



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maricopa Unified School District

CDS Code: 15-63628

School Year: 2022-23

LEA contact information:

Michael Coleman

Superintendent

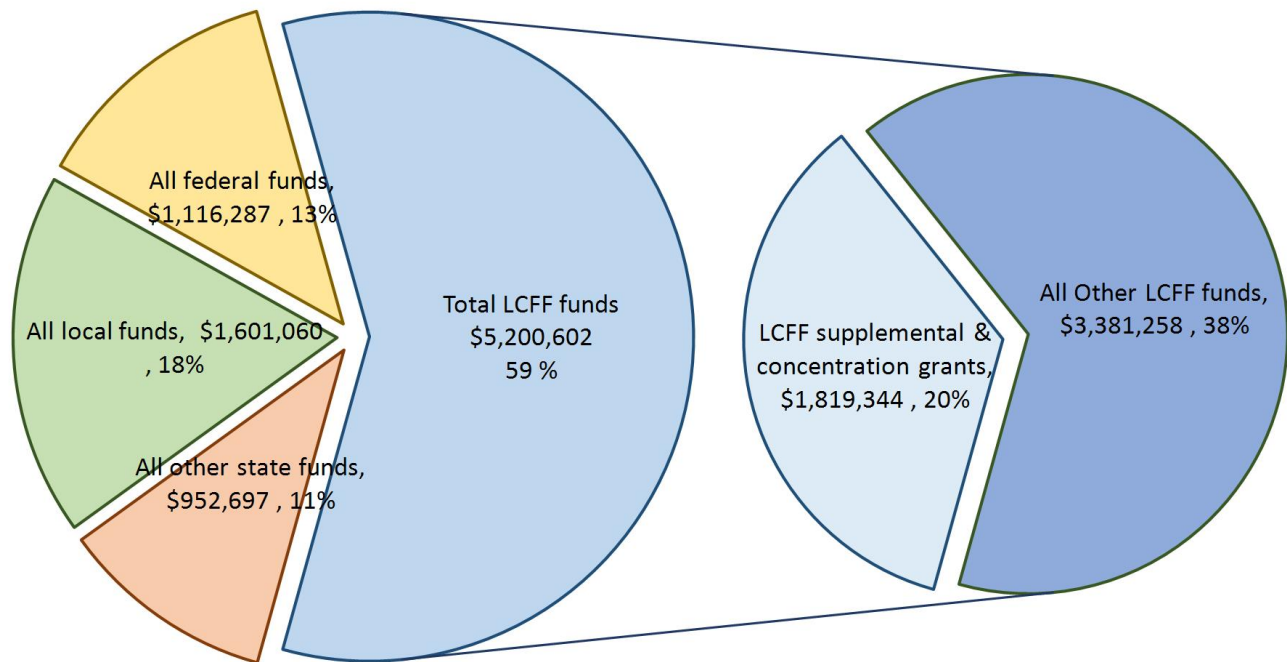
mcoleman@musd.email

661-769-8231 Ext. 202

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

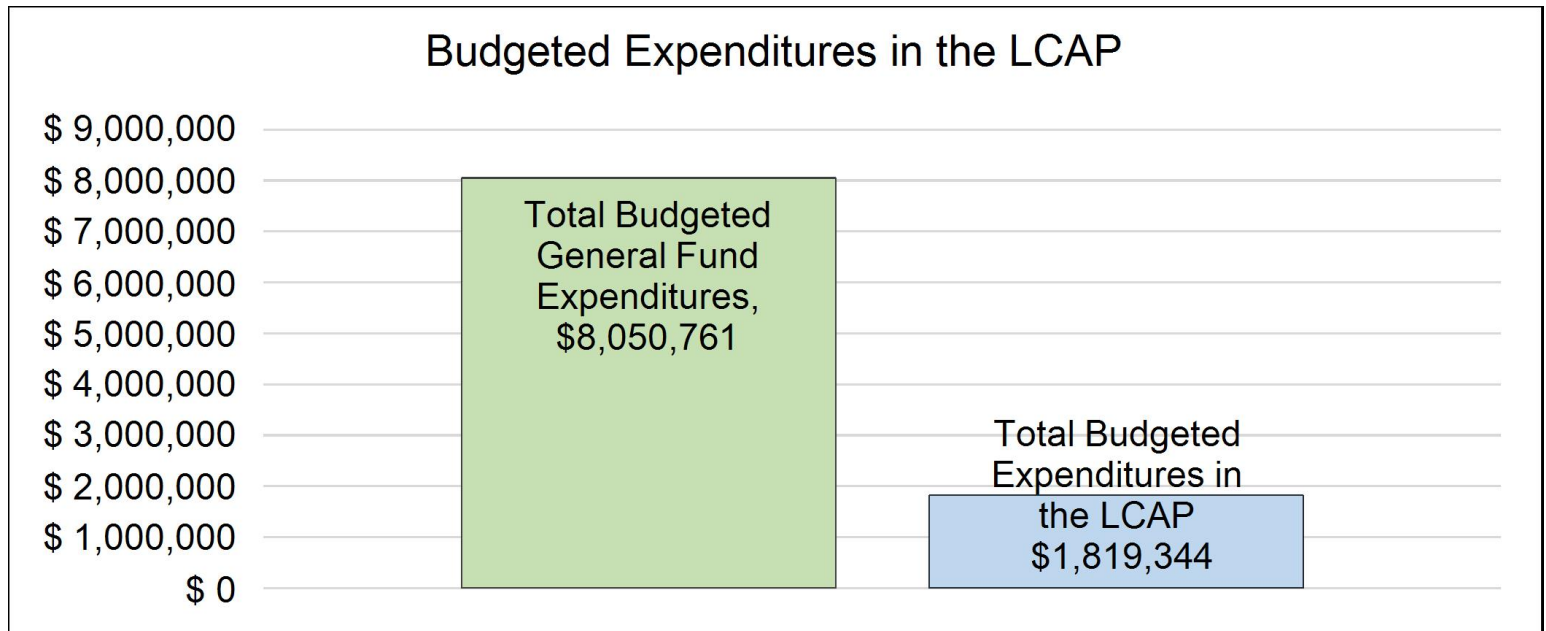


This chart shows the total general purpose revenue Maricopa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Maricopa Unified School District is \$8,870,646, of which \$5200602 is Local Control Funding Formula (LCFF), \$952697 is other state funds, \$1601060 is local funds, and \$1116287 is federal funds. Of the \$5200602 in LCFF Funds, \$1819344 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Maricopa Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Maricopa Unified School District plans to spend \$8,050,761 for the 2022-23 school year. Of that amount, \$1,819,344 is tied to actions/services in the LCAP and \$6,231,417 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

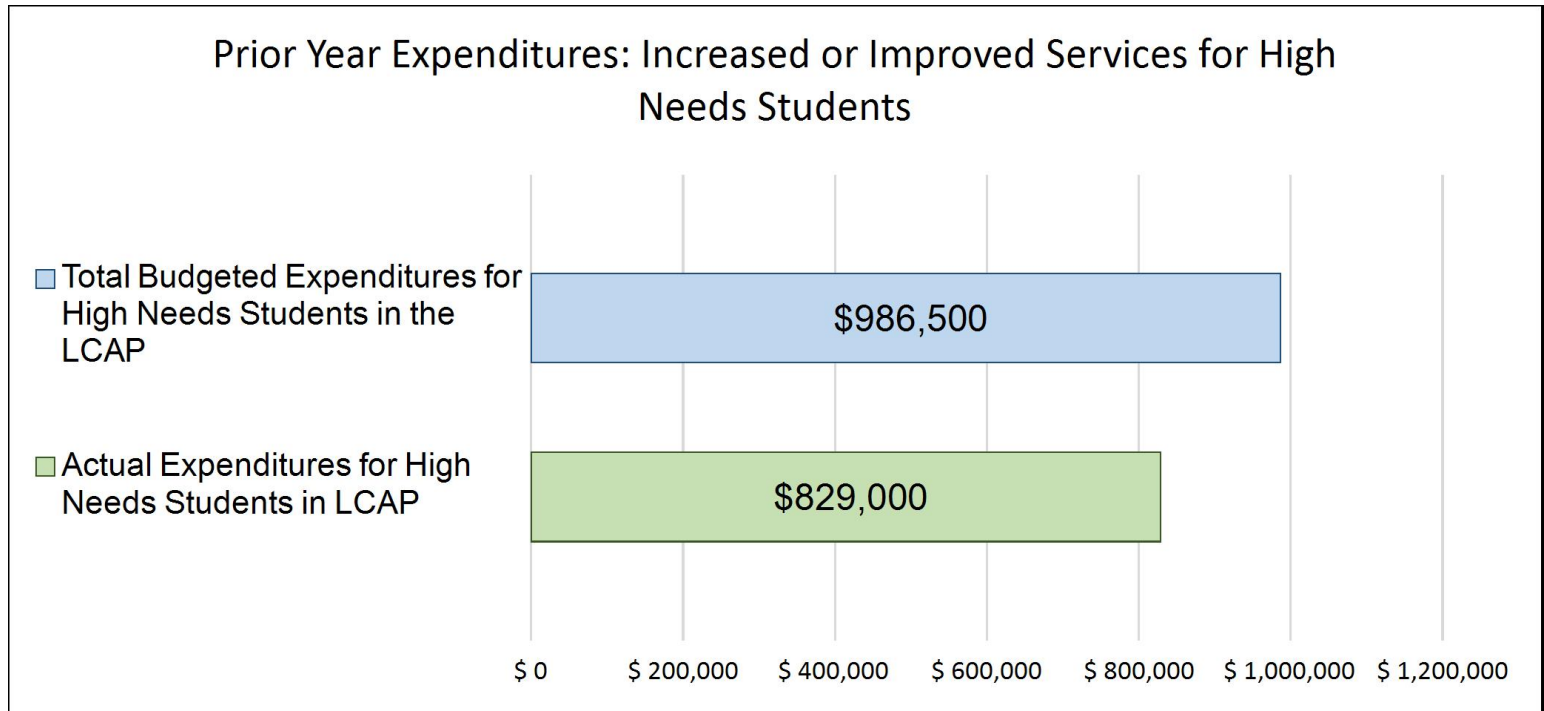
The funding that is not included in the LCAP is budgeted for general operating expenditures in the educational program, plant and facility maintenance, and general administration of the school.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Maricopa Unified School District is projecting it will receive \$1,819,344 based on the enrollment of foster youth, English learner, and low-income students. Maricopa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Maricopa Unified School District plans to spend \$1,819,344 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Maricopa Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Maricopa Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Maricopa Unified School District's LCAP budgeted \$986,500 for planned actions to increase or improve services for high needs students. Maricopa Unified School District actually spent \$829,000 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-157,500 had the following impact on Maricopa Unified School District's ability to increase or improve services for high needs students:

