

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Mesa Union Elementary

Contact Name and Title

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Mesa Union School District, comprised of a single school, Mesa Union School, has enjoyed a long tradition of excellence where children thrive in a community-focused, small school environment. Approximately 620 students attend Mesa Union School in grades Transitional Kindergarten through eighth grade and actively participate in a rigorous and rewarding academic environment enriched with visual and performing arts, technology, robotics, athletics, and other extracurricular activities. Mesa, being a "District of Choice", is avidly sought after by parents seeking a challenging and enriching education.

Mesa Union's diversity is its strength. Mesa students come from a variety of backgrounds. In 2016, 33% of students were English learners. Thirty-eight percent of students who attend Mesa Union are socioeconomically disadvantaged. The District enjoys a low transiency rate, less than 1%. Overall attendance has averaged 96% over the past five years. The District's demographics provide an opportunity to deliver a broad educational experience built upon diverse cultural experiences. Class sizes average 26:1 in Kindergarten-3rd grade, and 32:1 in grades 4-8.

One hundred percent of Mesa Union School District teachers meet the highly qualified criteria. Of the District's teachers, 52% hold Master Degrees and another 39% have attained a baccalaureate degree plus 30 units of higher education credit. The average years of teaching service in the District is ten years, and the average years of teaching experience is 13 years.

District parent involvement is strong, with 24% of our parents contributing to the school by volunteering in classrooms, supporting fundraising or serving on the Mesa Foundation, Parent Faculty Organization, Parent Advisory and Parent English Learner Advisory Councils.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Mesa Union School District's 2018-2019 Local Control Accountability Plan will continue to focus on four key areas in year two of its implementation..

Goal 1: Improving student achievement for all students in all grades and content areas

As a result of the District's ability to recruit, hire and retain exemplary employees and provide explicit professional development, newly adopted Math, English Language Arts and English Language Development textbook materials aligned to Common Core and English Language Development Standards, one to one computing, and increased access to intervention and enrichment activities, Mesa Union School District students continue to outperform county and state counterparts on the California Assessment of Student Performance and Progress annual state assessment. Mesa Union's commitment, encapsulated in Goal 1 and state priorities 1 through 8 of its LCAP, to provide all students with rigorous academic instruction coupled with its evolving Multi-Tiered System of Supports assure the academic, social emotional and behavioral needs of its students are met. The addition of K-3 Special Day Class, K-8 music programming, and Mesa Union's one to one computing initiative has provided students and teachers the technology tools to not only support student learning but to provide student access to 21st century skills, which encompasses daily collaboration, critical thinking, creativity, communication and opportunities demonstrate compassion to others.

Goal 2: Providing welcoming and safe learning environments that increase safety and school connectedness

The District's actions outlined in Goal 2, "provide a welcoming and safe learning environment", which addresses state priorities 1,3,4,5, and 8, continues to reshape the school culture with improved customer satisfaction among stakeholders, visible improvements to facilities, and student, parent, and community connectedness. The creation of a District School Climate Task-force, the implementation of a fifth C-compassion, and new measures to bring awareness of the effects of bullying, continue to have a positive impact on student interactions leading to a suspension/expulsion rate below 1% and an attendance rate above 96%. Both indicate that Mesa Union School provides a safe learning environment focused on school connectedness.

Goal 3: Engaging parents, community organizations, business, and higher learning institutions in the development of meaningful partnerships to support student learning

Through the development of partnerships with families, community business, county offices of education and local colleges and universities the District has been able to offer additional learning opportunities to include the development of middle school electives, after-school programming, music, drama, clubs, and athletic activities. In addition, as a result of working with newly developed partners,

the District has implemented a recycling and composting program and constructed outdoor learning and maker spaces. These steps clearly support the actions and services outlined in the District's Goal 3 and address state priorities 3,4,5,6, and 8.

Goal 4: Recruiting, hiring, training and retaining exemplary employees

Mesa Union School District actions and services as described in LCAP Goal 4, which align to state priorities 1-6, have enabled the organization to hire highly qualified and exemplary employees to fill its vacancies. The District's commitment to providing comprehensive professional development to its certificated and classified employees not only improves their level of expertise and performance, but also provides a working environment that encourages continuous learning and kinship that results in its employees dedicating their career to the services of Mesa Union students and their families.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

After a review of state and local performance indicators, Mesa Union School District is most proud of progress made towards accomplishing Goal 1: Improve student learning for all students, in all grades, and in all content areas, which aligns with state priorities 1-8. As reflected below, summative assessment results when compared to state and county performance, Mesa Union students consistently performed at all grade levels above the county and state averages on Standard Exceeded/Standard Met on the English Language Arts/Literacy and Mathematics assessments. Fifty-six percent of Mesa students met or exceeded standards on the English Arts Literacy portion of the CAASPP as compared to the county average of 48% and the state average of 49%. In the area of mathematics 51% of Mesa students met or exceed standard %as compared to the county average of 36% and the state average of 38% Data points below describe specific student group data and grade level growth.

- Sixty percent or more of Mesa Union students in grades 4, 7 and 8 met or exceeded standards in English language arts.
- Students in grades 5, 6, 7, and 8 had a strong performance in ELA at 59%, 57%, 62%, and 66% respectively.
- Grades 7 and 8 demonstrated the highest percentage of students who met or exceeded standards in ELA/Literacy among grades 3-8 at Mesa, in the county and in the state.
- After 3 years of assessment, the percentage of students meeting or exceeding standards in ELA in grades 5, 6, 7, and 8 has increased.
- The percentage of Mesa students who met or exceeded grade level standards in mathematics increased in grades 5, 6, and 7, with a school-wide increase of 1 percentage point from the previous year. With the exception of sixth grade, more than 50% of students at all grade levels met or exceeded

standards as measured on the CAASPP.

- In English language arts, subgroup performance was mixed among females, males, white, and Hispanic students with more than 50% of females and males meeting or exceeding standards, 44% of Hispanic students, and 73% of white students meeting or exceeding standards.
- Mesa's English Only and Reclassified student performance in ELA increased to 63% and 79% respectively

Overall, the CAASPP results show that Mesa Union students continue to make progress in the new standards. Mesa Union will focus on reducing the number of students who did not achieve Standards Met on the English Language Arts/Literacy and Mathematics assessments, as well as narrowing the achievement gap of identified subgroups through the implementation of a multi-tiered system of supports and by increasing depth and complexity of student thinking and learning.

Mesa Union School District continues to increasing opportunities for parent engagement through participation in the Parent Advisory and Parent English Learner Councils, Parent Faculty Organization, Superintendent/Principal breakfasts, School Climate Task Force, Gate Advisory Council, Mesa Education Foundation and parent workshop activities. Newly formed or strengthened partnerships in 2017-2018 has increased services to students (i.e., over \$ in fundraising), they have also created an inclusive school community within the District.

In closing, the District bargaining groups have also committed to increased professional development opportunities for all employees by renewing the Memorandum of Understanding that provides an additional professional development day and working with stakeholders to maintain support of the District's newly implemented Learning Wednesday professional learning model. Mesa Union's continual focus on improved instructional practice, professional development, parent engagement, and development of new partnerships has not only resulted in improved student achievement, but has increased student connectedness and overall sense of school community.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Areas of continued focus, as identified by the Fall 2017 California School Dashboard include The District's English language learners (ELL) and economically disadvantaged student groups (SED). Despite student increases in the number of Mesa's Union's English Only and Reclassified students meeting or exceeding standards in English language arts (ELA) on Smarter Balanced Assessment (SBAC) (i.e., 63% and 79% respectively), the percentage of ELL who met grade level standards in ELA decreased from 29% to 18%. Furthermore the English Learner Progress Indicator (ELPI) report status indicates significant decline of 13.4% overall. And the percentage of socioeconomically disadvantaged students (SED) who met or exceeded grade level standards in ELA decreased from 42% to 33%.

Mesa Union School District, as outlined in LCAP Goal 1.1 evaluated its Response to Intervention Model with the support of the Ventura County Office of Education. As a result the District secured a 25,000 dollar grant to support its efforts to implement a Multi-tiered System of Supports to increase academic, social emotional, and behavior interventions for students and their families. The MTSS two year implementation plan will guide the work of the district's expansion of tiered interventions in support closing the achievement gap with our SED and EL student groups.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Performance levels for small single school districts may show significant increases and/or decreases in state indicators on the CA School Dashboard.

Fall 2017 CA Dashboard academic indicator for ELA indicates the EL (27.1 points below level 3), SED (28.4 points below level 3), Hispanic (7.9 points below level 3), SWD (76.4 points below level 3), fall two levels below the 'all' student group

Fall 2017 CA Dashboard academic indicator for Mathematics indicates the SWD (100.3 points below level 3), fall two levels below the 'all' student group

The 2018-19 LCAP, Goal 1.1 strategies and services will continue to support our efforts to decrease performance gaps through: professional development, MTSS, standards aligned materials, etc

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

As indicated above, Mesa Union School District has added the following programs (i.e. special day class, and music) designated staff (i.e., full time speech therapists, special education certificated and classified staff) in 2018-2019. The District continued to support the employment of a bilingual Parent Liaison and English Learner Coordinator to assist students and families in accessing community and school-based services. The District also maintained increased academic and social emotional supports by offering increased counseling, intervention, tutoring after-school, and summer school programming services.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$6,255,797

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,042,868
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Administrative support staff, utilities, special education costs and classroom certificated staff.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,158,708

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: Improve student learning outcomes for all students, in all grades, and in all content areas

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 1,2,3, and 4

Annual Measurable Outcomes

Expected

Fifty-nine percent of all students are expected to met or exceeded standards in English Language Arts on the California Assessment of Student Performance and Progress (i.e.,CAASPP).

Actual

In 2017-2018 56% of all students met or exceeded standards in English Language Arts. This was a 3% decrease as compared to the 2016-2017 (59%) school year. However, Mesa Union continues to out perform its counterparts as compared to county (48%) and state (49%) averages. Overall Mesa Union has demonstrated an overall growth of 2% over the three year span that the CAASPP has been in place.

Expected

Fifty-five percent of all students are expected to met or exceeded standards in Mathematics on the California Assessment of Student Performance and Progress (i.e.,CAASPP)

75% of all English language learners met or exceeded the ELP indicator

High School Dropout, graduation rate, A-G, AP, EAP, and API

Actual

Fifty-one percent of all students met or exceeded standards in Mathematics. This was a 1% increase as compared to the 2016-2017 (50%) school year. Despite minimal growth, Mesa Union continues to out perform its counterparts as compared to county (36%) and state (38%) averages.

75% of all English language learners met or exceeded the ELP indicator

N/A

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

1.1a Build capacity and consistent district-wide procedures through training and collaboration among staff focused on Response to Intervention (RTI) that support tiered interventions in both academic

Actual Actions/Services

The District employed instructional assistants to provide in classroom support to academically struggling students.
Estimated instructional assistant salaries and benefits

Budgeted Expenditures

\$55,000
Unrestricted, Classified Salaries and Benefits, Materials and Supplies

Estimated Actual Expenditures

\$394-Books and other reference materials; unrestricted
\$51,563-Classified salaries and benefits; unrestricted-supplementary/concentration

Planned Actions/Services

and social emotional supports

1.1b Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated

Actual Actions/Services

expenditures were lower than anticipated. The District anticipates a slight increase in classified salaries and benefits as a result of increased salaries and benefit costs.

1.1a The District built capacity and consistent district-wide procedures through training and collaboration among staff focused on Response to Intervention (RTI) that support tiered interventions in both academic and social emotional supports.

1.1b The District evaluated the efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated.

Budgeted Expenditures

Estimated Actual Expenditures

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

1.2a Create a systemic approach to tiered intervention to ensure that all students have access to academic and social emotional supports to achieve academic proficiency

1.2b Conduct visitations in model Districts/schools to observe intervention procedures, programs, and practices.

1.2c. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies

1.2d Continue to monitor the effectiveness of District intervention systems. Expand software licenses, instructional supplies and community based tutoring.

Actual Actions/Services

The District spent more monies on instructional materials and supplies than anticipated. The additional cost can be contributed to the purchase of supplementary research based software programs such Sokikom, Follett, Renaissance Learning, and Discovery Education utilized by teachers to differentiate English Language Arts and Mathematics core curriculum.

1.2a The District created a systemic approach to tiered intervention to ensure that all students have access to academic and social emotional supports to achieve academic proficiency.

1.2b The District conducted visitations in model Districts/schools to observe intervention procedures, programs, and practices.

