

MARICOPA UNIFIED SCHOOL DISTRICT
LOCAL CONTROL ACCOUNTABILITY PLAN 2014-15
§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Maricopa Unified School District

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LCAP Year(s): 2014-15/2015-16/2016-17

Date of Local Governing Board Approval: June 19, 2014

The Local Control and Accountability Plan

The Local Control and Accountability Plan (LCAP) and annual update shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state

Maricopa Unified School District 2014-15 LCAP (Board Approved 6-19-14)

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priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts must address each of the state priorities in their LCAP.

A. Conditions of Learning:

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

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Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

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Involvement Process	Impact on LCAP
<p>The Maricopa Unified School District provided multiple opportunities for all stakeholders to be involved in the development of this LCAP through the following processes:</p> <p>Stakeholder Involvement</p> <ol style="list-style-type: none"> 1. A Student Survey was developed and provided to all Fifth grade, Middle School and High School students during class time to give students time to response. 2. A Parent Survey was developed and sent home to all families in English and Spanish languages as needed. The parent survey was also uploaded to District webpage for accessibility. 3. A Staff Survey (anonymous) was developed and distributed to all classified and certificated staff members in written and online formats. 4. Superintendent held Student Inputs sessions with all Fifth Grade, Middle and High School students during English class periods. Input session notes were taken. 5. Superintendent scheduled and held parent/community input sessions at different times and dates to allow for varied schedules. The evening meeting served dinner and provided child care during the input session. Input session notes were taken at each meeting. 6. Superintendent scheduled and held staff (Certificated/Classified) input sessions during Late-start Thursday meeting dates. 7. Superintendent held two-day LCAP Advisory Staff Committee meeting (DCA) to discuss input session notes and surveys data and to help write the LCAP. The staff advisory committee had a representative from each grade level span (K-2/3-5/6-8/9-12.) The committee developed goal and action plans based on the data. 8. Provided written response to all stakeholders per Ed Code on District's Webpage (all comments from surveys and input sessions held with draft of LCAP plan) 9. School Site Council, serving as the District LCAP Advisory Committee, provided input and reviewed all input session notes and surveys. School Site Council then reviewed and approved the LCAP plan draft prior to Board consideration for approval. 10. Board of Education held a public hearing at the May 8, 2014 Board meeting. Input notes were taken and adjustments in the plan after the public hearing. 11. At the May 8, 2014 Board Meeting, the Board of Education discussed input session notes and surveys from stakeholders prior to reviewing the LCAP plan for approval at the June 19, 2014 Board meeting. 	<p>The following changes were made to the LCAP based on the involvement process with students, parents, community, staff, and Board of Education input. The staff advisory committee identified the following areas of highest priority based on the input sessions, surveys and other data:</p> <ul style="list-style-type: none"> -Common Core Training/Implementation -Coaching Program -Counselor Support Services -Technology / Computer Support (Elem.) -Discipline/Attendance (Anti-Bullying PBIS/Structured Recess/Yard Aide Training) -Parent Support/Training (Back to School/Workshops) -Learning Trips-Quarterly Trips (CCSS related) -Climate & Culture of District School's students, staff, parents and community members -Competitive staff salary to support staff stability and job satisfaction. -M.S. Sports Program (Monthly games?) / High School Sport Equip. & Uniforms) -Facilities (Restrooms, drinking fountains, Sports Fields)