The difference impacted the actions and services and the overall increased or improved services by not providing a complete program as originally planned. The District struggled with staffing, supply shortages, and an inability to provide the planned Professional Development primarily due to a continuing impact from the COVID pandemic.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maricopa Unified School District	Michael Coleman Superintendent	mcoleman@musd.email 661-769-8231

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided by the Budget Act of 2021 that were not included in the LCAP include:

- \*LCFF funding Increase of \$195,837.
- \*Educator Effectiveness Block Grant of \$103,372.
- \*Expanded Learning Opportunities Program of \$173,002.
- \*PreKindergarten Planning Grant of \$54,775

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged educational partners during the 2021-22 school year as follows:

- \* A public meeting/forum was held on 11/18/2021 regarding the Educator Effectiveness Block Grant

- \* A public meeting was held on 12/13/2021 regarding the Educator Effectiveness Block Grant at which time the Board approved the spending plan.

- \* A public meeting/forum is being planned regarding the Expanded Learning Opportunities Program and Prekindergarten Planning grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following sites have an enrollment of unduplicated student groups greater than 55%: Maricopa High School, Maricopa Middle School, and Maricopa Elementary School

Maricopa School District will use the concentration/supplemental grant add-on funding to increase and maintain the number of teachers who will provide direct services to students of Maricopa School District by increasing the salary schedules of the staff to remain competitive in an environment where a teaching and highly qualified pool of applicants are not readily available. Further the intent is to retain certificated teachers, highly qualified paraprofessionals, bus drivers, custodians, school secretaries, bilingual aides, health clerks, and cafeteria aides so that direct services to students are uninterrupted.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as

follows:

\*The Maricopa Unified School District engaged stakeholders during the development of the ESSER III spending plan through a teacher leadership meeting (11/18/2021), School Site Council meetings (9/23/21; 11/18/21) and Board of Trustees meeting (10/14/2021). Using the feedback to confirm present needs and closely align with the recent LCAP community and staff input sessions, the plan was adopted by the Board of Trustees on 10/14/2021. Link to LCAP: <https://www.maricopaschools.org/domain/10>

Reviewing the District's needs from the LCAP plan and reviewing the funding and eligibility of expenditures, the District carefully planned expenditures so that our students and district as a whole would be benefited to the greatest extent. The use of LLMF, ESSER I, GEER I, CRRSA-ESSER II funding was reviewed in total along with the ESSER III funds to provide the most impact to the priorities that the district had developed during the most recent LCAP planning process as well as during discussions of ESSER III plan with noted stakeholders.

The process is in the beginning stages to review potential and eligible expenditures for Expanding Learning Opportunities Grant and the A-G Completion Grant.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

- It is a priority of the Maricopa Unified School District to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. To this end, Maricopa Unified School District has carefully developed the plan to assure that the student and staff population has ample and appropriate PPE supplies such as masks, hand sanitizer, custodial equipment and sanitization supplies so that the physical plant is clean and safe for on-campus learning. The District has developed and adopted the most current CalOSHA safe work environment plans, implemented and maintains an approved reopening plan, and works closely with the Kern County Department of Public Health. ESSER III funds assure that the mitigation factors that are part of the safe return to school plan are implemented and have the ability to be maintained through the pandemic.
- Maricopa Unified School District has implemented many actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully began the implementation of classroom technology that allows for a greater ability for students (both in class and in a remote environment) to connect to the curriculum. The District is also in the beginning processes of updating the district's classrooms with telephone and auditory/visual capability to provide a safer environment for students. This upgrade allows for instant messaging of school closures, updated pandemic information to our staff and parents in real time. This will allow real time communication as pandemic issues arise that require immediate notification. The district has also engaged in technology that provides amplification to each classroom so allow for clear instruction in an environment



where masks may cause communication issues. The amplification will also allow for greater social distancing between students with a reduced lack of audible ability of the teacher. Finally, we have engaged in the beginning of an Esports League to renew the school's sense of community and connection between the students and other students/schools around the county and state. We have also experienced challenges to implementation. These challenges include the pandemic's impact on the ability of students to come to school in person consistently. As well, our staff is being impacted daily with the pandemic and the ability to find substitute teachers and classified staff is crippling. Finally, the supply chain issues are impacting our rural district as we are having to wait large periods of time for educational and plant needed supplies to be available and delivered. The dramatic increase in costs for normal educational and plant needed supplies is also a challenge as we are now needing to do more with less funds. The ESSER funding will help, but a great amount of these increased expenditures may not be eligible for the special funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Maricopa Unified School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are: Provide some examples of aligned services:

Teachers and other staff influenced the 2021 LCAP with some strong recommendations through stakeholder engagement that included a focus on staff support and training. Many of the actions located in Goal #1 have been influenced by the input provided by teachers and other staff during our feedback sessions this year. This feedback was used to align additional funds with classroom improvements, school to home communication, pupil safety during school and while being transported home to school.

LCAP pg 17: Goal 1: By 2024, the District will increase the percentage of students in Proficient/Advanced levels in ELA and Math, based on the district benchmark assessments and/or state assessment CAASPP program comparison data. Fully implement Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement instruction at the DOK levels 3 & 4 to raise rigor and engagement. (State LCFF Priorities Goals 1/2/4/7/8). Action 1.4 (LCAP pg 28) Additional funds were targeted to maintain qualified teachers at elementary grade levels (ESSER III) as well as to improve classroom technology to allow for improved instruction in ELA and Math in both in-person and virtual environments.

