

Introduction:

Mesa Union School District

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LCAP Year: 2014-2015

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.

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. 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 should comply with instructions and 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. 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 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)

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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Mesa Elementary School encourages family members to be active in their child's education. Nearly 85% of our parents contribute to school activities throughout the school year. Parents participate in various programs and activities, including:

- Parent Faculty Organization (PFO)
- Mesa Education Foundation

- Wellness Committee
- Volunteering in the classroom
- Chaperoning students during field trips
- Assisting with fundraisers that support student learning activities
- Leadership positions on School Site Council (SSC), Migrant Parents Advisory Committee, and English Learner Advisory Committee (ELAC)

Involvement Process	Impact on LCAP
<p>District leadership involved parents, teachers, and students in the development of the Local Control Accountability Plan. This involvement was organized into three stages: awareness, input, and feedback. During awareness stage activities, the community learned of the changes in California school funding and the opportunity to be involved in developing a local plan. Stakeholders also became aware of student achievement and district strategic goals. Administration held a Community Meeting on August 23, 2013, with board, teachers, association, and parent leaders (including ELAC, Migrant, PFO and the Education Foundation). Other awareness activities were conducted during the fall with parents and staff. Awareness stage information also went to parents through the weekly newsletter. During the input stage, meetings were held to gather suggestions for specific instructional program improvements, particularly those that would drive higher achievement among low-income students, foster youth and English learners. Input stage meetings were held with all stakeholders and included focus group meetings with students on February 18, 2014. A general community input meeting was held on February 27, 2014, and meetings were convened with leadership groups, including the School Site Council on February 20, 2014, and with ELAC/Migrant families on February 24, 2014. The California Healthy Kids Survey was administered to parents, staff and students during the input stage. Participants reviewed program offerings and student performance data. In the feedback stage, meetings to give stakeholders opportunities to review and comment on draft plan, which was developed based on participant comments from input stage activities. The superintendent provided written response to ELAC and parent input. The board of trustees reviewed the draft and held an open hearing at the May 20, 2014, meeting and approved the Local Control Accountability Plan at the</p>	<p>Awareness activities gave stakeholders a context for plan development. Input stage activities provided information for the development of a draft, leading to the creation of four LCAP goals. The plan was refined based on stakeholder comments during the feedback stage.</p> <p>During the input stage, stakeholders suggested the following broad categories of program enhancements (<i>with corresponding LCAP goal</i>):</p> <ul style="list-style-type: none"> • Aligning instruction to the Common Core State Standards (<i>GOAL 1: Improve student learning outcomes, pp. 14-15</i>) • Extending the school day and year (<i>GOAL 1: Improve student learning outcomes, pp. 14-15</i>) • Targeting student needs (<i>GOAL 2: Create and refine system that rapidly improves learning outcomes among English learners, low-income and foster youth, pp. 15-16</i>) • Ensuring safe and productive school environment (<i>GOAL 3: Increase sense of safety and school connectedness among students, p. 16</i>) • Providing parents with education that supports student learning (<i>GOAL 4: Increase parent participation in activities that support student learning at home, pp. 16-17</i>)