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<p>LCAP Planning Process/Timeline</p> <ul style="list-style-type: none"> • February/March (Feb. 4/11/18/Mar. 3)-Superintendent attends KCSOS Training for LCAP • March – Conduct Surveys (Community/Parent/Student/Staff) by Mail home/Webpage Downloadable Survey/“Surveygizmo” online) <ul style="list-style-type: none"> • Set up Tab on Webpage with Resources for LCFF/LCAP • Develop Written Surveys • Mail & Post Surveys on Webpage/Online <ul style="list-style-type: none"> ○ Staff Survey ○ Students Survey ○ Parent Survey • March – Conduct Input Sessions (Community/Parent/Student/Staff): <ul style="list-style-type: none"> • Student Input Sessions (5th Grade Classroom/All MS Classes/All HS English Classes) • Parent Input Sessions: SWOT Process <ul style="list-style-type: none"> ○ Evening Dinner Meeting-March 11th (6:00 p.m.) ○ AM Meeting-March 12th (9:00 a.m.) ○ PM Meeting-March 18th (3:00 p.m.) • SSC Meeting Input Session-March 20th (3:00 p.m.) • Staff Input Sessions: SWOT Process <ul style="list-style-type: none"> ▪ K-12 Staff Late-Start Thursday March 20th (7:45-9:00 a.m.) ▪ PLC Leaders Mtg. w/ Supt.-March 27th (7:45-9:00 a.m.) • April 10, 2014 Board Meeting-LCAP Board Input • April 10 & April 30, 2014 - Superintendent held two-day LCAP Advisory Staff Committee meeting to discuss input session notes and surveys data and to help write the LCAP. • May 1, 2014 School Site Council Meeting Review/Approval • May 8, 2014 Board Meeting-Special Public Hearing of LCAP to provide public comments • Modifications may be made to the LCAP based on Public Hearing comments and Board of Education direction. • June 19, 2014 Board Meeting-Approval of LCAP with 2014-15 District Budget • June 26, 2014-Send LCAP to KCSOS within five days of Board Adoption of LCAP 	<p>The identified areas above were then developed into Goals and Progress Indicators in section 2 and in section 3 Actions, Services, and Expenditures. Finally the committee discussed and developed sections 3B, 3C, and 3D to support our highest need students.</p>
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Information/Data Made Available to Stakeholders

1. The District provided the Strategic Plan 2011-18 including SWOT data, and Parent, Student and Staff Survey data
2. The District provided the Elementary Schoolwide Single School Plan for 2012-13
3. The District provided the Middle Schoolwide Single School Plan for 2012-13
4. The District provided the High School WASC Self-Study & Action Plan for 2013-14

Specific Actions Taken to Meet Statutory Requirements for Stakeholder Engagement

1. MUSD does not have 15% or 50 ELL students. However, the SSC discusses and provides support for ELL program.
2. MUSD does not have 15 foster youth.
3. 84% of the K-12 students qualify for Free or Reduced Lunch program.
4. The Elementary School and Middle School receive Title I funding.

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Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

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- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Our current level of Implementation of CCSS is Minimal. School wide need for Implementation -K-5 APS -6-8 APS -9-12 APS	1. Conditions for Learning: By 2017, 100% of K-8 and ELA/Math HS teachers will implement new Common Core State Standards (CCSS) in ELA and Mathematics measured by Academic Program Survey (APS)	K-12 ELA/MA Teachers	ALL Schools Maricopa Elem. (MES) Maricopa Middle (MMS) Maricopa High (MHS)	-June 2015 Math Textbook Adoption/Implementation -June 2016 ELA Textbook Adoption/Implementation -APS	<i>Substantial</i> 75-95% CCSS Math Implementation	<i>Substantial</i> 75-95% CCSS ELA Implementation	<i>Fully</i> 100% CCSS ELA & Math Implementation	Year 1/2/3 Priority 1 Priority 2 Priority 3 Priority 7

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Low CST, API, EL, CAHSEE, K-8 APS Data/ Metrics Data: -Elem. SWP -M.S. SWP -H.S. WASC Action Plan</p>	<p>2. Pupil Outcomes: By 2017, the District will increase percent of students in Proficient / Advanced levels in ELA and Math by 20%, based on the district benchmark assessments and/or new state assessment CAASPP program data (when available 2015-16)</p>	<p>ALL K-12 Students</p>	<p>ALL Schools Maricopa Elem. (MES) Maricopa Middle (MMS) Maricopa High (MHS)</p>	<p>-K-8 Bench marks -HS Benchmarks for ELA & Math</p>	<p>10% Increase in Math Proficient/Advanced Levels (Benchmarks)</p>	<p>10% Increase in ELA Proficient/Advanced Levels (New CAASPP)</p>	<p>Additional 10% Increase in both ELA and Math Proficient/Advanced Levels (New CAASPP)</p>	<p>Year 1/2/3 Priority 4 Priority 6 Priority 8</p>

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Low District ADA Rates for the past four years: 2010=91.3% 2011=94.3% 2012=92.3% 2013=92.9%	3. Engagement: By April 2017 (P-2 report), increase student attendance (ADA) rate to 96% District-wide	All K-12 Students	ALL Schools Maricopa Elem. (MES) Maricopa Middle (MMS) Maricopa High (MHS)	By April P2 Report	By April 2015 Increase ADA Rate to 94%	By April 2016 Increase ADA Rate to 95%	By April 2017 Increase ADA Rate to 96%	Year 1/2/3 Priority 3 Priority 5 Priority 6