LCAP pg 32: Goal 2: By 2024, the District will develop and implement a comprehensive Multi-tier Systems of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and schoolwide improvements (State LCFF Priorities Goals 3/5/6) Creating an Esports program for the district to improve school attendance, climate/culture, and motivation.



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

*intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maricopa Unified School District	Michael Coleman Superintendent	mcoleman@musd.email 661-769-8231 Ext. 202

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Maricopa Unified School District serves a diverse group of about 330 students in TK-12 grades. The three schools, Maricopa Elementary School grades TK-5th (MES), Maricopa Middle School grades 6th-8th (MMS), and Maricopa High School grades 9th-12th (MHS) are all located on one large campus located in the city of Maricopa. Maricopa is a city in Kern County, California. Incorporated in 1911, Maricopa is located 6.5 miles (10 km) south-southeast of Taft, at an elevation of 883 feet (269 m). Maricopa lies at the junction of Route 166 and Route 33. With only a Shell gasoline station, Subway sandwich shop, diner, motel, and post office, Maricopa is a small city with a population of about 1,089 people which retains its rural country flavor.

#### Maricopa Unified School District Strategic Plan

During the 2018-19 school year, the entire district staff embarked on a mission to revitalize the district by adopting and implementing a new overarching strategic plan to unify and provide common direction for the district's elementary, middle, and high school. In 2017-18, after exploring future trends for the year 2030 and beyond, analyzing student, community, and staff surveys and input, the staff cooperatively

arrived at a focus on future Technology, Engineering, Arts, Mathematics, and Science (TEAMS)! This will help our current and future students to be prepared for participation in a changing global economy that extends far beyond the boundaries of their local community experience. Our plans are to equip our students to be ready for a world in the year 2030. Why 2030? The answer is that in 2030 our current kindergarten students will graduate. What will our graduates need to be successful in 2030 and beyond? What skills and concepts will they need to apply to meet the new careers in 2030? These are the questions that the district has been discussing and researching during this planning year.

A Visioning Task Force (teachers, classified staff member, parent, administrators, and Board member) was assembled and met for two full-day meetings to discuss the TEAMS concept. The task force decided on a motto of, Maricopa Unified School District-Powered by TEAMS to guide, the TEAMS approach. The Task Force developed a draft strategic plan, (pending Board approval), based on future trends to meet the needs of students and the community for the year 2030 and beyond. The Task Force reviewed, evaluated, and modified the district's Motto, Vision, Mission Statements, and Tenets with the new

T.E.A.M.S. focus.

Our Motto: "Powered by TEAMS"

Our Vision (Promise for Tomorrow-2030 and Beyond):

Maricopa Schools are TEAMS of adaptive learners, ready for future challenges and careers. Using Technology, Engineering, Arts, Mathematics, and the Sciences (TEAMS), our students will solve real-world problems. Through project-based learning, students are engaged, self-motivated, and self-directed. Students will gain technical expertise, balanced with collaborative communication skills to meet the ever-changing demands of the future.

Staff are facilitators in learning to support student achievement in all curriculum areas. Staff enhance technology competence by working with students to design high content, engaging, and satisfying student work. This supports the project-based learning involving TEAMS philosophies. Staff provides opportunities for students to create learning interests through content curriculum integration and connections.

Our Mission (Promise for Today):

The mission of the Maricopa Unified School District is to work in partnership with parents, students, and the community to provide an increasingly rigorous educational program. A caring and nurturing environment of belonging, promotes self-motivation, self-efficacy, and lifelong learning that will prepare students for the academic and technical expectations of higher education and industry.

Our Tenets (Promise of our Commitment) M-A-R-I-C-O-P-A is committed to support:

Motivated Students:

Students will be self-motivated and excited to research and apply subject knowledge through innovative Technology, Engineering, Arts, Mathematics, and Science (TEAMS) teaching strategies.

Academic Success:

Students will receive a personalized support program to ensure success in core curriculum content and future career exploration.

**Rigor:**

Students are encouraged to apply critical thinking skills to identify and solve challenging real-world problems to meet rigorous state standards.

**Intelligence:**

Students will foster different types of learning modalities to build intelligence and be well-rounded intellectually.

**Collaborative Communication:**

Students will collaborate, express, and defend ideas using a variety of different communication techniques in a TEAMS environment.

**Organized Students:**

Students will be challenged to manage materials and be prepared to take ownership of their own learning, strategically and intentionally, to become self-directed learners.

**Prepared for College, Career, and Life Choices:**

Students will progress through their educational careers with the knowledge and practical experience to be successful in college and future career/life choices.

**Accountable Learners:**

Students will be accountable for their learning and actions to become self-reliant and self-motivated life-long learners.