Budgeted Expenditures

\$20,000
Unrestricted, Certificated Salaries and Benefits, Materials and Supplies, Professional Services

Estimated Actual Expenditures

\$3,812-Materials and supplies; unrestricted
\$23,822-Professional services; unrestricted
\$1,810-Certificated salaries; unrestricted-supplementary/concentration
\$560-Professional services; unrestricted-supplementary/concentration

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.2c. The District monitored the effectiveness of district and site intervention systems, in addition to purchasing software licenses and instructional supplies.

1.2d The District monitored the effectiveness of District intervention systems and expanded software licenses, instructional supplies and community based tutoring.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.3 Contract with Ventura County Office of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff

The District expended approximately \$5,000 dollars more than anticipated. The additional costs can be contributed the creation of a dedicated health office at Mesa Union K-8 School.

1.3 The District contracted with Ventura County Office of Education and/or hired staff to provide intervention teacher support, school counselor, and other certificated and classified support staff.

\$52,500
Unrestricted, Classified Salaries and Benefits, Professional Services

\$409-Materials and supplies; unrestricted
\$18,898-Classified salaries and benefits; unrestricted-supplementary/concentration
\$926-Materials and supplies; unrestricted-supplementary/concentration
\$2,014-Non-capitalized equipment; unrestricted-supplementary/concentration
\$16,200-Professional services; unrestricted-supplementary/concentration

Action 4

Planned Actions/Services

1.4a Provide a 3-year sequence of professional development and activities supporting new California State Standards in English Language Arts, English Language Development, Mathematics and Science, including teacher training on classroom implementation of

Actual Actions/Services

The District expenditures exceeded the estimated budgeted expenses as a result of professional development (i.e.; CUE Conference, Integrated English Language Development, Depth and Complexity, etc.)provided by Ventura County of Education and

Budgeted Expenditures

\$26,000
Unrestricted, Restricted State and Federal, Certificated Salaries and Benefits, Professional Services, Travel and Conferences

Estimated Actual Expenditures

\$3,317-Professional Services; unrestricted
\$441-Materials and Supplies; restricted Title-II
\$12,841-Travel and conferences; restricted Title-II
\$7,700-Professional Services; restricted Title III
\$14,944-Certificated Salaries;

Planned Actions/Services

instruction aligned to the new standards to support broad course access

1.4b Consultant contracts with English Language Arts, English Language Development, Mathematics, Science and technology integration content area experts to provide training to site administration and teachers

1.4c Provide teacher release time/compensation for professional development activities

1.4d Implement early release Wednesday schedule to support ongoing professional development and collaboration

Actual Actions/Services

other state and national education leaders.

1.4a Provided a 3-year sequence of professional development and activities supporting new California State Standards in English Language Arts, English Language Development, Mathematics and Science, including teacher training on classroom implementation of instruction aligned to the new standards to support broad course access

1.4b Consultants were contracted to support English Language Arts, English Language Development, Mathematics, Science and technology integration content area experts to provide training to site administration and teachers

1.4c Provided teacher release time/compensation for

Budgeted Expenditures

Estimated Actual Expenditures

restricted Educator Effectiveness

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

professional development activities

1.4d Implemented early release Wednesday schedule to support ongoing professional development and collaboration

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.5a Provide California State Standards-aligned instructional materials for all students

1.5b For the 2017-2018 school year establish an Adoption Committee and consider adoption of Next Generation Science Standards textbooks and materials for the 2018-2019 school year, contingent upon selection of appropriate, modified, (not) re-aligned materials.

1.5c Provide teacher release time for continued review of newly

After completing a thorough textbook evaluation, pilot, and adoption process, the District purchased K-8 English Language Arts and English Development textbooks in fall of 2017-2018 school year. Additional textbook expenditures were made in other content areas to accommodate student enrollment growth.

1.5a The District provided California State Standards-aligned instructional materials for all students.

\$114,500
Unrestricted, Approved Textbooks, Certificated Salaries and Benefits , Professional Services

\$1,263-Certificated salaries; unrestricted
\$61.973-Textbooks; unrestricted
\$844-Reference Materials; restricted lottery
\$47,323-Textbooks, restricted lottery

Planned Actions/Services

adopted Next Generation Standards textbooks and materials.

Actual Actions/Services

1.5b For the 2017-2018 school year, the District considered the adoption of Next Generation Science Standards textbooks and materials for the 2018-2019 school year, contingent upon selection of appropriate, modified, (not) re-aligned materials.

1.5c The District provided teacher release time to review Next Generation Standards textbooks and materials.

Budgeted Expenditures

Estimated Actual Expenditures

Action 6

Planned Actions/Services

1.6a Improve and standardize equitable environments for online state testing

1.6b Implement effective, equitable online testing environments.
Build long-term funding options to

Actual Actions/Services

The District overspent by a approximately \$14,000 in goal 1.6 c. Costs can be contributed to repairs and maintenance to the District aging technology infrastructure (e.g., server) as well as increased costs driven by student device replacement

Budgeted Expenditures

\$30,000
Unrestricted, Materials and Supplies, Professional Services

Estimated Actual Expenditures

\$18,150-Materials and supplies; unrestricted
\$8,177-Non-capitalized equipment; unrestricted
\$12,473-Professional Services; unrestricted
\$5,438-Rentals, leases, and repairs; unrestricted

Planned Actions/Services

support emerging technology.

1.6c Maintain technology devices to support a grades 2-8 one to one computing environment.

Actual Actions/Services

and/or repairs. In 2018-2019 and 2019-2020 the District anticipates significantly increased costs as it begins to replace aging student and staff devices.

1.6a The District improved and standardized equitable environments for online state testing.

1.6b The District implemented effective, equitable online testing environments and sustained long-term funding options to support emerging technology.

1.6c The District maintained technology devices to support a grades 2-8 one to one computing environment.

Budgeted Expenditures

Estimated Actual Expenditures

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.7 Increase access to electives such as computer programming, foreign language and music.

The District employed a full time credentialed music teacher to support existing elementary music as well as create access to middle school students in the form of an music elective during the 2017-2018 school year. The addition of human resources and music equipment necessary to support a K-8 music program far exceeded the budget allocation. In 2018-2019 and forthcoming years the District will increase the budget allocation by \$5,000 for equipment and supplies and the cost of one certificated position.

1.7 The District increased access to electives, such as coding and music.

\$5,000
Unrestricted, Materials and Supplies

\$6,380-Materials and supplies; unrestricted
\$4,762-Non-capitalized equipment; unrestricted
\$37-Rentals, leases, and repairs; unrestricted
\$33,174-Certificated salaries; unrestricted-
supplementary/concentration
\$541-Books and other reference materials; restricted lottery

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.8a Increase access to extra support, on-grade level, and enrichment activities before, during, and after-school.

1.8b Purchase of instructional materials and supplies to support and/or enrich programming.

The District's excess cost was the result of the music teachers salary was initially assigned to goal 1.8. The teachers salary has been re-assigned to goal 1.7. Future costs of the music elective will be allocated to goal 1.7. The District will maintain goal 1.8 budget expenditures (\$123,800) in 2018-2019.

1.8a The District increased access to extra support, on-grade level, and enrichment activities before, during, and after-school.

1.8b The District purchased instructional materials and supplies to support and/or enrich programming.

\$123,800
Unrestricted, Certificated Salaries and Benefits, Materials and Supplies

\$2,621-Books and other reference materials; unrestricted
\$7,132-Materials and supplies; unrestricted
\$690-Professional Services; unrestricted
\$146,095-Certificated salaries and benefits; unrestricted-supplemental/concentration

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.9a Expand Districtwide after-school programming based on identified need in grades 2-8

The additional expenditures are a result of increased professional services costs of the District's after-school program partner. In 2018-2019 the District will re-create programming using classified employees employed by the school district in an effort to reduce oversight cost.

1.9a The District expanded Districtwide after-school programming to include second grade.

\$105,000
Unrestricted, Professional Services

\$110,000-Professional services; unrestricted-supplemental/concentration \$645-Communications; unrestricted-supplemental/concentration

Action 10

Planned Actions/Services

1.10a Technology Plan Committee to develop a comprehensive plan to integrate 21st Century Learning Framework into existing District initiatives.

1.10b Provide release time and professional development to develop a comprehensive

Actual Actions/Services

The increased expenditures were due to additional technology support needed during summer programming and device preparation for the 2017-2018 school opening. District explore making the current 10 month position an 11 month position in order to meet the

Budgeted Expenditures

\$47,250
Unrestricted, Classified Salaries and Benefits

Estimated Actual Expenditures

\$54,423-Classified salaries; unrestricted

Planned Actions/Services

technology plan by 2017-2018.

1.10c Continue to provide human resources to support technology integration, including computer resource technician and contracted services

Actual Actions/Services

District's growing technology needs.

1.10a The District is establishing a Technology Plan Committee to develop a comprehensive plan for the 2018-2019 school year to integrate 21st Century Learning Framework into existing District initiatives.

1.10b The District provided release time and professional development for the purpose of developing a comprehensive technology plan by 2017-2018.

1.10c The District employed personnel to support technology integration, including computer resource technician and contracted services.

Budgeted Expenditures

Estimated Actual Expenditures

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.11 Provide ongoing District/site technical support, professional development, and coaching that supports the integration of 21st Century Skills, 5C's (i.e., Creativity, Collaboration, Critical Thinking, Communication, and Collaboration) , Common Core State Standard materials, tools and teaching strategies.

Costs for like activities are captured in Local Control Accountability Plan goal 1.4. This action/service will be folded into goal 1.4 in the 2018-2019 plan.

1.11 The District provided ongoing District/site technical support, professional development, and coaching that supports the integration of 21st Century Skills, 5C's (i.e., Creativity, Collaboration, Critical Thinking, Communication, and Collaboration), Common Core State Standard materials, tools and teaching strategies.

\$3,500
Unrestricted, Materials and Supplies

\$0

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.12 Expand STEAM opportunities, including access to Next Generation Science Standards, Visual and Performing Arts, and computer literacy skills.

The action was expanded to include the professional services provide by Art and You. Through the continual cooperation of the Mesa Union Education Foundation the District continues to provide STEAM (i.e., Science, technology-engineering, art, and mathematics) activities.

1.12 The District expanded STEAM opportunities, including access to Next Generation Science Standards, Visual and Performing Arts, and computer literacy skills.

\$5,000
Unrestricted, Materials and Supplies

\$2,331-Materials and supplies; unrestricted
\$4,535-Professional services; unrestricted-supplemental/concentration
\$15,182-Professional services; local restricted-donations

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.13 Maintain a one to one student computing program in grades 2-8 coupled with a robust wireless internet access.

Costs for one to one computing are captured in Goal 1, Action 6

Costs for one to one computing are captured in Goal 1, Action 6

1.13 The District maintained a one to one student computing program in grades 2-8, coupled with a robust wireless internet access.

N/A

\$0

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.14a Develop community-based partnerships to support 21st Century Skills development for all stakeholders.

1.14b Provide a career fair at Mesa Union School for students in grades K-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School.

The District continues to increase community partnerships; provided a 6-8 career fair; and parent workshops without accruing costs to the District.

1.14a The District developed new community-based partnerships to support 21st Century Skills development for all stakeholders.

1.14b The District provided a career fair at Mesa Union School for students in grades K-8; provide student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School.

\$500
Unrestricted, Materials and Supplies

\$0

Action 15

Planned Actions/Services

1.15a Establish a District GATE Advisory Committee.

Actual Actions/Services

The additional expenditures are contributed to certificated

Budgeted Expenditures

\$3,000
Unrestricted, Professional

Estimated Actual Expenditures

\$2,174-Certificated salaries; unrestricted-

Planned Actions/Services

1.15b Implement GATE Task Force recommendation to transition from a pull-out program to an integrated instructional model that increases access to appropriately differentiated rigorous academic instruction throughout the regular school day

1.15c Provide ongoing GATE certification professional development opportunities to staff.

1.15 d Provide a three-part series of parent workshops targeting the needs of GATE students

Actual Actions/Services

salaries in preparation and delivery of professional development to support certificated staff in obtaining their GATE certification.

1.15a The District established a District GATE Advisory Committee.

1.15b The District implemented GATE Task Force recommendation to transition from a pull-out program to an integrated instructional model that increases access to appropriately differentiated rigorous academic instruction throughout the regular school day.

1.15c The District provided ongoing GATE certification professional development opportunities to staff.

1.15 d The District provided a three-part series of parent

Budgeted Expenditures

Services

Estimated Actual Expenditures

supplemental/concentration \$332-Materials and supplies; unrestricted-supplemental/concentration \$1275-Professional Services, unrestricted-supplemental/concentration

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

workshops targeting the needs of GATE students.

Action 16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.16a Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.

Anticipated summer programming budget expenditures fell within fiscal perimeters.