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority: For districts and COEs, all priorities in statute must be included and identified: each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
-Lack of pride and school climate: Observations and survey comments by students, staff and parents. -Surveys -WASC Self-Study	4. Engagement: By 2017, improve the school climate and culture by 20% by increasing the connection to, and pride in, MUSD for students, staff and parents based on survey data	All K-12 Students, Staff, and Parents	ALL Schools Maricopa Elem. (MES) Maricopa Middle (MMS) Maricopa High (MHS)	Based on May 2015 Survey Comparison	Set Baseline Data for satisfaction on surveys from students, staff and parents	10% increase in school satisfaction on surveys from students, staff and parents	Additional 10% increase in school satisfaction on surveys from students, staff and parents	Year 1/2/3 Priority 3 Priority 5 Priority 6

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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

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- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
 - A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

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Goal (Include / identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Conditions for Learning: By 2017, 100% of K-8 and ELA/Math HS teachers will implement new Common Core State Standards (CCSS) in ELA and Mathematics measured by Academic Program Survey (APS)	Priority 1 Priority 2 Priority 7	1.1 Train all ELA and Math teachers in CCSS. Include peer coaching and PLC time	K-8 9-12	June 2015	-CCSS Peer Coach Position (Math Focus) \$70,000 Title 1 60% & LCFF 40% -Training \$20,000 LCFF	-CCSS Peer Coach Position (ELA Focus) \$70,000 Title 1 60% & LCFF 40% -Training \$20,000 LCFF	-CCSS Peer Coach Position (Math/ELA/S.S. Focus) \$70,000 Title 1 60% & LCFF 40% -Training \$20,000 LCFF
	Priority 1 Priority 2 Priority 7	1.2 Adopt, purchase, and implement new textbook series & material from state approved list with ongoing training	K-8 9-12	June 2015	K-12 CCSS Math Textbook Series \$45,000 (CCSS Grant \$32,000 / LCFF \$13,000)	K-12 ELA Textbook Series \$60,000 (CCSS Grant \$32,000/ LCFF \$28,000)	K-12 Social Science Textbook Series \$30,000 LCFF
Core State Standards (CCSS) in ELA and Mathematics	Priority 1 Priority 2 Priority 7	1.3 Implement benchmark assessments for data analysis (minimum of 3-times per year)	K-8 9-12	June 2015	Use adopted Math Benchmark tests in new series	Use adopted ELA Benchmark tests in new series	Use adopted S.S. Benchmark tests in new series
	Priority 1 Priority 2 Priority 3 Priority 7	1.4. Host parent trainings & homework supports workshops	K-8 9-12	June 2015	-Parent Math Nights Quarterly \$2,000 LCFF -Back to School (Math Focus)	Parent ELA Nights Quarterly \$2,000 LCFF -Back to School (ELA Focus)	Parent S.S. Nights Quarterly \$2,000 LCFF -Back to School (S.S. Focus)

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Goal (Include / identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Updates: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Increase Percent of Proficient/ Advanced in ELA and Math levels by 20%	Priority 4 Priority 6 Priority 8	2.1 Implement Response to Intervention Program (Rti) for Math and Language Arts	K-8	June 2015	-Implement RTI Math period using new adopted textbook RTI and other materials \$1,000 LCFF -Instructional Aide time to support RTI (5 hrs) 12,000 Would have eliminated w/o LCFF grant funding - RTI Grade level Articulation Monthly No funding needed	Implement RTI ELA period using new adopted textbook RTI and other materials \$1,000 LCFF -Instructional Aide time to support RTI (5 hrs) 12,000 Would have eliminated w/o LCFF grant funding - RTI Grade level Articulation Monthly No funding needed	Implement RTI ELA period using new adopted textbook RTI and other materials \$1,000 LCFF -Instructional Aide time to support RTI (5 hrs) 12,000 Would have eliminated w/o LCFF grant funding - RTI Grade level Articulation Monthly No funding needed
	Priority 4 Priority 6 Priority 8	2.2 Implement technology support in Math/ELA for (K-5) with training	K-5	June 2015	-K-5 Computer Lab- \$30,000 (Bond Fund) -Lab Aide (3.5 hr)- \$10,000 LCFF (Pending NSHS Funding) -Teacher Training \$1,000	-Lab Aide (3.5 hr)- \$10,000 LCFF (Pending NSHS Funding) -Teacher Training \$1,000	-Lab Aide (3.5 hr)- \$10,000 LCFF (Pending NSHS Funding) -Teacher Training \$1,000
	Priority 4 Priority 6 Priority 8	2.3 Use computer software for Math / ELA for classroom, lab and afterschool tutoring programs	K-8	June 2015	Purchase Software to support Math/ELA \$10,000 Current Title 1 /\$5,000 LCFF Budget	Purchase Software to support Math/ELA \$15,000 Current Title 1 /\$5,000 LCFF Budget	Purchase Software to support Math/ELA \$15,000 Current Title 1 /\$5,000 LCFF Budget