Involvement Process	Impact on LCAP
regular meeting at its regular meeting on June 17, 2014.	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><u>Need:</u> Improve learning for all students</p> <p><u>Metrics:</u> 1. CST, CAASPP 2. Mesa Union Writing Assessments 3. Teacher assignments and credentials 4. Student standards-aligned instructional materials 5. Enrollment in a broad course of study (K-6 and 7-8 as per EC 51210 and 51220)</p>	Goal 1: Improve student learning outcomes	All students	All	N/A	<p>Raise outcomes on Smarter Balanced assessment (over CST) by 5%.</p> <p>Increase percentage of students who score proficient on Mesa Union writing assessments by 5%.</p> <p>Ensure all teachers are appropriately credentialed.</p>	<p>Raise outcomes on Smarter Balanced assessment by an additional 5%.</p> <p>Increase percentage of students who score proficient on Mesa Union writing assessments by an additional 5%.</p> <p>Maintain 100%</p>	<p>Raise outcomes on Smarter Balanced assessment by an additional 5%.</p> <p>Increase percentage of students who score proficient on Mesa Union writing assessments by an additional 5%.</p> <p>Maintain 100%</p>	<p>Pupil Achievement Other Pupil Outcomes Conditions of Learning Implementation of Common Core State Standards Basic (Williams) Course Access</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					Maintain 100% access to standards-aligned instructional materials. Ensure that all students are enrolled in a broad course of study.	appropriately credentialed teachers Maintain 100% access to standards-aligned instructional materials. Ensure that all students are enrolled in a broad course of study.	appropriately credentialed teachers Maintain 100% access to standards-aligned instructional materials. Ensure that all students are enrolled in a broad course of study.	
<u>Need:</u> Reduce performance gap among subgroups <u>Metrics:</u> 1. CST, CAASPP 2. Mesa Union Writing Assessments	Goal 2: Create and refine system that rapidly improves learning outcomes	English learners Low-income students Foster youth	All	N/A	Establish baseline for EL and low-income students on CAASPP).	Raise outcomes among EL and low-income students on CAASPP	Raise outcomes among EL, low-income and foster youth on CAASPP by	Pupil Outcomes Conditions of Learning

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
3. AMAO2—EL who become proficient on the California English Language Development Test (CELDT) 4. EL reclassification rate	among English learners, low-income and foster youth.				Raise proficiency rate among EL and low-income students on Mesa Union Writing Assessment by 10%. Raise proficiency rate among EL on CELDT by 10%. Increase EL reclassification rate by 5%	assessment by 10%. Raise proficiency rate among EL and low-income students on Mesa Union Writing Assessment by 10%. Raise proficiency rate among EL on CELDT by 10%. Increase EL reclassification rate by 5%	an additional 10%. Raise proficiency rate among EL and low-income students on Mesa Union Writing Assessment by 10%. Raise proficiency rate among EL by 10% Increase EL reclassification rate by 5%	
<u>Need:</u> Ensure safe, healthy and productive school	Goal 3: Increase sense of safety and school	All	All	N/A	1. Rate of attendance will increase	1. Rate of attendance will increase	1. Rate of attendance will increase	Conditions of Learning Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
environment <u>Metrics:</u> 1. Student attendance rate, including chronic absentees (>18 days) 2. Rate of student participation in community events such as Summer Beautification and Day of Service 3. California Healthy Kids Survey data 4. Facility Inspection Tool 5. Suspension and Expulsion Rate	connectedness among students.				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	to 97.5% 2. Rate of chronic absentees will reduce by an additional 5% 3. 55% of students will participate in at least one community event 4. At least 85% of students will report positive attitude toward	to 98% 2. Rate of chronic absentees will reduce by an additional 5% 3. 60% of students will participate in at least one community event 4. At least 90% of students will report positive attitude toward	School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					score of school cleanliness from fair to excellent. 6. Maintain suspension/expulsion Rate at 0	school (CHKS) 5. Maintain school cleanliness score of excellent. 6. Maintain suspension/expulsion Rate at 0	school (CHKS) 5. Maintain school cleanliness score of excellent. 6. Maintain suspension/expulsion Rate at 0	
<u>Need:</u> Plan and offer family engagement activities that support learning at home <u>Metrics:</u> 1. Number of families participating in activities 2. Number of families of targeted students	Goal 4: Increase parent participation in activities that support student learning at home.	All, with particular focus on families of EL, low-income and foster youth.	All	N/A	1. 25% of families will participate in at least one family engagement event 2. At least 90% of attendees	1. 30% of families will participate in at least one family engagement event 2. 25% of targeted families will	1. 35% of families will participate in at least one family engagement event 2. 30% of targeted families will	Conditions of learning Engagement Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
participating in activities 3. Family satisfaction expressed in event evaluations					will evaluate events positively	participate in at least one family engagement event 3. At least 90% of attendees will evaluate events positively	participate in at least one family engagement event 3. At least 90% of attendees will evaluate events positively	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to

achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
GOAL 1: Improve student learning outcomes	Pupil Outcomes Conditions of Learning Implementation of Common Core State Standards Other Student Outcomes	1.1 Implement professional learning plan—CCSS, writing, thinking routines, and STEM 1.2 Pilot and select Common Core-aligned materials 1.3 Enhance and support technology for teaching and learning, including assessment (SBAC) 1.4 Support teacher use of assessment data	Mesa Union School		1.1 Service contracts with VCOE, SCWriP and other vendors @\$10,000 (CCSS and Unrestricted); 1.2 CCSS books and support materials @ \$30,000 (CCSS and Unrestricted) 1.3 Hardware @\$40,000 (CCSS, Foundation and Unrestricted) Service contract with VCOE @\$11,500 (CCSS and Unrestricted)	1.1 Service contracts @ \$10,000 (Unrestricted); 1.2 CCSS books and support materials @ \$30,000 (CCSS and Unrestricted) 1.3 Hardware @\$40,000 (Ed Foundation and Unrestricted) Service contract with VCOE @\$11,500 (Unrestricted) 1.4 DataWise teacher support @\$3,000 (Unrestricted)	1.1 Service contracts @\$10,000 (Unrestricted); 1.2 CCSS books and support materials @ \$30,000 (CCSS and Unrestricted) 1.3 Hardware @\$40,000 (Ed Foundation and Unrestricted) Service contract with VCOE @\$11,500 (Unrestricted) 1.4 DataWise teacher support @\$3,000 (Unrestricted)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Unrestricted) 1.4 DataWise teacher support @\$3,000 (Unrestricted)		
GOAL 2: Create and refine system that rapidly improves learning outcomes among English learners, low-income and foster youth	Pupil Outcomes Conditions of Learning	2.1 Implement professional learning plan— supporting low-income students, differentiating instruction, thinking routines 2.2 Extend day and year for students who will benefit from additional time 2.3 Purchase materials, including computers, books and supplemental materials as needed to support extended learning	Mesa Union School		<i>Please see Section 3B, Goal Two</i>	<i>Please see Section 3B, Goal Two</i>	<i>Please see Section 3B, Goal Two</i>
GOAL 3: Increase sense of safety and school	Conditions of Learning Engagement Basic Services	3.1 Refine implementation of CHAMPS program 3.2 Anti-bullying	Mesa Union School		3.1 CHAMPS Coordinator for refresher activities	3.1 CHAMPS Coordinator for refresher activities	3.1 CHAMPS Coordinator for refresher activities

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
connectedness among students		curriculum in exploratory 3.3 Continue to implement school safety plan 3.4 Increase opportunities for cross-age supports 3.5 Make improvements to facility to increase student well-being and safety			@\$1,700 (Unrestricted) 3.2 Anti-bullying curriculum in exploratory @\$1,000 (Unrestricted) 3.3 Continue to implement school safety plan 3.4 Increase opportunities for cross-age supports 3.5 Make improvements to facility to increase student well-being and safety @\$50,000 (Prop 39, Unrestricted)	@\$1,700 (Unrestricted) 3.2 Anti-bullying curriculum in grades 3-5 @\$1,000 3.3 Continue to implement school safety plan 3.4 Increase opportunities for cross-age supports 3.5 Make improvements to facility to increase student well-being and safety @\$50,000 (Prop 39, Unrestricted)	@\$1,700 (Unrestricted) 3.2 Anti-bullying curriculum in grades K-2 @\$1,000 3.3 Continue to implement school safety plan 3.4 Increase opportunities for cross-age supports 3.5 Make improvements to facility to increase student well-being and safety @\$50,000 (Prop 39, Unrestricted)
GOAL 4: Increase parent	Conditions of learning Engagement	4.1 Plan and carry out family activities that support	Mesa Union School		<i>Please see Section 3B, Goal Four</i>	<i>Please see Section 3B, Goal Four</i>	<i>Please see Section 3B, Goal Four</i>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
participation in activities that support student learning at home		student learning at home 4.2 Set up computer kiosk for families and support use of Parent Connect 4.3 Hire PT bilingual family liaison					