\$26,050
Unrestricted, Certificated and Classified Salaries and Benefits, Instructional Materials, Transportation

\$3,679-Transportation; unrestricted
\$116-Materials and supplies; unrestricted-supplemental/concentration
\$15,933-Certificated salaries and benefits; restricted-Title 1
\$5,272-Classified salaries and benefits; restricted-Title 1
\$1,908-Classified salaries and benefits; restricted-cafeteria

1.16b Identify a District menu of academic and social emotional interventions vetted as high-leverage options

1.16a The District provided tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.

1.16c Maintain three weeks of summer programming for migrant, low-income and EL students.

1.16b The District identified a District menu of academic and social emotional interventions vetted as high-leverage options.

1.16d Create a two-week kindergarten summer institute for incoming kindergarteners who have not participated in pre-school.

1.16c The District maintained three weeks of summer programming for migrant, low-income and EL students.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.16d The District was not able to create a two-week kindergarten summer institute for incoming kindergarteners who have not participated in pre-school. The District will continue to explore the kindergarten summer institute.

Action 17

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.17a Increase the percentage of English learners making progress in attaining one level of English language level growth.

1.17b Increase the number of English learners being reclassified by the end of 8th grade.

N/A

1.17a Increase the percentage of English learners making progress in attaining one level of English language level growth. As a result of the State of California transitioning from the CELDT to the ELPAC assessment in 2017-2018, no state data is available to measure English learner language progress. However, the District administered the ADEPT (A Developmental English Proficiency Test) for the first time in 2017-2018 and has established baseline data.

1.17b Increase the number of English learners being reclassified by the end of 8th grade.

N/A

\$0

Action 18

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.18a Analyze Districtwide

The District continues to analyze

\$5,677

\$290-Certificated salaries and

Planned Actions/Services

Integrated and Designated English Language Development instructional model.

1.18b Implement recommendations; continue analysis and adjustments

1.18c Provide ELD training to new employees and follow-up coaching opportunities for trained staff.

1.18d Provide professional development to include coaching on the new English Language Development Standards to all teacher

Actual Actions/Services

and align English language development instructional practice through the adoption of new English language development textbooks, professional development to include co-planning and co-teaching exemplary lessons. Additional costs to support these actions are captured in LCAP goal 1.4.

1.18a The District analyzed the districtwide Integrated and Designated English Language Development instructional model.

1.18b The District provided English Language Development training and new instructional materials and is continuing to evaluate best practices.

1.18c The District contracted with the Ventura County Office of Education to provide ELD training to new employees and

Budgeted Expenditures

Federal Restricted, Professional Services

Estimated Actual Expenditures

benefits; unrestricted-supplemental/concentration

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

follow-up coaching opportunities for trained staff.

1.18d The District provided professional development to include coaching on the new English Language Development Standards to all teachers.

Action 19

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.19a Monitor the progress of Redesignated Fluent English Proficient students (RFEP).

1.19b Fund the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students.

1.19c Fund the English Language Development Coordinator stipend to support the transition of RFEP middle school students to high school.

The District continues to financially support an English Language Development Coordinator works with stakeholders in the monitoring of Redesignated Fluent English Proficient Students.

1.19a The District continues to monitor the progress of Redesignated Fluent English Proficient students (RFEP).

1.19b The District maintained funding of the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students.

1.19c The District maintained funding of the English Language Development Coordinator stipend to support the transition of RFEP middle school students to high school.

\$1,400
Unrestricted, Certificated
Salaries and Benefits

\$1,420 Certificated salaries and benefits; unrestricted-supplemental/concentration

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

As a result of stakeholder input and the exploration and initial evaluation of Next Generation Science Standards (NGSS) curriculum and materials, Goal 1.5 was changed to focus on the evaluation and adoption of Social Studies curriculum and materials in 2018-2019. All other actions and services were implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District's 2018-2019 LCAP Goal 1 Actions and Services demonstrates the District's continued commitment to improved student learning for all student groups. Overall, the District has effectively executed its plan resulting in the District's overall student achievement gains over the last three years on the CAASPP state assessment.

Fifty-six percent of Mesa students met or exceeded standards on the English Language Arts Literacy portion of the CAASPP as compared to the county average of 48% and the state average of 49%. In the area of mathematics, 51% of Mesa students met or exceeded standards as compared to the county average of 36% and the state average of 38%. Mesa Union will focus on the following Goal 1 Actions and Services:

- Support the implementation of newly adopted English language arts and English language development textbooks, while beginning the process of evaluating and selecting new Social Studies textbooks and instructional materials.
- Providing certificated and classified professional development that supports the implementation of new state standards, standards aligned materials, integration of technology and differentiating instruction to meet the needs of English learners, low performing and high performing students.
- Continue to implement the bell schedule that provides minimum days, dubbed "Learning Wednesdays", for professional development and collaboration, while increasing instructional minutes in all grades (TK-8).

- Administer newly developed TK-8 interim assessments to include performance tasks in English Language arts, writing, and mathematics providing data to support the facilitation of the Plan, Do, Study, Act data analysis model.
- Expand the District's multi-tiered system of supports as a result of additional funding provided by a SUMS grant. Grant monies will enable the District to better meet the academic, social, and behavioral needs of its students by providing professional development, staff, and contracted services.
- Continue to employ a full-time credentialed music teacher in order to maintain three elective offerings at grades 6, 7, and 8, which were introduced for the first time in the District's history in 2016.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Mesa Union's material differences between budgeted expenditures and estimated actual expenditures for Goal 1: Improve student learning outcomes for all students, in all grades, and in all content areas is outlined below.

1.2 The District spent more monies on instructional materials and supplies than anticipated. The additional cost can be contributed to the purchase of supplementary research based software programs such Sokikom, Follett, Renaissance Learning, and Discovery Education utilized by teachers to differentiate English Language Arts and Mathematics core curriculum.

1.3 The District expended approximately \$5,000 dollars more than anticipated. The additional costs can be contributed the creation of a dedicated health office at Mesa Union K-8 School.

1.4 The District expenditures exceeded the estimated budgeted expenses as a result of professional development (i.e.; CUE Conference, Integrated English Language Development, Depth and Complexity, etc.) provided by Ventura County of Education and other state and national education leaders.

1.6 The District overspent by a approximately \$14,000 in goal 1.6 c. Costs can be contributed to repairs and maintenance to the District aging technology infrastructure (e.g., server) as well as increased costs driven by student device replacement and/or repairs. In 2018-2019 and 2019-2020 the District anticipates significantly increased costs as it begins to replace aging student and staff devices.

1.7 The District employed a full time credentialed music teacher to support existing elementary music as well as create access to middle school students in the form of an music elective during the 2017-2018 school year. The addition of human resources and music equipment necessary to support a K-8 music program far exceeded the budget allocation. In 2018-2019 and forthcoming years the District will increase the budget allocation by \$5,000 for equipment and supplies and the cost of one certificated position.

1.8 The District's excess cost was the result of the music teachers salary was initially assigned to goal 1.8. The teachers salary has been re-assigned to goal 1.7. Future costs of the music elective will be allocated to goal 1.7. The District will maintain goal 1.8 budget expenditures (\$123,800) in 2018-2019.

1.10 The increased expenditures were due to additional technology support needed during summer programming and device preparation for the 2017-2018 school opening. District explore making the current 10 month position an 11 month position in order to meet the District's growing technology needs

1.15 The additional expenditures are contributed to certificated salaries in preparation and delivery of professional development to support certificated staff in obtaining their GATE certification.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of Goal 1 analysis, we will continue with the actions and services in Year 2 of the three-year plan for 2018-19 and continue to evaluate and analyze the effectiveness of our efforts.

Changes:

Expected Outcomes: The District will utilize ELPAC baseline results to evaluate and monitor English learner academic progress.

Actions and Services:

As indicated in Goal 1.5, the District will shift its focus from evaluating and adopting Next Generation Science Standards textbooks to evaluating, piloting and adopting new social studies textbooks.

Goal 2

Goal 2: Engage parents, community organizations, business, and higher learning institutions in the development of meaningful partnerships to support student learning

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6

Local Priorities: 1,2,3,and 4

Annual Measurable Outcomes

Expected

5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 25% in 2016-2017 to 30% in 2017-2018

.5% ubcrease ub the number of parents who volunteere at Mesa Union K-8 school and/or District level functions from 15% in 2016-2017 to 20% in 2017-2018.

Actual

The District increased the number of parents participating in District Parent English Learner Advisory Council by 33%, while maintaining membership in other District and site advisory councils/committees. Parent attendance at sponsored events increased by 7% in 2017-2018.

The District increased the number of business/community partners that support Mesa Union Students by 25% in 2017-2018.

Expected

5% ubcrease in te number of business/community parent that support Mesa Union partners that support Mesa Union Students.

Actual

The District incrsed identified business/community partnerships by 5%.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.1a Expand District stakeholder participation on the Parent and English Learner Advisory Councils.

2.1b. Increase communication with all stakeholders to create a culture of inclusion, respect and integrity.

2.1c Provide training to District stakeholders on the scope and purpose of the Parent and English Learner Advisory Councils.

The District has invested resources in revamping the school and district webpage and developing a social media presence. The Local Control Accountability Plan Survey indicates that Twitter and Facebook have become the primary source for news for stakeholders. Costs are captured in LCAP Goal 3.7. Costs allocated for child care to allow for parents to attend advisory councils and other school activities have not been needed.

\$1,450
Unrestricted, Professional Services, Classified Salaries and Benefits

\$0

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.1a The District had more success expanding District stakeholder participation on the Parent English Learner Advisory Council than it did the Parent Advisory Council.

2.1b. The District expanded its efforts to increase communication with all stakeholders in order to create a culture of inclusion, respect and integrity.

2.1c The District partnered with the Ventura County Office of Education to provide training to District stakeholders on the scope and purpose of the Parent and English Learner Advisory Councils.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.2a Provide training to the site administrator and the advisory councils (e.g., SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans.

The District partnered with the Ventura County Office of Education to provide school site council (e.g. SSC/ELAC) training to its site administrator and stakeholders.

\$0

\$0

2.2a The District partnered with the Ventura County Office of Education to provide training to the site administrator and the advisory councils (e.g., SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.3b Increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering.

Based upon input from parents the District has focused parent workshops around technology. The District supported teacher attendance at technology-based professional development conferences with the understanding that staff would provide parent/community-based workshops at no cost to the

\$575
Unrestricted, Professional Services, Certificated Salaries and Benefits

\$0

Planned Actions/Services

2.3c Provide parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data.

Actual Actions/Services

District. In addition, Gifted Learner parent workshop expenditures are captured in goal 1.15. In closing the District continues to increase partnerships with parents and community organizations without occurring costs to the District.

2.3b The District successfully increased its partnerships with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering, by 5% this year.

2.3c The District provided parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data.

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.4a Maintain and increase partnerships with education organizations, the County Office of Education, institutions of higher learning and local businesses.

2.4b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.

The District instituted Mesa Moment Recognitions to publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events. Costs were incurred with the purchase of plaques, etc.

2.4a The District maintained and increased partnerships with education organizations, the County Office of Education, institutions of higher learning and local businesses.

2.4b The District publicly recognized educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.

\$0

\$125-Materials and supplies; Unrestricted.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.5a Employ and support a part-time bilingual family liaison.

2.5b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteering opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics.

2.5c. Establish a volunteer resource room.

The District continues to employ and support a part-time bilingual family liaison. The also supports a volunteer program and established volunteer resource room in 2018.

2.5a The District employed and supported a part-time bilingual family liaison.

2.5b The District partnered with the Parent Faculty Organization (PFO) and the Mesa Education Foundation to establish a volunteer program that identified volunteering opportunities, provided training, and solicited volunteers in advance of school activities, after school programming, and/or athletics.

2.5c. The District established a volunteer resource room.

\$15,000
Unrestricted, Classified Salaries and Benefits

\$14,140-Classified Salaries and Benefits; Unrestricted, Concentration/supplementary.

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

2.6a Outreach to preschool and recreational organizations

2.6b Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues.

2.6c Provide recreational and facility access to community programs.

Actual Actions/Services

The District continues to reach out to preschool organizations to encourage Transitional Kindergarten and Kindergarten enrollment. The District also works with community and recreational organizations to create opportunities for students to participate in the Lego Robotics League and youth sports leagues. In 2018 the District attempted to establish a before and after-school childcare program at Mesa Union School, but could not solicit enough parent participation. In closing, the District continues to provide access to facilities to community programs.

2.6a The District provided outreach to preschool and recreational organizations.

2.6b The District developed partnerships with youth service providers, such as Lego Robotics League and youth

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

sports leagues, and the YMCA.

2.6c The District provided recreational and facility access to community programs.