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Goal (Include / identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Increase Student Attendance (ADA) Rate to 96% District-wide	Priority 3 Priority 5 Priority 6	3.1 Fully implement student attendance program, "Raise Attendance with Incentives for School Effectiveness" (RAISE) & Continue SARB process as needed	K-12	June 2015	Incentives Program \$3,000 LCFF (pay with increase in ADA rate \$)	Incentives Program \$5,000 LCFF (pay with increase in ADA rate \$)	Incentives Program \$5,000 LCFF (pay with increase in ADA rate \$)
	Priority 3 Priority 5 Priority 6	3.2 Purchase Auto-calling Program System	K-12	June 2015	Research Auto-calling Program System/Trials No Funding	Purchase and Implement Auto-calling Program System \$2,000 LCFF (Pending NSHS Funding)	Implement Auto-calling Program System \$2,000 LCFF (Pending NSHS Funding)
	Priority 3 Priority 5 Priority 6	3.3 Implement PTO "RAISE" Parent incentive program for attendance & Continue SARB process	K-12	June 2015	Work with PTO to fund and support a RAISE parent incentive program \$100 PTO	Work with PTO to fund and support a RAISE parent incentive program \$250 PTO	Work with PTO to fund and support a RAISE parent incentive program \$500 PTO

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Goal (Include / identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. Engagemen t: By 2017, improve the school climate and culture by 20% by increasing the connection to, and pride in, MUSD for students, staff and parents based on survey data.	Priority 3 Priority 5 Priority 6	4.1 Upgrade student facilities (e.g. restroom partitions, sport fields)	K-12	June 2015	-Upgrade HS Restrooms (e.g. stall doors, mirrors -K-8 Drinking Fountains \$1,000 LCFF	-Level Fields for Football/Baseball/ Softball sports program \$1,000 LCFF	-Upgrade Football Field Lighting \$40,000 Bond & LCFF (Bond or Pending NSHS Funding)
	Priority 3 Priority 5 Priority 6	4.2 Bolster Sports Programs	6-8 9-12	June 2015	-M.S. Games-Quarterly \$1,000 LCFF -Uniforms/Equip \$7,000 LCFF (Pending NSHS Funding)	-M.S. Games-Monthly \$2,000 LCFF Uniforms/Equip \$7,000 LCFF (Pending NSHS Funding)	-M.S. Games-Monthly \$2,000 LCFF Uniforms/Equip \$7,000 LCFF (Pending NSHS Funding)
	Priority 3 Priority 5 Priority 6	4.3 Achieve a pay scale for staff at or above the average for Kern County or similar sized districts	All Staff	June 2015	To Be Negotiated LCFF (Pending NSHS Funding)	To Be Negotiated LCFF (Pending NSHS Funding)	To Be Negotiated LCFF (Pending NSHS Funding)
	Priority 3 Priority 5 Priority 6	4.4 Increase the number of field trips for K-12	K-12	June 2015	One Per Class/Per Year(Bus/Driver \$2.47 per mile) \$12,500 LCFF (Pending NSHS Funding)	One Per Class/Per Semester \$25,000 LCFF (Pending NSHS Funding)	One Per Class/Per Quarter \$50,000 LCFF (Pending NSHS Funding)
	Priority 3 Priority 5 Priority 6	4.5 Support student behavioral and emotional growth/maturation (e.g. Anti-Bullying / PBIS / Counseling)	K-12	June 2015	Counselor \$75,000 LCFF (Pending NSHS Funding) Program costs \$5,000 LCFF	Counselor \$75,000 LCFF Program costs \$5,000 LCFF (Pending NSHS Funding)	Counselor \$75,000 LCFF Program costs \$5,000 LCFF (Pending NSHS Funding)