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1: Increase student achievement	Pupil Outcomes Conditions of Learning Implementation of Common Core State Standards	No extra services	Mesa Union School		<i>Please see Section 3A, Goal 1</i>	<i>Please see Section 3A, Goal 1</i>	<i>Please see Section 3A, Goal 1</i>
Goal 2: Create and refine system that rapidly improves learning outcomes among low income students, foster youth, English learners, and Redesignated Fluent English	Pupil Outcomes, Conditions of Learning Engagement	2.1.a Implement professional learning plan that supports low income pupils <hr/> 2.1.b Implement professional learning plan that supports	Mesa Union School		2.1.a Service contracts and coaching fees/stipends @\$5,000 (Unrestricted, Title I, Title III) <hr/> 2.1.b Coordinate plan to include support for teaching English Learners <hr/> 2.1.c	2.1.a Service contracts and coaching fees/stipends @\$15,000 (Unrestricted, Title I, Title III) <hr/> 2.1.b Coordinate plan to include support for teaching English Learners	2.1.a Service contracts and coaching fees/stipends @\$25,000 (Unrestricted, Title I, Title III) <hr/> 2.1.b Coordinate plan to include support for teaching English Learners

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
Proficient Pupils		<p>English learners</p> <hr/> <p>2.1.c Implement professional learning plan that supports foster youth</p> <hr/> <p>2.1.d Implement professional learning plan that supports Redesignated Fluent English Proficient pupils</p> <hr/> <p>2.2.a Extend school year for low income pupils who need additional intervention support</p> <hr/> <p>2.2.b</p>			<p>Coordinate plan to include support for teaching foster youth</p> <hr/> <p>2.1.d Coordinate plan to include support for teaching Redesignated Fluent English Proficient pupils</p> <hr/> <p>2.2.a Materials and extra hours for extended year @\$23,850 (Unrestricted, Title I, Title III)</p> <hr/> <p>2.2.b Share materials and services for English Learners</p>	<p>2.1.c. Coordinate plan to include support for teaching foster youth</p> <hr/> <p>2.1.d Coordinate plan to include support for teaching Redesignated Fluent English Proficient pupils</p> <hr/> <p>2.2.a Materials and extra hours for extended year @\$35,000 (Unrestricted, Title I, Title III)</p> <hr/> <p>2.2.b Share materials and</p>	<p>2.1.c. Coordinate plan to include support for teaching foster youth</p> <hr/> <p>2.1.d Coordinate plan to include support for teaching Redesignated Fluent English Proficient pupils</p> <hr/> <p>2.2.a Materials and extra hours for extended year @\$45,000 (Unrestricted, Title I, Title III)</p> <hr/> <p>2.2.b Share materials and</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Extend school year for English learners who need additional intervention support</p> <hr/> <p>2.2.c Extend school year for foster youth who need additional intervention support</p> <hr/> <p>2.2.d Extend school year for Redesignated Fluent English Proficient pupils who need additional intervention support</p> <hr/> <p>2.3.a Extend school</p>			<hr/> <p>2.2.c Share materials and services for Foster Youth.</p> <hr/> <p>2.2.d Share materials and services for Redesignated Fluent English Proficient pupils</p> <hr/> <p>2.3.a Provide academic coordination, extra hours and materials for extended day program @\$85,200(Unrestricted, Title I)</p>	<p>services for English Learners</p> <hr/> <p>2.2.c Share materials and services for Foster Youth.</p> <hr/> <p>2.2.d Share materials and services for Redesignated Fluent English Proficient pupils</p> <hr/> <p>2.3.a Provide academic coordination, extra</p>	<p>services for English Learners</p> <hr/> <p>2.2.c Share materials and services for Foster Youth.</p> <hr/> <p>2.2.d Share materials and services for Redesignated Fluent English Proficient pupils</p> <hr/> <p>2.3.a Provide academic coordination, extra</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
		<p>day for low income pupils who need additional intervention support</p> <hr/> <p>2.3.b Extend school day for English learners who need additional intervention support</p> <hr/> <p>2.3.c Extend school day for foster youth who need additional intervention support</p> <hr/> <p>2.3.d Extend school day for Redesignated Fluent English Proficient pupils</p>			<p>hours and materials for extended day program @\$100,000 (Unrestricted, Title I)</p> <hr/> <p>2.3.b Make these services and materials available to families of English learners</p> <hr/> <p>2.3.c. Make these services and materials available to families of foster youth</p> <hr/> <p>2.3.d Make these services and materials available to Redesignated Fluent English Proficient pupils</p>	<p>hours and materials for extended day program @\$120,000 (Unrestricted, Title I)</p> <hr/> <p>2.3.b Make these services and materials available to families of English learners</p> <hr/> <p>2.3.c. Make these services and materials available to families of foster youth</p> <hr/> <p>2.3.d Make these services and materials available to Redesignated Fluent English Proficient pupils</p>	