As part of the basic educational program, Maricopa Unified School District provides to all students:

- 1) Safe and clean facilities-The three schools share several facilities (library, auditorium, football and baseball fields, two gymnasiums, swimming pool, science lab, woodshop, and auto shop) to best support the education of all district students.
- 2) State Adopted Common Core Textbooks in ELA and Mathematics. New Social Science Textbooks are being purchased for 2018-19 implementation
- 3) Well trained certificated, classified and administrative staff
- 4) Small class size
- 5) Special Education services for identified students (RSP/SDC Mild/Moderate Program)
- 6) English Language Learners services for identified students

For the purpose of this LCAP Document, Basic Services includes the following:

1. Student safety and supervision
2. Basic Classroom Teachers

3. Basic Office Support Staff
4. Basic Textbooks and supplies for all subject areas to teach Common Core Standards Curriculum
5. Food Services. The District provides Free Breakfast and Lunches to all students.
6. Basic Facility and Maintenance, Operations, and Transportation (MOT) services

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

### Overall Successes:

MUSD is pleased with the progress made in both ELA and Math increases from the 2018-19 year to 2019-20 by raising the Dashboard indicator from the Red level to the Orange level. The District's English Learner increased 32 points to score at the Yellow level ELA and increased 17.9 points in Math. The District's Hispanic population made the growth of 21.8 points in ELA and 14.1 points in Math as the next highest population. All local indicators were also "MET".

### Annual Updated Successes:

MUSD had success early in the year with implementing actions to support our students, families, teachers, and staff through the listed Goals, actions, programs, services, and personnel to increase Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement DOK 3 & 4 levels to raise rigor and engagement.

To build upon this progress, the district will continue the implementation of MTSS as we are in year 2 of implementation. All of these actions are located in Goal #2 of the LCAP, and the district plans on hiring additional counselors, establish a parent center, and other supports.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Updated Identified Needs:

As stated above, the District had made successes towards the last LCAP Goals, However, everything changed for the District and world when COVID19 struck in March 2020. COVID continued to make a significant challenge to implementing Goals during the 2021-2022 school year. After two years of mostly off campus or amended on campus education, the District returned to full day, full class instruction. While the district is proud that implementation of the modified school instruction was a GREAT SUCCESS due to the MUSD staff and Board working together for long hours day after day to support students, families, and staff during this very difficult time, returning to a normal school day proved to be very difficult to the students and staff.



MUSD has identified many areas for improvement based on the metrics provided in the update. Actual data and metrics used is determined for this update given the availability of information. The LCAP as adopted relied on the the following information and little to no change can be shared after year 1 of the LCAP plan.

2020-21 CAASPP Data for all students indicate

- CAASPP ELA- Grades (3-8 & 11) 18% Met/Exceeded Levels
- CAASPP Math- Grades (3-8 & 11) 7% Met/Exceeded Levels

Local I-Ready Data for the 2022 School Year indicates:

Reading for All Students

19% On or above Grade Level

36% One grade level below

15% Two grade levels below

30% Three or More grade levels below

Math for All Students

9% On or above Grade Level

39% One grade level below

18% Two grade levels below

33% Three or More grade levels below

Actions for English Learners (EL) (17%):

A review of the needs, conditions, and circumstances based on our 2019 CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this EL sub-group. This group on the 2019 CAASPP increased 32 points in ELA, however they are still 65.7 points below standard. On the 2020-21 CAASPP, the English Learner students had a 19% Met/Exceeded Overall Performance Levels in ELA. This group on the 2019 CAASPP increased 17.9 points in Math, however, they are still 101 points below standard. On the 2020-21 CAASPP, the English Learner students had a 7% Met/Exceeded Overall Performance Levels in Math.

Actions for Socio-economically Disadvantaged (SED) student population (94%):

A review of the needs, conditions, and circumstances based on our 2019 CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this SED sub-group. This group on the 2019 CAASPP increased 12.3 points in ELA, however they are still 79.4 points below standard. On the 2020-21 CAASPP, the Socio-economically Disadvantaged students had a 17% Met/Exceeded Overall Performance Levels in ELA. This group on the 2019 CAASPP increased 6.2 points in Math, however, they are still 113.8 points below standard. On the 2020-21 CAASPP, the Socio-economically Disadvantaged students had a 6% Met/Exceeded Overall Performance Levels in Math.

From DataQuest 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Maricopa has 32.3% ineffective teachers as defined by CDE.

Maricopa also has 8.7% of staff that are classified as interns as defined by CDE.

Kern County has 3.6% ineffective teachers as defined by CDE and 3.7% interns.

Maricopa rate of staffing that is listed as "ineffective" is more than 10 times the rate of that from Kern County average.

To address these areas listed above that are in need of improvement, the District is planning to implement LCAP strategies in the two major goals, with multiple actions listed for each goal:

#### GOAL #1:

By 2024, the District will increase the percentage of students in Proficient / Advanced levels in ELA and Math, based on the district benchmark assessments and/or state assessment CAASPP program comparison data. Fully implement Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement instruction at the DOK levels 3 & 4 to raise rigor and engagement. (State LCFF Priorities Goals 1/2/4/7/8)

Action 1 Staff PD to Increase Academic Achievement

Action 2 Support for new Staff

Action 3 Parent Training

Action 4 Technology and Hardware

Action 5 Supplemental Materials & Training

Action 6 Implementation Effective Academic Intervention

Action 7 Reduced Class Size

Action 8 Certificated Staff for RTI

Action 9 Classified Staff for RTI

Action 10 Additional Support for Primary Skills

Action 11 Supplemental ELD Support

Action 12 Support Staff (Asst. Superintendent of Educational Programs)

Action 13 Supplemental to support Academic Achieve

#### GOAL #2:

By 2024, the District will develop and implement a comprehensive Multi-tier Systems of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and school-wide improvements (State LCFF Priorities Goals 3/5/6)