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

Goal (include / identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services For Low Income Pupils: SED students	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Conditions for Learning: By 2017, 100% of K-8 and ELA/Math HS teachers will implement new Common Core State Standards (CCSS) in ELA and Mathematics measured by Academic Program Survey (APS)	Priority 1	1.1 Train all ELA and Math teachers in CCSS. Include peer coaching and PLC time	K-8 9-12	June 2015	-CCSS Peer Coach Position (Math Focus) \$70,000 Title 1 60% & LCFF 40% -Training \$20,000 LCFF	-CCSS Peer Coach Position (ELA Focus) \$70,000 Title 1 60% & LCFF 40% -Training \$20,000 LCFF	-CCSS Peer Coach Position (Math/ELA/S.S. Focus) \$70,000 Title 1 60% & LCFF 40% -Training \$20,000 LCFF
	Priority 2	1.2 Adopt, purchase, and implement new textbook series & material from state approved list with ongoing training	K-8 9-12	June 2015	K-12 CCSS Math Textbook Series \$45,000 (CCSS Grant \$32,000 / LCFF \$13,000)	K-12 ELA Textbook Series \$60,000 (CCSS Grant \$32,000/ LCFF \$28,000)	K-12 Social Science Textbook Series \$30,000 LCFF
	Priority 7	1.3 Implement benchmark assessments for data analysis (minimum of 3-times per year)	K-8 9-12	June 2015	Use adopted Math Benchmark tests in new series	Use adopted ELA Benchmark tests in new series	Use adopted S.S. Benchmark tests in new series
	Priority 1	1.4. Host parent trainings & homework supports workshops	K-8	June 2015	Math Focus-Back to School / Parent Math Nights Quarterly \$2,000 LCFF	ELA Focus-Back to School / Parent Math Nights Quarterly \$2,000 LCFF	S.S. Focus-Back to School / Parent Math Nights Quarterly \$2,000 LCFF
	Priority 2		9-12				
	Priority 3						
	Priority 7						

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Goal (Include / identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services For Low Income Pupils: SED students	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Increase Percent of Proficient/ Advanced in ELA and Math levels by 20%	Priority 4 Priority 6 Priority 8	2.1 Implement Response to Intervention Program (Rti) for Math and Language Arts	K-8	June 2015	-Implement RTI Math period using new adopted textbook RTI and other materials \$1,000 LCFF -Instructional Aide time to support RTI (5 hrs) 12,000 Would have eliminated w/o LCFF grant funding - RTI Grade level Articulation Monthly No funding needed	Implement RTI ELA period using new adopted textbook RTI and other materials \$1,000 LCFF -Instructional Aide time to support RTI (5 hrs) 12,000 Would have eliminated w/o LCFF grant funding - RTI Grade level Articulation Monthly No funding needed	Implement RTI ELA period using new adopted textbook RTI and other materials \$1,000 LCFF -Instructional Aide time to support RTI (5 hrs) 12,000 Would have eliminated w/o LCFF grant funding - RTI Grade level Articulation Monthly No funding needed
	Priority 4 Priority 6 Priority 8	2.2 Implement technology support in Math/ELA for (K-5) with training	K-5	June 2015	-K-5 Computer Lab-\$30,000 (Bond Fund) -Lab Aide (3.5 hr)-\$10,000 LCFF -Pending NSHS Funding) -Teacher Training \$1,000	-Lab Aide (3.5 hr)-\$10,000 LCFF -Pending NSHS Funding) -Teacher Training \$1,000	-Lab Aide (3.5 hr)-\$10,000 LCFF -Pending NSHS Funding) -Teacher Training \$1,000
	Priority 4 Priority 6 Priority 8	2.3 Use computer software for Math / ELA for classroom, lab and afterschool tutoring programs	K-8	June 2015	Purchase Software to support Math/ELA \$15,000 Current Title 1 / LCFF Budget	Purchase Software to support Math/ELA \$15,000 Current Title 1 / LCFF Budget	Purchase Software to support Math/ELA \$15,000 Current Title 1 / LCFF Budget