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District fully implemented actions and services aligned to Goal 2: Engage parents, community organizations, businesses and higher learning institutions in the development of meaningful partnerships to support student learning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The consultations with stakeholders, parent organizations, and the District's LCAP survey results indicate increased parent and community engagement in the District's Parent Faculty Organization, the Parent English Learner Advisory Council, school-sponsored activities, volunteerism, and contributions on the part of the community and local businesses to support student learning. Stakeholder attendance determined by sign-in sheets and membership logs indicate a need to continue to foster increased stakeholder participation on District leadership committees.

Mesa Union's unique situation is its setting within a small, rural agricultural community consisting primarily of farmers and ranchers and without the benefit of being affiliated with a city or town, limiting the District's ability to develop business and community-based partnerships. Through consultation with the Mesa Education Foundation, the Parent Faculty Organization and other community stakeholders, we have identified the need to collaboratively work towards developing partnerships outside of the District's attendance area as captured in Goals 2.4 and 2.6.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted expenditures and estimated actual expenditures pertaining to Goal 2: Engage parents, community organizations, business, and higher learning institutions in the development of meaningful partnerships to support student learning

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A local measure self-analysis by the District and the thorough analysis of the LCFF Evaluation Rubrics of Goal 2: Engage parents, community organizations, business, and higher learning institutions in the development of meaningful partnerships to support student learning resulted in no changes to this goal, its expected outcomes, metrics, or actions and services.

Goal 3

Goal 3: Create welcoming and safe learning environments that increase safety and school connectedness among students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6

Local Priorities: 1,2,3,and 4

Annual Measurable Outcomes

Expected

Increase in the District average attendance rate by 0.5% from 96.5% in 2016-2017 to 97.0% in 2017-2018.

Reduce the chronic absenteeism rate 0.5%, from 4.7% to 4.2%.

Maintain the percentage of students that are suspended or expelled from school below 1%.

Actual

The Districts average attendance rate decreased from 96.5% to 96% in 2017-2018. Chronic absenteeism rate increased by .8% in 2017-2018. Increased may be contributed to rates being calculated through CAPADS in place of District calculation.

The District suspension rate declined significantly (i.e. by 2.4%) as reported in the fall Dashboard resulting in an overall suspension rate of .6%. The District expulsion rate decreased from 1 expulsion in 2016-2017 to 0 expulsions in 2017-2018.

Expected

Establish baseline data of the number of incidents of bullying reported by students.

Maintain a customer service satisfaction level of 90% or higher

Middle School Dropout Rate-Maintain

Williams Act-Sufficient Access to state standards aligned instructional materials-Maintain

Facilities in Good Repair-Maintain

Actual

Student Olewus and Youth-Truth Survey results indicated that an average of 35% of students reported being bullied by another student.

93% of LCAP Survey participants report overall customer service satisfaction.

The District maintained its middle school drop out rate of 0%

The District provided all students access to state standards aligned instructional materials.

The District facilities remain in Good Repair as measured by the District's Fitness report

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.1a Continue to monitor facilities and perform maintenance as needed.

3.1b Transfer 1% of all LCFF revenue to the Deferred Maintenance Fund.

Due to facility need emergencies, the District was not able to transfer 1% of all LCFF revenue to the Deferred Maintenance Fund. The District will continue to monitor facilities maintenance needs and seek state funding when applicable.

3.1a The District monitor its facilities and performed maintenance as needed.

3.1b The District did not transfer 1% of all LCFF revenue to the Deferred Maintenance Fund.

\$160,000
Unrestricted, Professional Services, Materials and Supplies, Maintenance and Repairs

\$5,616-Capital Outlay; Unrestricted
\$52,057-Materials and Supplies; Unrestricted
\$1,261-Non-capitalized equipment;Unrestricted
\$6,845-Professional services; Unrestricted
\$91.134-Rental leases and repairs; Unrestricted

Action 2

Planned Actions/Services

3.2a Develop a Master Plan that includes facility improvements, which support 21st Century Skills, in addition to supplemental and specialist services.

3.2b Explore the remodeling of learning spaces to accommodate

Actual Actions/Services

The District completed a facilities needs assessment in 2018 and is currently exploring the feasibility of a placing a school bond on the November ballot to allow the District to not only remodel learning spaces, but also address the 12,000,000

Budgeted Expenditures

\$15,000
Unrestricted, Materials and Supplies

Estimated Actual Expenditures

\$0

Planned Actions/Services

programming changes on the Mesa Union campus as prioritized.

Actual Actions/Services

dollars of facility repairs identified. Due to other pressing facility repairs monies intended for remodeling learning spaces was utilized in other areas.

3.2a The District worked with consultants to develop a Master Plan that included facility improvements, which support 21st Century Skills, in addition to supplemental and specialist services.

3.2b The District currently is exploring the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus as prioritized.

Budgeted Expenditures

Estimated Actual Expenditures

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.3a Develop and implement energy, water savings and recycling programs.

3.3b Develop an energy savings projects plan through Prop 39 funding, if available.

In 2017-2018 the District completed energy savings projects as part of Prop 39 funding received. The project allowed the District to replace all interior lighting, thermostats, and identified heating and cooling units. The discrepancy was the difference between a five year estimated and actual project funding received by the District.

3.3a The District developed and implemented energy, water savings and recycling programs.

3.3b The District developed an energy savings projects plan through Prop 39 funding.

\$270,000
State Restricted, Professional Services

\$256,496-Capital outlay; Restricted Prop 39

Action 4

Planned Actions/Services

3.4a Implement Districtwide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire,

Actual Actions/Services

The District implemented Districtwide plans that supported the training of stakeholders to ensure safe work/school conditions and disaster

Budgeted Expenditures

\$1,000
Unrestricted, Materials and Supplies

Estimated Actual Expenditures

\$657-Materials and supplies; Unrestricted

Planned Actions/Services

earthquake, and intruder).

3.4b Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders.

3.4c Inventory and establish a baseline for rotation of first aid supplies.

Actual Actions/Services

preparedness to partnering with consultants and agencies to provided disaster preparedness training. The District also purchased first aid supplies as a result of establishing a inventory baseline and rotation schedule. In closing, the District entered into a contract with an architect to guide the District through the Department of State Architects requirements to install fencing to make Mesa Union School a closed campus as a result of concerns expressed by parents and staff. The District worked with the Ventura County Sheriffs Office to identify facility safety needs and provide shelter in-place training.

3.4a The District implemented Districtwide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder).

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.4b The District partnered with the Ventura County Sheriff and Fire Department to provide disaster preparedness training to stakeholders.

3.4c The District replaced all first aid supplies and established a baseline for rotation of first aid supplies.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.5a Ensure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion.

3.5b Conduct and analyze surveys to improve customer satisfaction.

Local Control Accountability Plan Survey

3.5a The 2017-2018 LCAP survey indicated improved customer service on the part of its employees.

3.5b The District conducted and analyzed survey results regarding the quality of customer service provided by staff.

\$200
Unrestricted, Materials and Supplies

\$0

Action 6

Planned Actions/Services

3.6a Implement and continually evaluate the District-wide Olweus Bullying Program.

3.6b The District will promote and support Mesa Union School's development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.).

Actual Actions/Services

The District established a School Climate Task-force to evaluate the effectiveness of the District bullying programs. The task-force is composed of Ventura County Office of Education partners, parents, community members, site administration, certificated and classified staff. In addition, the District works with its Parent Faculty Organization and Mesa Education Foundation to develop and support education programs, clubs, and extracurricular activities.

The increase of expenditures was a result of professional services provided by County Office of Education and Youth Truth in support of the School Climate Task-force activities.

3.6a The District implemented and evaluated the District-wide

Budgeted Expenditures

\$2,800
Unrestricted, Professional Services, Certificated Salaries

Estimated Actual Expenditures

\$454-Materials and Supplies; Unrestricted
\$5,600-Professional Services; Unrestricted

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Olweus Bullying Program.

3.6b The District worked with the Parent Faculty Organization to promote and support Mesa Union School's development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.).

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.7a Establish and maintain the District website and electronic media communications

The District has established District and school site websites and electronic media communications (i.e. social media). The Local Control Accountability Plan Survey indicates that stakeholders refer to the District webpage, twitter and facebook for information about school activities in place of paper based fliers, announcement, etc.

To maintain stakeholder input to inform District and site planning, the District has increased electronic surveys, questionnaires, and communication resulting in expenditures exceeding planned expenditures.

3.7a The District is continuously improving the District website and electronic media communications.

\$5,000
Unrestricted, Professional Services

\$14,500.00

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District implemented all actions and services identified in Goal 3: Create welcoming and safe learning environments, safety and school connectedness among students

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through outreach activities to the community, such as the facility and bond feasibility surveys, community forum, and group discussions, the District has completed a facility needs assessment and has identified a master project list, which includes campus improvements to address school safety and remodeling learning spaces to develop 21 Century skills, as outlined in Goal 3.2. In addition to consultation with stakeholders, LCAP and YouthTruth survey results (which included students) identified the need to establish a Middle School Climate Task Force. The Task Force was commissioned to evaluate the rigor of the academic program, student connectedness, and the District's bullying prevention efforts (Goal 3.6). The Task Force is comprised of school staff and administration, parents, and county office partners and is scheduled to release its recommendations in June of 2018. As reflected in Goal 3.7, the District has established District and school websites and electronic media communications (i.e., social media). The LCAP survey indicated that stakeholders refer to the District webpage, Twitter and Facebook in place of paper-based flyers. After consulting with stakeholders, the District has expanded electronic surveys, questionnaires and communications to increase stakeholder input and to inform District and site planning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in Goal 3: Create welcoming and safe learning environments that increase safety and school connectedness among students are outlined below.

3.2 The District completed a facilities needs assessment in 2018 and is currently exploring the feasibility of a placing a school bond on the November ballot to allow the District to not only remodel learning spaces, but also address the 12,000,000 dollars of facility repairs identified. Due to other pressing facility repairs monies intended for remodeling learning spaces was utilized in other areas.

3.3 In 2017-2018 the District completed energy savings projects as part of Prop 39 funding received. The project allowed the District to replace all interior lighting, thermostats, and identified heating and cooling units. The discrepancy was the difference between a five year estimated and actual project funding received by the District.

3.6 The District established a School Climate Task-force to evaluate the effectiveness of the District bullying programs. The task-force is composed of Ventura County Office of Education partners, parents, community members, site administration, certificated and classified staff. In addition, the District works with its Parent Faculty Organization and Mesa Education Foundation to develop and support education programs, clubs, and extracurricular activities.

The increase of expenditures was a result of professional services provided by County Office of Education and Youth Truth in support of the School Climate Task-force activities.

3.7 The District has established District and school site websites and electronic media communications (i.e. social media). The Local Control Accountability Plan Survey indicates that stakeholders refer to the District webpage, twitter and facebook for information about school activities in place of paper based fliers, announcement, etc.

To maintain stakeholder input to inform District and site planning, the District has increased electronic surveys, questionnaires, and communication resulting in expenditures exceeding planned expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A local measure self-analysis by the District and the thorough analysis of the LCFF Evaluation Rubrics of Goal 3 Create welcoming and safe learning environments, safety and school connectedness among students resulted in no changes to this goal, its expected outcomes, metrics, or actions and services.

Goal 4

Goal 4 Recruit, hire, train, and retain exemplary employees

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6

Local Priorities: 1,2,3 and4

Annual Measurable Outcomes

Expected

Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.

Maintain a customer service satisfaction level of 90% or higher.

0.5% increase in the District average attendance rate from 96.5% in 2016-2017 to 97.0% in 2017-2018

Actual

100% of Mesa Union's classified and certificated personnel meet qualifications outlined in their corresponding job descriptions

93% of all LCAP Survey participants reported customer service satisfaction

The District average attendance rate decreased from 96.5% to 96% in 2017-2018

Expected

Increase the District’s retention rate for certificated staff to 90%. Maintain the classified staff retention rate at 94%.

Actual

The Districts certificated retention rate for 2017-2018 was 96%. The District's classified staff retention rate was 100%.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

4.1a. Provide a comprehensive certificated professional development plan that includes Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching.

The District continues to provide a comprehensive professional development plan that supports Local Control Accountability Plan goals and objectives. During the course of the 2017-2018 school year the District focused its training on the implementation of newly adopted English Language Arts and English Language Development textbooks and curriculum materials, as well as Depth and Complexity. In addition, the District continues to support teachers through its BTSA and PAR programs

\$31,500
Unrestricted, Professional Services, Certificated Salaries and Benefits

\$9,339-Certificated Salaries; Unrestricted
\$8,498-Certificated Salaries; Title II
\$22,500-Professional Services; Title II

4.1b. Provide ongoing new teacher support through BTSA.