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
		<p>who need additional intervention support</p> <hr/> <p>2.4.a Provide intensive learning experiences to low income pupils who need intervention support</p> <hr/> <p>2.4.b Provide intensive learning experiences to English learners who need intervention support</p> <hr/> <p>2.4.c Provide intensive learning</p>			<p>2.4.a Provide intervention support @\$90,000 (Unrestricted, Title I)</p> <hr/> <p>2.4.b Make these services available to families of English learners</p> <hr/> <p>2.4.c. Make these services available to families of foster youth</p> <hr/> <p>2.4.d</p>	<hr/> <p>2.4.a Provide intervention support @\$90,000 (Unrestricted, Title I)</p> <hr/> <p>2.4.b Make these services available to families of English learners</p> <hr/> <p>2.4.c. Make these services available to families of foster youth</p>	<hr/> <p>2.4.a Provide intervention support @\$90,000 (Unrestricted, Title I)</p> <hr/> <p>2.4.b Make these services available to families of English learners</p> <hr/> <p>2.4.c. Make these services available to families of foster youth</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
		<p>experiences to foster youth who need intervention support</p> <hr/> <p>2.4.d Provide intensive learning experiences to Redesignated Fluent English Proficient pupils who need intervention support</p>			<p>Make these services available to Redesignated Fluent English Proficient pupils</p>	<hr/> <p>2.4.d Make these services available to Redesignated Fluent English Proficient pupils</p>	<hr/> <p>2.4.d Make these services available to Redesignated Fluent English Proficient pupils</p>
Goal 3: Increase sense of safety and school connectedness among students	Conditions of Learning Engagement Basic Services	No extra service	Mesa Union School		<i>Please see Section 3A, Goal 3</i>	<i>Please see Section 3A, Goal 3</i>	<i>Please see Section 3A, Goal 3</i>
Goal 4: Increase parent participation in activities that support student learning at	Conditions of learning Engagement	4.1.a Plan and carry out quarterly family activities that support student learning at home that	Mesa Union School		4.1.a Extra hours to coordinate family activities that support student learning at home @\$1,275 (Unrestricted, Title I)	4.1.a Extra hours to coordinate family activities that support student learning at home @\$10,000	4.1.a Extra hours to coordinate family activities that support student learning at home @\$10,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
home		<p>supports low income pupils</p> <hr/> <p>4.1.b Plan and carry out quarterly family activities that support student learning at home that supports English learners</p> <hr/> <p>4.1.c Plan and carry out quarterly family activities that support student learning at home that supports foster youth</p> <hr/> <p>4.1.d Plan and carry out quarterly family activities that support</p>			<p>4.1.b Coordinate plan to include support for families of English Learners</p> <hr/> <p>4.1.c Coordinate plan to include support for families of foster youth</p> <hr/> <p>4.1.d Coordinate plan to include support for families of Redesignated Fluent English Proficient pupils</p>	<p>(Unrestricted, Title I)</p> <hr/> <p>4.1.b Coordinate plan to include support for families of English Learners</p> <hr/> <p>4.1.c Coordinate plan to include support for families of foster youth</p> <hr/> <p>4.1.d Coordinate plan to include support for families of Redesignated Fluent English Proficient pupils</p>	<p>(Unrestricted, Title I)</p> <hr/> <p>4.1.b Coordinate plan to include support for families of English Learners</p> <hr/> <p>4.1.c Coordinate plan to include support for families of foster youth</p> <hr/> <p>4.1.d Coordinate plan to include support for families of Redesignated Fluent English Proficient pupils</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