Action 1 MTSS/PBIS

Action 2 School Community Communication/Bilingual  
Action 3 (5) Counseling Support  
Action 4 (6) Professional Development: Social Emotional Learning  
Action 5 (7) Professional Development: Growth Mindset  
Action 6 (8) Student Engagement  
Action 7 (9) Supplemental Activities  
Action 8 (11) CTE Pathways  
Action 9 (12) STEAM Lab  
Action 10 (13) Family Resource

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through analysis of our state Dashboard, CAASPP Data, local data, and input from all stakeholders (students, parents, staff, community) we identified our focus areas to be addressed to achieve our vision. Based on this process, the actions and services in the LCAP fell into the following two broad Goals and four Actions with strategies to be addressed from 2021-2022 school year:

**GOAL #1:**  
By 2024, the District will increase the percentage of students in Proficient / Advanced levels in ELA and Math, based on the District benchmark assessments and/or state assessment CAASPP program comparison data. Fully implement Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement instruction at the DOK levels 3 & 4 to raise rigor and engagement. (State LCFF Priorities Goals 1/2/4/7/8)

**HOW:** In consideration of our ELA and Math performance gaps, we will develop and implement several strategies that will target ELA and Math skills using rigorous content, engagement methods, check for understanding assessments, and modifications to support students with different learning needs. The strategies may include, but are not limited to, staff training, purchasing of educational support materials to help raise rigor, and training/coaching to help increase engagement strategies to best access the content and skills being learned. These strategies are designed to address some of the major root causes that are keeping our students from learning at DOK levels 3 & 4 and ultimately raising CAASPP scores to the next level.

**GOAL #2:**  
By 2024, the District will develop and implement a comprehensive Multi-tier Systems of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and school-wide improvements (State LCFF Priorities Goals 3/5/6)

**HOW:** In consideration of this performance gap, we will develop and implement a new attendance program to include an automated calling system for absence reporting, attendance awards for perfect and 96%+, weekly class attendance awards to address Tier 1. Students will

move into Tier 2 at six days of missed school. At Tier 2 students will be referred to meet with Admin/Counselor and our Family Resource Aide. This meeting could lead to a referral for Saturday School and/or an Attendance Buddy. Students will move into Tier 3 at 9 days of missed school. At Tier 3 students will be mandated to attend Saturday School and do daily Check In Check Out at the Family Resource Center. Should students not attend, the Family Resource Aide will make a phone call home. This program is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. The Positive Alternative to School Suspension Program (PASS) will support student attendance by allowing students to continue to receive on-campus education when suspended.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

For the 2022-23 School Year the following schools are eligible for CSI support:

Maricopa Elementary School (Year 3)

Maricopa High School( Year 3)

Maricopa Middle School (Year 4)

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Maricopa Unified School District's (MUSD) CSI plan will continue and complete in the coming months in partnership with the Kern County Superintendents of Schools' Continuous Improvement Process (CIP). When complete, the CSI plan will include:

- Data protocol to review the most up to date School Dashboard
- Schoolwide comprehensive needs assessment: Fidelity Integrity Assessment (FIA) and local benchmark data
- The problem of practice with root causes identified
- Feedback from stakeholders related to the problem of practice and root causes
- Theory of action
- Action plan aligned with the requirements for CSI
- Ongoing progress/implementation monitoring by MUSD and KCSOS

The action plan will inform the School Plan for Student Achievement (SPSA) and will be implemented and updated regularly through progress monitoring by the school, district, and KCSOS.

Based on the outcomes of the CIP process, research-based interventions will be reviewed by the school and adopted to change the student outcomes. Research-based interventions will be selected primarily from the resources provided by SWIFT Schools in the FIA resource locker. All interventions adopted will be reviewed for effectiveness through repeated use of the FIA once each semester.

The LEA will continue to provide assistance to the school qualified for CSI by supporting the CIP process, assisting with evidence-based intervention research and adoption, and allocating appropriate funding (CSI and others) as the CIP action plan requires.

Stakeholders will provide information and feedback to the drafted problem of practice and root causes via surveys, interviews, and focus groups. The method of input will be decided after the drafting of the problem of practice and root causes. Stakeholder feedback will come from a variety of stakeholder groups who are familiar with the problem of practice. Potential groups could include students, parents, teachers, administrators, classified staff, district staff, and community members. Feedback collected will be used to validate and refine the problem of practice and root causes, which will help identify resource inequities and in turn guide the creation/implementation of the action plan.

The school-wide needs assessment utilized will be the Fidelity Integrity Assessment (FIA). This comprehensive assessment tool will be implemented each semester by a team of school leaders. The results will be compared to previous administrations of the FIA to document progress toward improved student outcomes and continued review/development of the CSI plan.