4.1c Provide ongoing teacher support through PAR.

4.1d Provide a one-day training program for District substitutes

Planned Actions/Services

and administer a satisfaction survey.

Actual Actions/Services

assuring teacher effectiveness. The District has worked with its bargaining units to increase the calendar year by one day for the purpose of professional development. The District will maintain the newly Wednesday early release day to be utilized for professional development and collaboration. In closing, the District has increased its efforts in recruiting and training certificated and classified substitutes. The District has not developed and/or administered a satisfaction survey and will make this a priority in the upcoming year. Expenditures exceed budgeted expenditures as a result hiring newly credentialed teachers and the need for induction.

4.1a. The District partnered with the Ventura County Office of Education and other consultants to provide a comprehensive certificated professional

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

development plan that included Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching.

4.1b. The District provided ongoing new teacher support through BTSA.

4.1c The District provided ongoing teacher support through PAR.

4.1d The District provided a one-day training program for District substitutes and administer a satisfaction survey.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

4.2a Provide comprehensive classified professional development that includes District- wide, and on-site demonstrations.

Actual Actions/Services

The District continues to develop a comprehensive professional development for its classified employees. In 2017-2018 the District worked with county agencies and vendors to provide training to office staff, instructional assistants, custodians, and maintenance workers.

Expenditures were less than anticipated as a result of the District working with vendors to provide training to custodians and maintenance workers at no cost.

4.2a The District provided comprehensive classified professional development that included district-wide, and on-site demonstrations.

Budgeted Expenditures

\$2,000
Unrestricted, Travel and Conferences, Classified Salaries and Benefits

Estimated Actual Expenditures

\$661-Classified salaries;Unrestricted
\$590-Travel and Conferences; Unrestricted

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

4.3a Provide comprehensive management professional development that includes learning, networking and coaching opportunities.

Actual Actions/Services

The District provided management professional development and coaching for its site administrator during the course of the 2017-2018 year. The increased cost was a result of the superintendent also attended the California School Boards Association Conference.

4.3a The District provided comprehensive management professional development that included learning, networking and coaching opportunities.

Budgeted Expenditures

\$2,000
Unrestricted, Travel and Conferences

Estimated Actual Expenditures

\$2.734-Travel and Conferences; Unrestricted.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

4.4a Administer satisfaction and exit interviews to improve District employee retention rates.

Actual Actions/Services

The District had one employee leave the District in 2017-2018. The Superintendent conducted an exit interview with the employee.

4.4a The District administered satisfaction and exit interviews to improve District employee retention rates.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

4.5a Attract exemplary employees through the promotion of the District to prospective candidates.

4.5b Develop relationships with universities, career-fair providers, and professional organizations.

4.5c Provide relocation materials to potential candidates.

4.5d Evaluate and adjust hiring practices as needed

Actual Actions/Services

The District utilized EdJoin and developed its own promotion and recruitment materials resulting in no expenditures being incurred.

4.5a The District attracted exemplary employees through the promotion of the District to prospective candidates.

4.5b The District developed relationships with universities, career-fair providers, and professional organizations.

4.5c The District is in the process of developing relocation materials for potential candidates.

4.5d The District has evaluated and adjusted its hiring practices.

Budgeted Expenditures

\$500
Unrestricted, Materials and Supplies

Estimated Actual Expenditures

\$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District fully implemented actions and services aligned to Goal 4: Recruit, hire, train, and retain exemplary employees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District's comprehensive professional development model reflects the priority, especially from certificated and classified groups, to provide training, new California State Standards aligned instructional materials, and time for professional collaboration. The District has consulted with its bargaining units to increase the calendar year by one day for the purpose of professional development. In addition, the District has worked with community stakeholders, teachers, and bargaining units to establish Wednesday early release days to provide additional time for professional development and collaboration. Finally, the District has worked with its bargaining units and the County Office of Education to strengthen its New Teacher Induction and teacher professional support programs (Goals 4.1, 4.2 and 4.3).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 4: Recruit, hire, train, and retain exemplary employees budget expenditures fell within the District's estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A local measure self-analysis by the District and the thorough analysis of the LCFF Evaluation Rubrics of Goal 4 Recruit, hire, train, and retain exemplary employees resulted in no changes to this goal, its expected outcomes, metrics, or actions and services.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The engagement process began in October of 2017 when the Mesa Union School District superintendent reached out to Board Trustees, certificated and classified staff, bargaining units, the District Parent Advisory Council (PAC) and District Parent English Learner Advisory Council (PELAC), parents, students and community members and other District partners. As part of this process, stakeholders evaluated state and local assessment results as illustrated on the California School Dashboard. In addition, the District and its stakeholders assessed the District's progress towards meeting the Local Control Accountability Plan goals, as well as identified organizational strengths and areas of needed growth within the state's eight priorities. Stakeholders revisited the four goals established in the District's LCAP and each corresponding action and related service. Stakeholders were provided additional opportunities to provide input into the development of the 2017-2020 LCAP by completing the LCAP Survey, the LCAP Questionnaire, and/or during a public hearing held on May 15, 2018.

Parents participated in the development process, as described above, through their attendance at District-hosted PAC and PELAC meetings. PAC meetings were conducted on 10/26/17, 12/14/17, 1/18/18, 2/15/18, 3/15/18, 4/19/18 and 5/17/18. The District PELAC meetings were conducted on 10/26/17, 11/15/17, 12/7/17, 1/18/18, 2/15/18, 3/15/18, 4/19/18, and 5/17/18. PAC and PELAC members also assisted the District in administering the LCAP Survey in the month of April and May of 2018. Surveys were mailed home to all households, made available on the District and school webpages, and the District Kiosk during school events with concentrated parent attendance. The District also solicited input from all stakeholders by hosting a Community Forum on May 3, 2018.

Students representing various grade levels were given an opportunity to provide input regarding meal choices, elective preferences, and extracurricular activities, which was incorporated within the District's LCAP.

Community members were provided multiple opportunities to provide input throughout the LCAP development process through their participation in PAC and PELAC meetings, the Community Forum, Regular Board meetings, and the LCAP Questionnaire and Survey.

Local bargaining units and their members were also given opportunities to provide input regarding the development of the LCAP through their participation in collective bargaining, monthly meetings with the superintendent, and through participation in PAC and PELAC meetings, the Community Forum, Regular Board meetings, and the LCAP Questionnaire and Survey.

Site administration was provided opportunities to offer input regarding the development of the LCAP through participation in monthly leadership meetings with the superintendent, PAC and PELAC meetings, the Community Forum, Regular Board meetings, and the LCAP Questionnaire and Survey.

Board of Trustees and District stakeholders were provided the opportunity to participate in the LCAP development at the following Regular Board meetings 10/17/17, 11/16/17, 12/15/17, 2/20/18, 3/3/18, 5/15/18, and 6/12/18.

The Public Hearing was held on May 15, 2018.

No written responses were required by the Superintendent.

Board approval on June 12, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

District stakeholder outreach provided the community with a framework regarding all areas of the District Local Control Accountability Plan and proved to be fruitful through the participation of stakeholders in planned activities. Stakeholder input provided improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.

LCAP activities directly impacted the selection of goals, actions and services for all students and District student groups. Activities included

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

The description below provides additional information regarding stakeholders' contribution to the development of specific actions and services outlined within LCAP and referenced within the update.

Goal 1: Improving student learning outcomes for all students, in all grades, and in all content areas

Correlations of stakeholder input support the District's commitment to the development of 21st century learners by providing technology tools and resources to its staff and students. Goal 1.6 actions and services and corresponding expenditures demonstrate the District's work to improve internet accessibility through infrastructure improvements, presentation tools in every classroom, and individual devices for students in grades 2-8. Certificated and classified staff have participated in ongoing professional development that has facilitated the integration of technology into the daily lesson design and supported the delivery of new California State standards to include the state's career and pathway initiative. Stakeholder support of Goal 1.4, the newly implemented bell schedule that provides minimum days, dubbed "Learning Wednesdays", for professional development and collaboration, while increasing instructional minutes in all grades (K-8) is apparent. The addition of a full-time credentialed music teacher was a direct result of stakeholder input and support and has enabled the District to expand elective offerings at grades 6, 7, and 8, which were introduced for the first time in the District's history in 2016. Stakeholders have expressed strong support of expanded programming, but have articulated the need for a foreign language elective offering, which is captured in Goal 1.7. Finally, stakeholder input in support of Goal 1.1 initiated the District's efforts and eventual award of a \$25,000 SUMS grant to further support the the development of a multi-tiered system of supports. Implementation of the SUMS grant will result in expanded academic, social, and behavior support services to all students through professional development, additional staff, and contracted services.

Goal 2: Engage parents, community organizations, business and higher learning institutions in the development of meaningful partnerships to support student learning

The consultations with stakeholders and the District's LCAP survey results indicate increased parent and community engagement in the District's Parent Faculty Organization, the Parent English Learner Advisory Council, school-sponsored activities, volunteerism, and contributions on the part of the community and local businesses to support student learning. Input from the school community reflects the need to continue to foster increased stakeholder participation on District leadership committees. A number of actions and services to expand stakeholder engagement are reflected in Goal 2.1 of the LCAP.

Mesa Union's unique situation is its setting within a small, rural agricultural community consisting primarily of farmers and ranchers and without the benefit of being affiliated with a city or town, limiting the District's ability to develop business and community-based partnerships. Through consultation with the Mesa Education Foundation, the Parent Faculty Organization and other community stakeholders, we have identified the need to collaboratively work towards developing partnerships outside of the District's attendance area as captured in Goals 2.4 and 2.6.

Goal 3: Create welcoming and safe learning environments, safety and school connectedness among students

Through outreach activities to the community, such as the facility and bond feasibility surveys, community forum, and group discussions, the District has completed a facility needs assessment and has identified a master project list, which includes campus improvements to address school safety and remodeling learning spaces to develop 21 Century skills, as outlined in Goal 3.2. In addition to consultation with stakeholders, LCAP and YouthTruth surveys (which included students) identified the need to establish a Middle School Climate Task Force. The Task Force was commissioned to evaluate the rigor of the academic program, student connectedness, and the District's bullying prevention efforts (Goal 3.6). The Task Force is comprised of school staff and administration, parents, and county office partners and is scheduled to release its recommendations in June of 2018. As reflected in Goal 3.7, the District has established District and school websites and electronic media communications (i.e., social media). The LCAP survey indicated that stakeholders refer to the District webpage, Twitter and Facebook in place of paper-based flyers. After consulting with stakeholders, the District has expanded electronic surveys, questionnaires and communications to increase stakeholder input and to inform District and site planning.

Goal 4: Recruit, hire, train, and retain exemplary employees

The District's comprehensive professional development model reflects the priority, especially from certificated and classified groups, to provide training, new California State Standards aligned instructional materials, and time for professional collaboration. The District has consulted with its bargaining units to increase the calendar year by one day for the purpose of professional development. In addition, the District has worked with community stakeholders, teachers, and bargaining units to establish Wednesday early release days to provide additional time for professional development and collaboration. Finally, the District has worked with its bargaining units and the County Office of Education to strengthen its New Teacher Induction and teacher professional support programs (Goals 4.1, 4.2 and 4.3).

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Goal 1: Improve student learning outcomes for all students, in all grades, and in all content areas

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 1,2,3,and 4

Identified Need:

Updated for 2018-19

Increase the percentage of students who demonstrate mastery of new California State Standards in all core content areas. Close the achievement gap among the District's lowest performing subgroups: English Learners, Socio-Economically Disadvantaged and Students with Learning Disabilities.

Increase critical thinking, collaboration, creativity, communication, and compassion through technology tools and projects focused on student learning.

Increase student access to Multi-tiered Systems of Supports.

Develop a systematic interim assessment model to enable the District/school and its staff to evaluate and identify student academic progress for the purpose of daily classroom instruction design, development of tiered supports, and creation of school wide programming.

Maintain a staff-centered professional development model that supports the implementation of new standards, inquiry/project based learning and the integration of technology tools in the classroom.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	54% of all students met or exceeded standards in ELA	59% of all students met or exceeded standards in English Language Arts as measured by the CAASPP	64% of all students met or exceeded standards in English Language Arts as measured by the CAASPP	69% of all students met or exceeded standards in English Language Arts as measured by the CAASPP Local Assessments; increase student performance by 5% annually.
California Assessment of Student Performance and Progress (CAASPP)	50% of all students met or exceeded standards in Mathematics as measured by the CAASPP	55% of all students met or exceeded standards in Mathematics as measured by the CAASPP	60% of all students met or exceeded standards in Mathematics Local Assessments; increase student performance by 5% annually.	65% of all students met or exceeded standards in Mathematics Local Assessments; increase student performance by 5% annually.

