary and benefits \$10,300 Unrestricted	A three-hour liaison supported student attendance, enrollment in special programs, translation and other family supports		Salary and benefits \$10,300 Unrestricted
Scope of service:	Mesa Union School		Scope of service:	Mesa Union School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Liaison uses existing computers to work with families, so kiosk was not necessary. Parent engagement activities were carried out to a lesser extent than planned due to low parent response to survey. Evaluation process needs to be established.			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>                  </u> \$347,978 <u>                  </u>
Program funds are used to invest in teaching quality through professional development, create personalized learning environments, and to increase instructional time as recommended in <i>The Strategic School</i> , Miles and Frank (2008). The district uses supplemental funds to specialize instruction among low-performing students in the “unduplicated” subgroups. School staff offer an extended day and extended year program to give students additional learning opportunities, specifically in science, technology, engineering, arts and mathematics. Specialists offer intervention reading and math instructional programs. Teachers participate in professional development. Staff has purchased technology to increase student access to computers during the school day.	

- 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.

8.2	%
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The Mesa Union School District Local Control Accountability Plan (LCAP) streamlines services to support learning for all students; these services are primarily directed toward the needs of English learners, low-income students and foster youth. The plan's underlying theory of action is that the staff continuously will improve its capacity to serve students through strategic professional learning, additional time and individualized instruction based on student achievement data. Staff also will coordinate activities that draw more families, especially families of these target groups, into the daily life of the school. Expenditures align to these ends. Services for students within the subgroups will be increased or improved by about 3.69%, compared to all students. Expenditures specified for targeted subgroups meet or exceed the 8.2% 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).