Maricopa will engage with The Kern County Superintendent of Schools to provide a year long professional development program in Tk-12 grades focusing on Tier I Instruction, AVID practices, and Classroom Management. To compliment the year long focus, a district team will participate in a year long training on effective Professional Learning Community practices to assure that learned practices are implemented and continue.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Through the Continuous Improvement Process, MUSD will develop an action plan with timelines for implementation and monitor outcomes with interim measures. Progress will be monitored by the school site, district, and KCSOS team members. This plan will also include actions and resources that will be provided by the LEA to support the implementation of the plan. This could include additional instructional resources, professional learning, and funding based on the action plan to increase capacity. MUSD will look at demographic factors, student outcome, perception, and process data in order to determine the effectiveness of these actions and make adjustments to the plan as needed. Ongoing communication with stakeholders will occur to inform them of progress towards implementation and effectiveness. This will create a two-way dialogue to not only inform but also solicit feedback allowing the LEA to continue to revisit and refine the plan to support students and school improvement. On-going PLC review and feedback from the coaches will allow for monitoring of the initiatives.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In the development of Maricopa Unified School District's 2021-24 LCAP, the District has conducted the following consultation engagement sessions and communication systems to gain the input, ideas, suggestions, and concerns with all of the required stakeholder groups. The following is a listing of stakeholder involvement and the different strategies used to gain input. Please note that due to COVID restrictions, limited face-to-face input was conducted or conducted in very small groups this year. The following list is a duplicated count since some stakeholders represent multiple types of served students. Engaging with Educational Partners occurred throughout the 2021-2022 school year. Specifically 3 Avid Family Nights occurred within the 1st, 2nd, and 3rd quarter of the year. A back to School Night occurred within the first month of the year. In December we had a winter program that gathered input from parents and students. An Open House occurred in the late spring with our educational partners and gathered input.

Input Sessions (Via ZOOM or face-to-face in small groups) and Input Surveys on how best to improve the schools learning loss issue were consulted with for all required stakeholder Groups:

- Certificated Teachers and Classified School Personnel: 27 staff members participated in a staff survey.
- Administration: The District has one Superintendent and one newly filled position of Counselor/Administrator. Both were involved in the LCAP process. Face to face discussion and visioning meetings occurred regularly toward the needs of the district.
- Parents: 19 Parent Input Surveys were received at the writing of this plan. Two input sessions were offered during parent events on the campus.
- Pupils: 161 Student Input Surveys were submitted for input.
- Local Bargaining Units-The superintendent met with each of the associations (CSEA/CTA) presidents individually to gain direct input. Both presidents also served as members of the leadership team and/or School Site Council to provide maximum input.
- SELPA Administrators: The superintendent met with a SELPA representative to discuss and receive input on the draft LCAP document. The District has a SEP plan in three areas; English Language Arts Assessment Achievement, Mathematics Assessment Achievement, and Suspension. All three areas have been addressed in the LCAP plan.
- LCAP Parent advisory committee. Districts are required to form specific parent committees to comment on the LCAP. Since MUSD is a small school district with three schools located on one campus, we have a joint School Site Council, DLAC, and our LCAP Parent advisory committee (PAC) including parents of low-income students, English learners, and foster youth serve as our leadership advisory committee. This committee/council met at least twice to discuss and give input into the needs of the district.

Per Ed Code 52062, in addition to receiving stakeholder input, the superintendent also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP Goals and Actions are addressing the needs at the site-level" or something to that extent.

The superintendent shared at LCAP public hearing held on June 6, 2022, the feedback provided by the committees and all stakeholders. The LCAP was board approved on June 9, 2022.



A summary of the feedback provided by specific educational partners.

The following are some of the many suggestions made for improvements to our services and programs from the various required stakeholder groups received from the input sessions and surveys:

- Administration:

CONTINUE: Rtl program/AVID/Smaller Class Sizes (Ex. Teachers)/Instructional Aides/Tutoring Programs (afterschool, Parent Support Nights/Staff Development (i.e. AVID, DOK, Tech, Engagement (4 C's), ) /Teacher Coaching Program/Student fieldtrips & off-campus experiences at all grade levels. Increase implementation of MTSS & SEL support programs/School Social Worker/Increase Tutoring Programs (i.e. Summer School, Evenings, Saturday School), Increase motivation & student incentives/Increase attendance & chronic absenteeism support program/Increase Science Connection to All Content Areas as a District Focus

CHANGES/IMPROVEMENTS: Additional administrative support to implement and maintain the Goal and action steps in the LCAP during year two and three of implementation.

- Certificated Teachers and Classified School Personnel:

CONTINUE: BTSA Teacher Training/RTI Teachers/Instructional Aide Supports/HS Students taking Chromebooks home. More Aide Time in classrooms/HS aides for Comb classes (i.e. Art I/II/III)/

IXL/iReady Training and Supports/Separate HS online programs for Eng. & Math/More Professional Development for Teachers and Aides/EL Aide training/SEL Curriculum & Classroom Management Support/Outside Shade Stations with Manipulatives During Recess/Similar training to Math Talks for ELA/Teachers-Pay-Teachers Resources District-License/Decodable readers for beginning readers/Study.com for test prep/Turnitin.com/ESGI for teachers TK-8/Technology Scanning pens for SPED/Funding for Library Books/90" Touch Smart Screens to Replace Smartboards Projectors. Lightboxes/New teacher computers (Desktops)/Computers for aides and food services/Teacher and Aide work time for collaboration/Scholastic Magazine Math Program/Tablets connected to smartboards/Art printer, refillable printers//Copy machine for teacher staff workroom/All day SPED Aides/Consistent subs (teachers and aides). HS Zero, 7th, & 8th period credit recovery/HS Life skills to study skills/Everyday tutoring-Start elementary program/Later-evening tutoring time through zoom/Transportation for tutoring/Update PA Systems (school and football fields)/New phone systems/

CHANGES/IMPROVEMENTS: Online Books for high school/Updated tech SPED/Tech HS Art Tools/Ipads for Tk-1 Kern Rural Teacher Residency program (CSUB)/Attendance clerk/School nurse on-campus/School Social Worker/Pathway-New coverings for greenhouse & ag watering system/Rolling easels//More storage space for MOT/Outdoor classroom area with shade sails/More tech infrastructure (New fiber lines)/Extra Chromebooks available/New Updated Chromebooks/Chromebooks that follow students throughout schooling/Podiums for all teachers