English Language Proficiency Assessments for California (ELPAC)	N/A	ELPAC- establish a baseline	ELPAC; increase student performance by 5% annually	ELPAC; increase student performance by 5% annually
High School Dropout, graduation rate, A-G, AP, EAP, and API	N/A	N/A	N/A	N/A
Reclassification Rate	7.3%	13.1%	Maintain	maintain

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1a Build capacity and consistent district-wide procedures through training and collaboration among staff focused on developing a multi-tiered system of academic, social emotional, and behavior supports (MTSS).

1.1b Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or added.

1.1a Maintain consistent districtwide procedures through training and collaboration among staff focused on Response to Intervention (RTI) that support tiered interventions in both academic and social emotional supports

1.1b Continue to evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated

1.1a Maintain consistent districtwide procedures through training and collaboration among staff focused on Response to Intervention (RTI) that support tiered interventions in both academic and social emotional supports

1.1b Continue to evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$90,287	\$90,287
Source	Unrestricted	Unrestricted, Supplemental/Concentratoin Restricted, REAP	Unrestricted, Supplemental/Concentratoin Restricted, REAP
Budget Reference	Classified Salaries and Benefits, Materials and Supplies	Classified Salaries and Benefits Materials and Supplies	Classified Salaries and Benefits Materials and Supplies

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

1.2a Create a systemic approach to tiered intervention to ensure that all students have access to academic and social emotional supports to achieve academic proficiency

1.2b Conduct visitations in model Districts/schools to observe intervention procedures, programs, and practices.

1.2c. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies

1.2d Continue to monitor the effectiveness of District intervention systems. Expand software licenses, instructional supplies and community based tutoring.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

1.2a Maintain a systemic approach to tiered intervention to ensure that all students have access to academic and social emotional supports to achieve academic proficiency

1.2b Continue to participate in visitations of model districts/schools to observe intervention procedures, programs, and practices.

1.2c. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies

1.2d Continue to monitor the effectiveness of District intervention systems. Expand software licenses, instructional supplies and community based tutoring.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

1.2a Maintain a systemic approach to tiered intervention to ensure that all students have access to academic and social emotional supports to achieve academic proficiency

1.2b Continue to participate in visitations of model districts/schools to observe intervention procedures, programs, and practices.

1.2c. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies

1.2d Continue to monitor the effectiveness of District intervention systems. Expand software licenses, instructional supplies and community based tutoring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$27,789	\$27,789
Source	Unrestricted- Supplemental/Concentration Restricted-Title I	Unrestricted- Supplemental/Concentration Restricted-Title I	Unrestricted- Supplemental/Concentration Restricted-Title I
Budget Reference	Certificated Salaries and Benefits, Materials and Supplies, Professional Services	Certificated Salaries and Benefits, Materials and Supplies, Professional Services	Certificated Salaries and Benefits, Materials and Supplies, Professional Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

1.3 Contract with Ventura County Office of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

1.3 Continue to contract with Ventura County Office of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

1.3 Continue to contract with Ventura County Office of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$52,500	\$45,796	\$45,796
Source	Unrestricted	Unrestricted Supplemental Concentration	Unrestricted Supplemental Concentration

Budget Reference

Classified Salaries and Benefits, Professional Services

Classified Salaries and Benefits Professional Services, Materials and Supplies, Professional Services

Classified Salaries and Benefits Professional Services, Materials and Supplies, Professional Services

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

1.4a Provide a 3-year sequence of professional development and activities supporting new California State Standards in English Language Arts, English Language Development, Mathematics and Social Science, including teacher training on classroom implementation of instruction aligned to the new standards to support broad course access

1.4b Consultant contracts with English Language Arts, English Language Development, Mathematics, Social Science and technology integration content area experts to provide training to site administration and teachers

1.4c Provide teacher release time/compensation for professional development activities

1.4d Implement early release Wednesday schedule to support ongoing professional development and collaboration

2018-19 Actions/Services

1.4a Year 2 of a 3 year sequence of professional development and activities supporting the new state standards

1.4b Continue to secure consultant contracts with English Language Arts, English Language Development, Mathematics Science, Social Science and technology integration content area experts to provide training to site administration and teachers

1.4c Continue to provide teacher release time/compensation for professional development activities

1.4d Continue to implement early release Wednesday schedule to support ongoing professional development and collaboration

2019-20 Actions/Services

1.4a Year 2 of a 3 year sequence of professional development and activities supporting the new state standards

1.4b Continue to secure consultant contracts with English Language Arts, English Language Development, Mathematics Science, Social Science and technology integration content area experts to provide training to site administration and teachers

1.4c Continue to provide teacher release time/compensation for professional development activities

1.4d Continue to implement early release Wednesday schedule to support ongoing professional development and collaboration

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000	\$42,066	\$42,066
Source	Unrestricted, Restricted State and Federal	Restricted Title I Restricted Title II Unrestricted Supplemental Concentration	Restricted Title I Restricted Title II Unrestricted Supplemental Concentration
Budget Reference	Certificated Salaries and Benefits, Professional Services, Travel and Conferences	Certificated Salaries and Benefits, Professional Services, Travel and Conferences	Certificated Salaries and Benefits, Professional Services, Travel and Conferences

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

1.5a Provide California State Standards-aligned instructional materials for all students

1.5b For the 2017-2018 school year establish an Adoption Committee and consider adoption of Social Studies textbooks and materials for the 2018-2019 school year, contingent upon selection of appropriate, modified, (not) re-aligned materials.

1.5c Provide teacher release time for continued review of newly adopted Next Generation Standards textbooks and materials.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

1.5a Provide California State Standards-aligned instructional materials for all students

1.5b For the 2019-2020 school year provide teacher release time to explore newly released Next Generation Science materials aligned to new California State Standards

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

1.5a Provide California State Standards-aligned instructional materials for all students

1.5b For the 2019-2020 school year provide teacher release time to explore newly released Next Generation Science materials aligned to new California State Standards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$114,500	\$8,078	\$8,078
Source	Unrestricted	Unrestricted Restricted Lottery	Unrestricted Restricted Lottery
Budget Reference	Approved Textbooks, Certificated Salaries and Benefits, Professional Services	Approved Textbooks, Certificated Salaries and Benefits	Approved Textbooks, Certificated Salaries and Benefits

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

1.6a Improve and standardize equitable environments for online state testing

1.6b Implement effective, equitable online testing environments.
Build long-term funding options to support emerging technology.

1.6c Maintain technology devices to support a grades 2-8 one to one computing environment.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

1.6a Improve and standardize equitable environments for online state testing

1.6b Implement effective, equitable online testing environments.
Build long-term funding options to support emerging technology.

1.6c Maintain technology devices to support a grades 2-8 one to one computing environment.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

1.6a Improve and standardize equitable environments for online state testing

1.6b Implement effective, equitable online testing environments.
Build long-term funding options to support emerging technology.

1.6c Maintain technology devices to support a grades 2-8 one to one computing environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$75,000	\$75,000

Source	Unrestricted	Unrestricted Supplemental Concentration Unrestricted	Unrestricted Supplemental Concentration Unrestricted
Budget Reference	Materials and Supplies, Professional Services	Materials and Supplies, Non-Capitalized Equipment, Rents and Repairs	Materials and Supplies, Non-Capitalized Equipment, Rents and Repairs

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.7 Increase access to electives such as computer programming, foreign language and music.

1.7 Maintain access to electives such as introduction to agriculture, music, coding, etc.)

1.7 Maintain access to electives such as introduction to agriculture, music, coding, etc.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$84,704	\$84,704
Source	Unrestricted	Unrestricted Supplemental Concentration Unrestricted	Unrestricted Supplemental Concentration Unrestricted
Budget Reference	Materials and supplies	Certificated Salaries and Benefits, Materials and Supplies, Non-Capitalized Equipment, Rents and Repairs	Certificated Salaries and Benefits, Materials and Supplies, Non-Capitalized Equipment, Rents and Repairs

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.8a Increase access to extra support, on-grade level, and enrichment activities before, during, and after-school.

1.8a Increase access to extra support, on-grade level, and enrichment activities before, during, and after-school.

1.8a Increase access to extra support, on-grade level, and enrichment activities before, during, and after-school.

1.8b Purchase of instructional materials and supplies to support and/or enrich programming.

1.8b Purchase of instructional materials and supplies to support and/or enrich programming.

1.8b Purchase of instructional materials and supplies to support and/or enrich programming.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$123,800	\$133,862	\$133,862
Source	Unrestricted	Unrestricted Supplemental Concentration	Unrestricted Supplemental Concentration
Budget Reference	Certificated Salaries and Benefits, Materials and Supplies	Certificated Salaries and Benefits, Reference Materials, Materials and Supplies, Professional Services	Certificated Salaries and Benefits, Reference Materials, Materials and Supplies, Professional Services

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1.9a Expand Districtwide after-school programming based on identified need in grades 2-8.

2018-19 Actions/Services

1.9a Expand Districtwide after-school programming based on identified need in grades 2-8.

2019-20 Actions/Services

1.9a Expand Districtwide after-school programming based on identified need in grades 2-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,000	\$105,645	\$105,645
Source	Unrestricted	Unrestricted Supplemental Concentration	Unrestricted Supplemental Concentration
Budget Reference	Professional Services	Professional Services, Communications	Professional Services, Communications

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

10a Technology Plan Committee to develop a comprehensive plan to integrate 21st Century Learning Framework into existing District initiatives.

1.10b Provide release time and professional development to develop a comprehensive

1.10a Technology Plan Committee to roll out comprehensive plan developed during the course of the 2017-2018 school year to integrate 21st Century Learning Framework into existing District initiatives.

1.10b Continue to provide release time and

1.10a Technology Plan Committee to roll out comprehensive plan developed during the course of the 2017-2018 school year to integrate 21st Century Learning Framework into existing District initiatives.

1.10b Continue to provide release time and

technology plan by 2017-2018.

1.10c Continue to provide human resources to support technology integration, including computer resource technician and contracted services

professional development to develop a comprehensive technology plan by 2017-2018.

1.10c Continue to provide human resources to support technology integration, including computer resource technician and contracted services.

professional development to develop a comprehensive technology plan by 2017-2018.

1.10c Continue to provide human resources to support technology integration, including computer resource technician and contracted services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,250	\$58,681	\$58,681
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Classified Salaries and Benefits	Classified Salaries and Benefits	Classified Salaries and Benefits

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.11a Provide ongoing District/site technical support, professional development, and coaching that supports the integration of 21st Century Skills, 5C's (i.e., Creativity, Collaboration, Critical Thinking, Communication, and Collaboration) , Common Core State Standard materials, tools and teaching strategies

1.11a Provide ongoing District/site technical support, professional development, and coaching that supports the integration of 21st Century Skills, 5C's (i.e., Creativity, Collaboration, Critical Thinking, Communication, and Collaboration), Common Core State Standard materials, tools and teaching strategies

1.11a Provide ongoing District/site technical support, professional development, and coaching that supports the integration of 21st Century Skills, 5C's (i.e., Creativity, Collaboration, Critical Thinking, Communication, and Collaboration), Common Core State Standard materials, tools and teaching strategies

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$3,500	\$0	\$0
Source	Unrestricted	N/A	N/A
Budget Reference	Materials and Supplies	N/A	N/A

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

1.12a Expand STEAM opportunities, including access to Next Generation Science Standards, Visual and Performing Arts, and computer literacy skills.

2018-19 Actions/Services

1.12a Expand STEAM opportunities, including access to Next Generation Science Standards, Visual and Performing Arts, and computer literacy skills.

2019-20 Actions/Services

1.12a Expand STEAM opportunities, including access to Next Generation Science Standards, Visual and Performing Arts, and computer literacy skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$22,017	\$22,017
Source	Unrestricted	Unrestricted Unrestricted Supplemental Concentration Restricted Donations	Unrestricted Unrestricted Supplemental Concentration Restricted Donations
Budget Reference	Materials and Supplies	Materials and Supplies, Professional Services	Materials and Supplies, Professional Services

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.13a Maintain a one to one student computing program in grades 2-8 coupled with a robust wireless internet access.

1.13a Maintain a one to one student computing program in grades 2-8 coupled with a robust wireless internet access.

1.13a Maintain a one to one student computing program in grades 2-8 coupled with a robust wireless internet access.

Costs for one to one computing are captured in Goal 1, Action 6

Costs for one to one computing are captured in Goal 1, Action 6

Costs for one to one computing are captured in Goal 1, Action 6

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

1.14a Develop community-based partnerships to support 21st Century Skills development for all stakeholders.

1.14b Provide a career fair at Mesa Union School for students in grades K-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

1.14a Develop community-based partnerships to support 21st Century Skills development for all stakeholders.