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Goal (Include / identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services For Low Income pupils: SED students	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Increase Student Attendance (ADA) Rate to 96% District-wide	Priority 3 Priority 5 Priority 6	3.1 Fully implement student Raise Attendance with Incentives for School Effectiveness "RAISE" Program & Continue SARB process	K-12	June 2015	Incentives Program \$3,000 LCFF (pay with increase in ADA rate \$)	Incentives Program \$5,000 LCFF (pay with increase in ADA rate \$)	Incentives Program \$5,000 LCFF (pay with increase in ADA rate \$)
	Priority 3 Priority 5 Priority 6	3.2 Purchase Auto-calling Program System	K-12	June 2015	Research Auto-calling Program System/Trials No Funding	Purchase and Implement Auto-calling Program System \$2,000 LCFF (Pending NSHS Funding)	Implement Auto-calling Program System \$2,000 LCFF (Pending NSHS Funding)
	Priority 3 Priority 5 Priority 6	3.3 Implement PTO "RAISE" Parent incentive program for attendance & Continue SARB process	K-12	June 2015	Work with PTO to fund and support a RAISE parent incentive program \$100 PTO	Work with PTO to fund and support a RAISE parent incentive program \$250 PTO	Work with PTO to fund and support a RAISE parent incentive program \$500 PTO

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Goal (Include / identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services For Low Income Pupils: SED students	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. Engagement : By 2017, improve the school climate and culture by 20% by increasing the connection to, and pride in, MUSD for students, staff and parents based on survey data	Priority 3	4.1 Upgrade student facilities (e.g. restroom partitions, sport fields)	K-12	June 2015	-Upgrade HS Restrooms (e.g. stall doors, mirrors -K-8 Drinking Fountains \$1,000 LCFF	-Level Fields for Football/Baseball/ Softball sports program \$1,000 LCFF	-Upgrade Football Field Lighting \$40,000 Bond & LCFF (Bond or Pending NSHS Funding)
	Priority 5	4.2 Bolster Sports Programs	6-8 9-12	June 2015	-M.S. Games-Quarterly \$1,000 LCFF -Uniforms/Equip \$7,000 LCFF (Pending NSHS Funding)	-M.S. Games-Monthly \$2,000 LCFF Uniforms/Equip \$7,000 LCFF (Pending NSHS Funding)	-M.S. Games-Monthly \$2,000 LCFF Uniforms/Equip \$7,000 LCFF (Pending NSHS Funding)
	Priority 6	4.3 Achieve a pay scale for staff at or above the average for Kern County	All Staff	June 2015	To Be Negotiated LCFF (Pending NSHS Funding)	To Be Negotiated LCFF (Pending NSHS Funding)	To Be Negotiated LCFF (Pending NSHS Funding)
	Priority 3	4.4 Increase the number of field trips for K-12	K-12	June 2015	One Per Class/Per Year(Bus/Driver \$2.47 per mile) \$12,500 LCFF (Pending NSHS Funding)	One Per Class/Per Semester \$25,000 LCFF (Pending NSHS Funding)	One Per Class/Per Quarter \$50,000 LCFF (Pending NSHS Funding)
	Priority 5	4.5 Support student behavioral and emotional growth (e.g. Anti-Bullying / PBIS / Counseling)	K-12	June 2015	Counselor \$75,000 LCFF (Pending NSHS Funding) Program costs \$5,000 LCFF	Counselor \$75,000 LCFF Program costs \$5,000 LCFF (Pending NSHS Funding)	Counselor \$75,000 LCFF Program costs \$5,000 LCFF (Pending NSHS Funding)
	Priority 6						