		<p>student learning at home that supports Redesignated Fluent English Proficient pupils</p> <hr/> <p>4.2.a. Set up computer kiosk for low-income families and support use of Parent Connect</p> <hr/> <p>4.2.b. Set up computer kiosk for families of English learners and support use of Parent Connect</p> <hr/> <p>4.2.c. Set up computer kiosk for families</p>			<hr/> <p>4.2.a Establish/maintain computer kiosk for families and assist in use of Parent Connect@\$1,000 (Unrestricted)</p> <hr/> <p>4.2.b Make these services and materials available to families of English learners</p> <hr/> <p>4.2.c. Make these services and materials available to families of foster youth</p> <hr/>	<hr/> <p>4.2.a Establish/maintain computer kiosk for families and assist in use of Parent Connect@\$1,000 (Unrestricted)</p> <hr/> <p>4.2.b Make these services and materials available to families of English learners</p> <hr/> <p>4.2.c. Make these services and materials available to families</p>	<hr/> <p>4.2.a Establish/maintain computer kiosk for families and assist in use of Parent Connect@\$1,000 (Unrestricted)</p> <hr/> <p>4.2.b Make these services and materials available to families of English learners</p> <hr/> <p>4.2.c. Make these services and materials available to families of foster youth</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
		<p>of foster youth and support use of Parent Connect</p> <hr/> <p>4.2.d.Set up computer kiosk for families of Redesignated Fluent English Proficient pupils and support use of Parent Connect</p> <hr/> <p>4.3.a Hire and support PT bilingual family liaison to promote attendance and otherwise support families of low-income students</p> <hr/> <p>4.3.b Hire and support PT bilingual family liaison to</p>			<p>4.2.d Make these services and materials available to families of Redesignated Fluent English Proficient pupils</p> <hr/> <p>4.3 Hire PT bilingual family liaison @\$10,300 (Unrestricted, Title I)</p> <hr/> <p>4.3.b Make liaison services available families of English learners</p> <hr/> <p>4.3.c Make liaison</p>	<p>of foster youth</p> <hr/> <p>4.2.d Make these services and materials available to families of Redesignated Fluent English Proficient pupils</p> <hr/> <p>4.3 Hire PT bilingual family liaison @\$10,300 (Unrestricted, Title I)</p> <hr/> <p>4.3.b Make liaison services available families of English learners</p>	<hr/> <p>4.2.d Make these services and materials available to families of Redesignated Fluent English Proficient pupils</p> <hr/> <p>4.3 Hire PT bilingual family liaison @\$10,300 (Unrestricted, Title I)</p> <hr/> <p>4.3.b Make liaison services available families of English learners</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017
		<p>promote attendance and otherwise support families of English learners</p> <hr/> <p>4.3.c Hire and support PT bilingual family liaison to promote attendance and otherwise support families of foster youth</p> <hr/> <p>4.3.d Hire and support PT bilingual family liaison to promote attendance and otherwise support families of Redesignated Fluent English Learner pupils</p>			<p>services available families of foster youth</p> <hr/> <p>4.3.d Make liaison services available families of Redesignated Fluent English Learner pupils</p>	<p>families of English learners</p> <hr/> <p>4.3.c Make liaison services available families of foster youth</p> <hr/> <p>4.3.d Make liaison services available families of Redesignated Fluent English Learner pupils</p>	<hr/> <p>4.3.c Make liaison services available families of foster youth</p> <hr/> <p>4.3.d Make liaison services available families of Redesignated Fluent English Learner pupils</p>

- C. Describe the LEA's increase in 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 district-wide, school-wide, county-wide, or charter-wide 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Supplemental grant funds in 2014-2015 will total \$145,503. Mesa Union is expending these additional funds in 2014-2015 to increase academic performance among all students, with particular emphasis on low income, foster youth and English learners. The district also is using funds to increase student safety and parent participation. Supplemental funding is targeted to serve low income, foster youth and English learners through professional development and extended day and year activities. Supplemental funds also will be used to support parent involvement initiatives that promote learning at home.

- D. 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). 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). 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.

The Mesa Union School District Local Control Accountability Plan (LCAP) streamlines services to support learning for all students, with particular attention to 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 (Miles and Frank, 2008). 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 3.69% threshold.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.