1.14b Provide a career fair at Mesa Union School for students in grades K-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

1.14a Develop community-based partnerships to support 21st Century Skills development for all stakeholders.

1.14b Provide a career fair at Mesa Union School for students in grades K-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$250	\$250
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

Action #15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.15a Establish a District GATE Advisory Committee.

1.15a Establish a District GATE Advisory Committee.

1.15a Establish a District GATE Advisory Committee.

1.15b Implement GATE Task Force

1.15b Implement GATE Task Force

1.15b Implement GATE Task Force

recommendation to transition from a pull-out program to an integrated instructional model that increases access to appropriately differentiated rigorous academic instruction throughout the regular school day.

1.15c Provide ongoing GATE certification professional development opportunities to staff.

1.15 d Provide a three- part series of parent workshops targeting the needs of GATE students.

recommendation to transition from a pull-out program to an integrated instructional model that increases access to appropriately differentiated rigorous academic instruction throughout the regular school day.

1.15c Provide ongoing GATE certification professional development opportunities to staff.

1.15 d Provide a three- part series of parent workshops targeting the needs of GATE students.

recommendation to transition from a pull-out program to an integrated instructional model that increases access to appropriately differentiated rigorous academic instruction throughout the regular school day.

1.15c Provide ongoing GATE certification professional development opportunities to staff.

1.15 d Provide a three- part series of parent workshops targeting the needs of GATE students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,669	\$3,669
Source	Unrestricted	Unrestricted Supplemental Concentration	Unrestricted Supplemental Concentration
Budget Reference	Professional Services	Certificated Salaries and Benefits, Materials and Supplies, Professional Services	Certificated Salaries and Benefits, Materials and Supplies, Professional Services

Action #16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.16a Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.

1.16b Identify a District menu of academic and social emotional interventions vetted as high-leverage options

1.16a Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.

1.16b Identify a District menu of academic and social emotional interventions vetted as high-leverage options

1.16a Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.

1.16b Identify a District menu of academic and social emotional interventions vetted as high-leverage options

1.16c Maintain three weeks of summer programming for migrant, low-income and EL students.

1.16d Create a two-week kindergarten summer institute for incoming kindergarteners who have not participated in pre-school

1.16c Maintain three weeks of summer programming for migrant, low-income and EL students.

1.16d Create a two-week kindergarten summer institute for incoming kindergarteners who have not participated in pre-school

1.16c Maintain three weeks of summer programming for migrant, low-income and EL students.

1.16d Create a two-week kindergarten summer institute for incoming kindergarteners who have not participated in pre-school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,050	\$28,417	\$28,417
Source	Unrestricted	Unrestricted Supplemental Concetration Restricted Title I Restricted Cafeteria	Unrestricted Supplemental Concetration Restricted Title I Restricted Cafeteria
Budget Reference	Certificated and Classified Salaries and Benefits, Instructional Materials, Transportation	Classified Salaries and Benefits, Transfers of Direct Costs, Certificated Salaries and Benefits, Materials and Supplies	Classified Salaries and Benefits, Transfers of Direct Costs, Certificated Salaries and Benefits, Materials and Supplies

Action #17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.17a Increase the percentage of English learners making progress in attaining one level of English language level growth.

1.17a Increase the percentage of English learners making progress in attaining one level of English language level growth.

1.17a Increase the percentage of English learners making progress in attaining one level of English language level growth.

1.17b Increase the number of English learners being reclassified by the end of 8th grade.

1.17b Increase the number of English learners being reclassified by the end of 8th grade.

1.17b Increase the number of English learners being reclassified by the end of 8th grade.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

1.18a Analyze Districtwide Integrated and Designated English Language Development instructional model.

1.18b Implement recommendations; continue analysis and adjustments

1.18c Provide ELD training to new employees and follow-up coaching opportunities for trained staff.

1.18d Provide professional development to include coaching on the new English Language Development Standards to all teachers.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

1.18a Analyze Districtwide Integrated and Designated English Language Development instructional model.

1.18b Implement recommendations; continue analysis and adjustments

1.18c Provide ELD training to new employees and follow-up coaching opportunities for trained staff.

1.18d Provide professional development to include coaching on the new English Language Development Standards to all teachers.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

1.18a Analyze Districtwide Integrated and Designated English Language Development instructional model.

1.18b Implement recommendations; continue analysis and adjustments

1.18c Provide ELD training to new employees and follow-up coaching opportunities for trained staff.

1.18d Provide professional development to include coaching on the new English Language Development Standards to all teachers.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$5,677

\$0

\$0

Source	Federal Restricted	N/A	N/A
Budget Reference	Professional Services	N/A	N/A

Action #19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

1.19a Monitor the progress of Re-designated Fluent English Proficient students (RFEP).

1.19b Fund the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students.

1.19c Fund the English Language Development Coordinator stipend to support the transition of RFEP middle school students to high school.

2018-19 Actions/Services

1.19a Monitor the progress of Re-designated Fluent English Proficient students (RFEP).

1.19b Fund the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students.

1.19c Fund the English Language Development Coordinator stipend to support the transition of RFEP middle school students to high school.

2019-20 Actions/Services

1.19a Monitor the progress of Re-designated Fluent English Proficient students (RFEP).

1.19b Fund the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students.

1.19c Fund the English Language Development Coordinator stipend to support the transition of RFEP middle school students to high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,400	\$1,495	\$1,495
Source	Unrestricted	Unrestricted Supplemental Concentration	Unrestricted Supplemental Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Goal 2: Engage parents, community organizations, business, and higher learning institutions in the development of meaningful partnerships to support student learning

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6, 8

Local Priorities: 1,2,3,and 4

Identified Need:

Build stakeholder knowledge of goals, actions and services outlined in the LCAP. Increase parent participation in student learning and organizational development. Increase business and community partnerships that support school programs.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Sign-In Sheets and Survey Results

5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 20% in 2015-2016 to 25% in 2016-2017

5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 25% in 2016-2017 to 30% in 2017-2018

5% increase in the number of parents participating, to include UPP/SWD, in District and site advisory councils/committees and sponsored parent events from 30% in 2017-2018 to 35% in 2018-2019

5% increase in the number of parents participating, to include UPP/SWD in District and site advisory councils/committees and sponsored parent events from 35% in 2018-2019 to 40% in 2019-2020

Sign-In Sheets and Survey Results

•5% increase the number of parents who volunteer at Mesa Union K-8 School and/or District level functions from 10% in 2015-2016 to 15% in 2016-2017

5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 15% in 2016-2017 to 20% in 2017-2018

5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 20% in 2017-2018 to 25% in 2018-2019

5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 25% in 2018-2019 to 30% in 2019-2020

Memoranda of Understanding and Donations

The District has identified 17 identifies the number of businesses and/or community partnerships that support Mesa Union students.

5% increase in the number of business/community partners that support Mesa Union students

5% increase in the number of business/community partners that support Mesa Union students

5% increase in the number of business/community partners that support Mesa Union students

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.1a Expand District stakeholder participation on the Parent and English Learner Advisory Councils.

2.1b. Increase communication with all stakeholders to create a culture of inclusion, respect and integrity.

2.1c Provide training to District stakeholders on the scope and purpose of the Parent and English Learner Advisory Councils.

2.1a Expand District stakeholder participation on the Parent and English Learner Advisory Councils.

2.1b. Increase communication with all stakeholders to create a culture of inclusion, respect and integrity.

2.1c Provide training to District stakeholders on the scope and purpose of the Parent and English Learner Advisory Councils.

2.1a Expand District stakeholder participation on the Parent and English Learner Advisory Councils.

2.1b. Increase communication with all stakeholders to create a culture of inclusion, respect and integrity.

2.1c Provide training to District stakeholders on the scope and purpose of the Parent and English Learner Advisory Councils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,450	\$1,468	\$1,468
Source	Unrestricted	Unrestricted Supplemental Concentration	Unrestricted Supplemental Concentration
Budget Reference	Professional Services, Classified Salaries and Benefits	Classified Salaries and Benefits, Professional Services	Classified Salaries and Benefits, Professional Services

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.2a Provide training to the site administrator and the advisory councils (e.g., SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans.

2.2a Provide training to the site administrator and the advisory councils (e.g., SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans.

2.2a Provide training to the site administrator and the advisory councils (e.g., SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2.3a Identify opportunities for parents and other community-based organizations to support student learning.

2.3b Increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering.

2.3c Provide parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data.

2018-19 Actions/Services

2.3a Identify opportunities for parents and other community-based organizations to support student learning.

2.3b Increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering.

2.3c Provide parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data.

2019-20 Actions/Services

2.3a Identify opportunities for parents and other community-based organizations to support student learning.

2.3b Increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering.

2.3c Provide parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$575

\$581

\$581

Source	Unrestricted	Unrestricted Supplemental Concentration	Unrestricted Supplemental Concentration
Budget Reference	Professional Services, Certificated Salaries and Benefits	Certificated Salaries and Benefits, Professional Services	Certificated Salaries and Benefits, Professional Services

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2.4a Maintain and increase partnerships with education organizations, the County Office of Education, institutions of higher learning and local businesses.

2.4b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.

2018-19 Actions/Services

2.4a Maintain and increase partnerships with education organizations, the County Office of Education, institutions of higher learning and local businesses.

2.4b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.

2019-20 Actions/Services

2.4a Maintain and increase partnerships with education organizations, the County Office of Education, institutions of higher learning and local businesses.

2.4b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$125	\$125
Source	N/A	Unrestricted	Unrestricted
Budget Reference	N/A	Materials and Supplies	Materials and Supplies

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.5a Employ and support a part-time bilingual family liaison.

2.5a Employ and support a part-time bilingual family liaison.

2.5a Employ and support a part-time bilingual family liaison.

2.5b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteering

2.5b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteering

2.5b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteering

opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics.

2.5c.Establish a volunteer resource room.

opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics.

2.5c.Establish a volunteer resource room.

opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics.

2.5c.Establish a volunteer resource room.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,670	\$15,670
Source	Unrestricted	Unrestricted Supplemental Concentration	Unrestricted Supplemental Concentration
Budget Reference	Classified Salaries and Benefits	Classified Salaries and Benefits	Classified Salaries and Benefits

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.6a Outreach to preschool and recreational organizations

2.6a Outreach to preschool and recreational organizations

2.6a Outreach to preschool and recreational organizations

2.6b Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues.

2.6b Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues.

2.6b Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues.

2.6c Provide recreational and facility access to community programs.

2.6c Provide recreational and facility access to community programs.

2.6c Provide recreational and facility access to community programs.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Goal 3: Create welcoming and safe learning environments that increase safety and school connectedness among students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6

Local Priorities: 1,2,3,and 4

Identified Need:

Improve customer service district-wide
Improve organizational communication process and quality
Improve connectedness of students and families at school. Provide a safe, healthy, and productive school environment.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<p>Attendance and Suspension/Expulsion Rates</p>	<p>District average attendance rate increased by 0.5% from 96% in 2015-2016 to 96.5% in 2016-2017. The District Chronic Absenteeism rate is 4.7%</p> <p>The percentage of students that are suspended or expelled from school is below 1%.</p>	<p>Increase in the District average attendance rate by 0.5% from 96.5% in 2016-2017 to 97.0% in 2017-2018. Reduce the chronic absenteeism rate 0.5%, from 4.7% to 4.2%. Maintain the percentage of students that are suspended or expelled from school below 1%.</p>	<p>Maintain District average attendance rate of 97.0%.</p> <p>Reduce the chronic absenteeism rate 0.5%, from 4.2% to 3.7%.</p> <p>Maintain the percentage of students that are suspended or expelled from school below 1%.</p>	<p>Maintain District average attendance rate of 97.0%.</p> <p>Reduce the chronic absenteeism rate 0.5%, from 3.7% to 3.2%.</p> <p>Maintain the percentage of students that are suspended or expelled from school below 1%.</p>
<p>Olewis Bullying</p>	<p>Pending</p>	<p>Pending</p>	<p>No longer a metric. The District implemented a Youth Survey in place of Olewis Survey</p>	<p>Developing a baseline.</p>
<p>Customer Service Survey</p>	<p>Survey results indicate a 61% customer service satisfaction level in 2015-2016 and a 90% satisfaction level in 2016-2017.</p>	<p>Maintain a customer service satisfaction level of 90% or higher.</p>	<p>Maintain a customer service satisfaction level of 90% or higher.</p>	<p>Maintain a customer service satisfaction level of 90% or higher.</p>

Williams Act – sufficient access to instructional materials	100%	Maintain	Maintain	Maintain
Facilities in Good Repair	Good	Maintain	Maintain	Maintain

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.1a Continue to monitor facilities and perform maintenance as needed.