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Goal (include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>For English learners:</p> <p>Goal 2: Increase Percent of Proficient/Advanced in ELA</p>	<p>Priority 4 Priority 6 Priority 8</p>	<p>For English Learners: District has 39 ELL student currently: 1. Implement effective testing protocols for California English Language Development Test (CELDT) 2. Communicate CELDT results to all stakeholders (parents, teachers, administration, etc.) 3. Evaluate/purchase classroom materials for ELD 4. Review options for providing support leveled ELD instruction 5. Utilize CELDT data for instruction 6. Implement ELD daily 7. Monitor ELD program and student</p>	K-12	June 2015	<p>1. No additional cost</p> <p>2. No additional cost</p> <p>3. No additional cost</p> <p>4. ELL Aide (3.5 hr) Current Budget-\$10,000 Title 1/LCFF</p> <p>5. No additional cost</p> <p>6. ELD materials \$2,500 LCFF</p> <p>7. No additional cost</p>	<p>1. No additional cost</p> <p>2. No additional cost</p> <p>3. No additional cost</p> <p>4. ELL Aide (3.5 hr) Current Budget-\$10,000 Title 1/LCFF</p> <p>5. No additional cost</p> <p>6. ELD materials \$2,500 LCFF</p> <p>7. No additional cost</p>	<p>1. No additional cost</p> <p>2. No additional cost</p> <p>3. No additional cost</p> <p>4. ELL Aide (3.5 hr) Current Budget-\$10,000 Title 1/LCFF</p> <p>5. No additional cost</p> <p>6. ELD materials \$2,500 LCFF</p> <p>7. No additional cost</p>

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		progress Quarterly					
For Foster Youth:	Priority 1 Priority 2 Priority 3 Priority 4 Priority 5 Priority 6 Priority 7 Priority 8	For Foster Youth: District has 1 foster student currently: Ongoing monitoring and support as needed. All actions/expenditures in section 3A will apply.	K-12	June 2015	Supplement materials as needed \$250 LCFF	Supplement materials as needed \$250 LCFF	Supplement materials as needed \$250 LCFF
Redesignated Fluent English Proficient Pupils	Priority 1 Priority 2 Priority 3 Priority 4 Priority 5 Priority 6 Priority 7 Priority 8 Goal 1 Goal 2 Goal 3 Goal 4	For Redesignated Fluent English Proficient Pupils: Ongoing monitoring and support as needed. All actions/expenditures in section 3A will apply.	K-12	June 2015	Supplement materials as needed \$1,000 LCFF	Supplement materials as needed \$1,000 LCFF	Supplement materials as needed \$1,000 LCFF

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

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Maricopa Unified School District has identified LCFF funding for supplemental and concentration grants of \$308,331 for 2014-15 and \$410,690 for 2015-16.

Given that MUSD has over 84% low-income (SED) student population, the district is considered schoolwide/districtwide. Supplemental and Concentration grant monies can be used for all student programs and support as indication in sections 3A & 3B.

Even with the new LCFF model and the Governor's projected LCFF revenues (Jan. 2014) for the 2014-15 and 2015-16 funding years, the district is projected to have limited funding due to the change in Necessary Small High School Funding Model (The district no longer qualifies for the NSHS funding due to new LCFF model, which is a projected loss of **\$561,154** in 2014-15 funding.

Over the next three years, without using the district's Fund 17 funding the district would need to:

1. Reduce 1 Middle School teacher, creating larger combination classrooms
2. Reduce 1 Elementary teacher, creating multiple K-5 combination classrooms
3. Reduce 1 High School teacher, reducing master schedule offerings
4. Eliminate MOT Supervisor position, adding duties to Superintendent (only administrator)
5. Eliminate Business Office Bookkeeper position, adding duties to current secretarial staff
6. Eliminate the High School sport program funding
7. Eliminate the HS Athletic Direction Stipend position
8. Eliminate instructional aides for elementary classroom support (Providing only Special Education support)

The district is currently seeking and promoting legislative legal changes through AB 1946 to allow the district to qualify the district for NSHS funding as the district has in past years. This would restore the district funding by **\$561,154** in 2014-15 funding school year. If AB 1946 is successful the district will be in a more favorable position to implement increases and improvements for additional Supplemental and Concentration program and resources.

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

According to the minimum proportionality percentage (MPP) calculation, the percentage by which the Maricopa Unified School District will increase or improve services by 11.73% in 2014-15, 17.56% in 2015-16 and 20.37% in 2016-17

This funds will increase and improvement support strategies in the following manners:

1. Instructional Aides support in ELA and Math for elementary students
2. Instructional Aide for Middle School/Elementary School for ELL Support
3. Reading Intervention Program for the lowest 12 (15%) ELA Middle School Students (Gateway Reading Program)
4. Staff development training for Common Core State Standards
5. Staff development training for Explicit Direct Instruction (EDI)
6. Development of Professional Learning Communities (PLC)
7. Late-Start Thursday Meetings (7:45-9:20 a.m. for 36 days per year) for Staff Development/PLC/CCSS Planning

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,

42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20

U.S.C. Section 6312.