3.1a Continue to monitor facilities and perform maintenance as needed.

3.1a Continue to monitor facilities and perform maintenance as needed.

3.1b Transfer 1% of all LCFF revenue to the Deferred Maintenance Fund.

3.1b Transfer 1% of all LCFF revenue to the Deferred Maintenance Fund.

3.1b Transfer 1% of all LCFF revenue to the Deferred Maintenance Fund.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$160,000	\$160,000	\$160,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Professional Services, Materials and Supplies, Maintenance and Repairs	Materials and Supplies, Rents and Repairs, Professional Services	Materials and Supplies, Rents and Repairs, Professional Services

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3.2a Develop a Master Plan that includes facility improvements, which support 21st Century Skills, in addition to supplemental and specialist services.

2018-19 Actions/Services

3.2a Develop a Master Plan that includes facility improvements, which support 21st Century Skills, in addition to supplemental and specialist services.

2019-20 Actions/Services

3.2a Develop a Master Plan that includes facility improvements, which support 21st Century Skills, in addition to supplemental and specialist services.

3.2b Explore the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus as prioritized.

3.2b Continue to explore the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus as prioritized.

3.2b Continue to explore the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus as prioritized.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$0	\$0
Source	Unrestricted	N/A	N/A
Budget Reference	Materials and Supplies	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.3a Develop and implement energy, water savings and recycling programs.

3.3a Implement energy, water savings and recycling programs.

3.3a Implement energy, water savings and recycling programs.

3.3b Develop an energy savings projects plan through Prop 39 funding, if available.

3.3b Complete energy savings projects identified in project plan through Prop 39 funding, if available.

3.3b Complete energy savings projects identified in project plan through Prop 39 funding, if available.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$270,000	\$0	\$0
Source	State Restricted	N/A	N/A

Budget Reference	Professional Services	N/A	N/A
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Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.4a Implement Districtwide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder).

3.4b Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders.

3.4c Inventory and establish a baseline for rotation of first aid supplies.

3.4a Implement Districtwide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder).

3.4b Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders.

3.4c Inventory and establish a baseline for rotation of first aid supplies.

3.4a Implement Districtwide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder).

3.4b Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders.

3.4c Inventory and establish a baseline for rotation of first aid supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$100,000	\$100,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Materials and Supplies	Land Improvements	Land Improvements

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3.5a Ensure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion.

3.5b Conduct and analyze surveys to improve customer satisfaction.

2018-19 Actions/Services

3.5a Ensure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion.

3.5b Conduct and analyze surveys to improve customer satisfaction.

2019-20 Actions/Services

3.5a Ensure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion.

3.5b Conduct and analyze surveys to improve customer satisfaction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

3.6a Implement and continually evaluate the District-wide Olweus Bullying Program.

3.6b The District will promote and support Mesa Union School’s development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.).

2018-19 Actions/Services

3.6a Establish a Middle School Task Force to evaluate and make recommendations to the Superintendent regarding academic and social emotional programming.

3.6b Evaluate the Districtwide Olweus Bullying Program to determine its level of effectiveness in both the K-5 and 6- 8 programs.

3.6c The District will promote and support Mesa Union School’s development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.).

2019-20 Actions/Services

3.6a Establish a Middle School Task Force to evaluate and make recommendations to the Superintendent regarding academic and social emotional programming.

3.6b Evaluate the Districtwide Olweus Bullying Program to determine its level of effectiveness in both the K-5 and 6- 8 programs.

3.6c The District will promote and support Mesa Union School’s development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,800	\$2,800	\$2,800

Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Professional Services, Certificated Salaries	Professional Services,	Professional Services,

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.7a Establish and maintain the District website and electronic media communications.

3.7a Establish and maintain the District website and electronic media communications.

3.7a Establish and maintain the District website and electronic media communications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$10,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Professional Services	Professional Services	Professional Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Goal 4: Recruit, hire, train, and retain exemplary employees

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6

Local Priorities: 1,2,3,and 4

Identified Need:

Fill all positions with highly qualified classified and certificated personnel.
Provide well-maintained and clean school learning environments.
Improve customer service district-wide.
Improve organizational communication process and quality.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Qualifications outlined in corresponding job descriptions.

In the 2016-2017 school year 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.

Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.

Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.

Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.

Customer Service Survey

Survey results indicate a 61% customer service satisfaction level in 2015-2016 and a 90% satisfaction level in 2016-2017.

Maintain a customer service satisfaction level of 90% or higher.

Maintain a customer service satisfaction level of 90% or higher.

Maintain a customer service satisfaction level of 90% or higher.

Attendance Rate

0.5% increase in the District average attendance rate from 96% in 2015-2016 to 96.5% in 2016-2017

0.5% increase in the District average attendance rate from 96.5% in 2016-2017 to 97.0% in 2017-2018

Maintain or increase District average attendance rate of 97.0%.

Maintain or increase District average attendance rate of 97.0%.

District Employee Retention Rate for Certificated and Classified Staff

The District's retention rate for certificated staff for 2016-2017 was 88%. The District experienced three retirements, which impacted the overall retention rate significantly. The classified staff retention rate for 2016-2017 was 94%.

Increase the District's retention rate for certificated staff to 90%. Maintain the classified staff retention rate at 94%.

Maintain the District's retention rate for certificated staff to 90%. Maintain the classified staff retention rate at 94%.

Maintain the District's retention rate for certificated staff to 90%. Maintain the classified staff retention rate at 94%.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

4.1a. Provide a comprehensive certificated professional development plan that includes Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching.

4.1b. Provide ongoing new teacher support through BTSA.

4.1c Provide ongoing teacher support through PAR.

4.1d Provide a one-day training program for District substitutes and administer a satisfaction survey.

2018-19 Actions/Services

4.1a. Provide a comprehensive certificated professional development plan that includes Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching.

4.1b. Provide ongoing new teacher support through BTSA.

4.1c Provide ongoing teacher support through PAR.

4.1d Provide a one-day training program for District substitutes and administer a satisfaction survey.

2019-20 Actions/Services

4.1a. Provide a comprehensive certificated professional development plan that includes Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching.

4.1b. Provide ongoing new teacher support through BTSA.

4.1c Provide ongoing teacher support through PAR.

4.1d Provide a one-day training program for District substitutes and administer a satisfaction survey.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,500	\$20,268	\$20,268
Source	Unrestricted	Restricted Title II	Restricted Title II
Budget Reference	Professional Services, Certificated Salaries	Certificated Salaries and Benefits, Professional Services	Certificated Salaries and Benefits, Professional Services

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.2a Provide comprehensive classified professional development that includes district-wide, and on-site demonstrations.

4.2a Provide comprehensive classified professional development that includes district-wide, and on-site demonstrations.

4.2a Provide comprehensive classified professional development that includes district-wide, and on-site demonstrations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Travel and Conferences, Classified Salaries and Benefits	Travel and Conferences, Classified Salaries and Benefits	Travel and Conferences, Classified Salaries and Benefits

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.3a Provide comprehensive management professional development that includes learning, networking and coaching opportunities.

4.3a Provide comprehensive management professional development that includes learning, networking and coaching opportunities.

4.3a Provide comprehensive management professional development that includes learning, networking and coaching opportunities.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$2,000	\$2,000	\$2,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Travel and Conferences	Travel and Conferences	Travel and Conferences

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.4a Administer satisfaction and exit interviews to improve District employee retention rates.

4.4a Administer satisfaction and exit interviews to improve District employee retention rates.

4.4a Administer satisfaction and exit interviews to improve District employee retention rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.5a Attract exemplary employees through the promotion of the District to prospective candidates.

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4.5b Develop relationships with universities, career-fair providers, and professional organizations.

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4.5c Provide relocation materials to potential candidates.

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4.5d Evaluate and adjust hiring practices as needed.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$0	\$0
Source	Unrestricted	N/A	N/A
Budget Reference	Materials and Supplies	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$350,047

7.87 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Mesa Union School District's Local Control Funding Formula subgroup unduplicated pupil count is 40.17%. In 2017 and 2018 the District will receive 350,047 dollars of supplemental grant funding. The funds expended from the supplemental grant funding sources align with all goals of the Local Control Accountability Plan and are principally directed to the needs of Mesa Union target subgroups: low-income pupils, English Learners, and students with disabilities. Mesa Union invests in single grade classrooms to ensure targeted support and therefore increased achievement for targeted subgroups. The difficulties teachers face in multi-grade classes are centered around problem areas: (a) the efficient use of instructional time. (b) the design of effective instruction, (c) classroom management, and (d) the organization of independent practice or learning (Veenman, 1996). In addition, Mesa Union invests in professional learning. Professional learning consistently focuses a lens on strategies to support English Learners and low-income students. Professional learning opportunities include support of credentialed teachers, classified aids, and informal educators working after school. This aligned effort ensures continuity across programmatic efforts and our expanded learning programs. The school community believes effective professional development is intentional, ongoing, and connected to practice; focuses on teaching and learning specific academic content; is

connected to other school initiatives; builds strong working relationships among teachers (The School Redesign Network, 2009). In closing, Mesa Union invests in engaging families. Fifty years of research link the various roles families play in a child’s education; supporters of learning, encouragers of grit and determination, models of lifelong learning and advocates of proper programming and placement (SEL, 2009) Mesa Union intentionally supports students targeted by the Local Control Funding Formula. The services identified in the LCAP for low income pupils, foster youth, and English Learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils In that year as calculated pursuant to 5CCR 15496(a)(7). As reflected in goal 1 actions and services 1.16 through 1.19 and goal 2 actions and services 2.1 through 2.3 for unduplicated pupils must be increased or improved as compared to the services provided to all pupils In the LCAP year by 7.87% as calculated pursuant to 5 CCR 15496(a). We do this by investing in professional learning for certificated and support personnel to provide intervention or acceleration of targeted subgroups and by improving access to technology and digital resources. Mesa Union targets support by increasing after school experiences, counseling services as needed, after school interventions, enrichment opportunities, extracurricular activities and events, translating and childcare for meetings, and parent workshops. Students in those subgroups will increase their academic achievement. By focusing expenditures on improving school connectedness for parents and students, students and parents will improve their understanding of what proficient achievement looks like and realize that proficiency is within their reach. The expenditures specified for the subgroups meet or exceed the 7.87% threshold.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$405,189

8.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Mesa Union School District’s Local Control Funding Formula subgroup unduplicated pupil count is 40.17%. In 2017 and 2018 the District will receive 350,047 dollars of supplemental grant funding. The funds expended from the supplemental grant funding sources align with all goals of the Local

Control Accountability Plan and are principally directed to the needs of Mesa Union target subgroups: low-income pupils, English Learners, and students with disabilities. Mesa Union invests in single grade classrooms to ensure targeted support and therefore increased achievement for targeted subgroups. The difficulties teachers face in multi-grade classes are centered around problem areas: (a) the efficient use of instructional time. (b) the design of effective instruction, (c) classroom management, and (d) the organization of independent practice or learning (Veenman, 1996). In addition, Mesa Union invests in professional learning. Professional learning consistently focuses a lens on strategies to support English Learners and low-income students. Professional learning opportunities include support of credentialed teachers, classified aids, and informal educators working after school. This aligned effort ensures continuity across programmatic efforts and our expanded learning programs. The school community believes effective professional development is intentional, ongoing, and connected to practice; focuses on teaching and learning specific academic content; is connected to other school initiatives; builds strong working relationships among teachers (The School Redesign Network, 2009). In closing, Mesa Union invests in engaging families. Fifty years of research link the various roles families play in a child's education; supporters of learning, encouragers of grit and determination, models of lifelong learning and advocates of proper programming and placement (SEL, 2009) Mesa Union intentionally supports students targeted by the Local Control Funding Formula. The services identified in the LCAP for low income pupils, foster youth, and English Learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils In that year as calculated pursuant to 5CCR 15496(a)(7). As reflected in goal 1 actions and services 1.16 through 1.19 and goal 2 actions and services 2.1 through 2.3 for unduplicated pupils must be increased or improved as compared to the services provided to all pupils In the LCAP year by 7.87% as calculated pursuant to 5 CCR 15496(a). We do this by investing in professional learning for certificated and support personnel to provide intervention or acceleration of targeted subgroups and by improving access to technology and digital resources. Mesa Union targets support by increasing after school experiences, counseling services as needed, after school interventions, enrichment opportunities, extracurricular activities and events, translating and childcare for meetings, and parent workshops. Students in those subgroups will increase their academic achievement. By focusing expenditures on improving school connectedness for parents and students, students and parents will improve their understanding of what proficient achievement looks like and realize that proficiency is within their reach. The expenditures specified for the subgroups meet or exceed the 7.87% threshold.