More late bus options (1 hr/2hr)/Transportation for ROP & Dual enrollment high school students/Sports coaches for middle school/HS Saturday school/Gate program (lunch or after school)/Hire Teachers for job skills (i.e. plumbing, mechanics)/HS Drivers Ed. program/Automotive Program with teacher/Hot Laminator//Higher End Fiber Laser-HS STEM/Metal Roller HS STEM/MS Sports Coaches/League More MOT Staff/Repair asphalt between classroom/Replace buses with high mileage/Repair roof on schools/Air Conditioning and Ventilation/Solar Panels/parking lot at bus garage and football snack bar area/Update classroom furniture (chairs, small desks)/Sprinkler wiring replaced high school side/Auto sprinkler system for softball field/Security gate/fencing (Automatic)/Repair bus garage



building/Replace flooring in classrooms/Set-up Additional Rtl classroom (Rm. 8)

- Local Bargaining Units:

CONTINUE: None Listed Separately, and other input was provided at Staff Input Sessions conducted. Aide assigned to each classroom for consistency and cover recesses

CHANGES/IMPROVEMENTS: Elementary Playground Structure/Covered area with tables/Resource Officer/Snack bar/Covered Areas for the crosswalk section at gate & highway/Staff suggestion & complaint box

- Parents:

CONTINUE: Crossing Guard/Parent Involvement Opportunities/Hands-On Administration Team/Helpful Staff/Providing a Safe Environment. Middle School Sports Program/School Spirit Days at all levels

CHANGES/IMPROVEMENTS: More Extracurriculars HS/Pathways Program Middle School/Presentations/Assemblies (ex. CALM)/Testing Field trips/Family Nights to Skill Build Support Learning Loss)/Year-round school schedule/Air Conditioning in Classrooms & Bus/Update Water fountains for Bottles & Purchase reusable bottles for students/Improve Landscaping

- Pupils:

CONTINUE: TEAMS Lab/HS Sports/Free Meals/Smaller-Cohesive School (Less Bullying than at other schools)/Tutoring & PASS

Support/Kind and Caring Teachers & Staff/Introduction to Computers course/MS Sports Program

Personalized Learning & Relationships with teachers/Technology/Creative Expression Encouraged/PBIS Rewards-Game room/Water Bottles (Sports Bottles)

CHANGES/IMPROVEMENTS: Longer School Day/Sports/Flag Salute/Toilet Seat Covers in RR/More Clubs/Brain Food Snacks/More Current Books/Different Sports/Start-up Tea Room Restaurant again/

Math Help/Computers go Home/Mandatory Tutoring-PASS/More Space for Ag Class/More Elective offerings/Track around FB field/Vending Machines-Snack Bar/New Flexible Seating/Better Quality Feminine Products/More food offerings (i.e. String Cheese, Strawberry Milk)//More Events (i.e. Lock-In Gym Overnight Event)/Point System for Food Truck Tickets/Better (i.e. MS League, Soccer, Gymnastics, Track Meet)/More Field Trips (i.e. Sporting Events, Disneyland)/More Art/Music/More MS Tetherballs/New Elem. Play structure

- LCAP Parent advisory committee: This committee was fully involved in all planning of the LCAP goals and actions.

CONTINUE: Agreement for Goals and actions stated in LCAP Plan

CHANGES/IMPROVEMENTS: More Aide Time in classrooms/HS aides for Comb classes (i.e. Art I/II/III)/

IXL/iReady Training and Supports/Separate HS online programs for Eng. & Math/More Professional Development for Teachers and Aides/EL Aide training/SEL Curriculum & Classroom Management Support/Outside Shade Stations with Manipulatives During Recess/Similar training to Math Talks for ELA/Teachers-Pay-Teachers Resources District-License/Decodable readers for beginning readers/Study.com for test prep/Turnitin.com/ESGI for teachers TK-8/Technology Scanning pens for SPED/Funding for Library Books/90" Touch Smart Screens to Replace Smartboards Projectors/Online Books for high school/Updated tech SPED/Tech HS Art Tools/Ipads for Tk-1 & Lightboxes/New teacher computers (Desktops)/Computers for aides and food services/Teacher and Aide work time for collaboration/Scholastic Magazine Math Program/Tablets connected to smartboards/Art printer, refillable printers//Copy machine for teacher staff workroom/All day SPED Aides/Consistent subs (teachers and aides)/Kern Rural Teacher Residency program (CSUB)/Attendance clerk/School nurse on-

campus/School Social Worker/Pathway-New coverings for greenhouse & ag watering system/Rolling easels//More storage space for MOT/Outdoor classroom area with shade sails/More tech infrastructure (New fiber lines)/Extra Chromebooks available/New Updated Chromebooks/Chromebooks that follow students throughout schooling/Podiums for all teachers/HS Zero, 7th, & 8th period credit recovery/HS Life skills to study skills/Everyday tutoring-Start elementary program/Later-evening tutoring time through zoom/Transportation for tutoring/More late bus options (1 hr/2hr)/Transportation for ROP & Dual enrollment high school students/Sports coaches for middle school/HS Saturday school/Gate program (lunch or after school)/Hire Teachers for job skills (i.e. plumbing, mechanics)/HS Drivers Ed. program/Automotive Program with teacher/Hot Laminator//Higher End Fiber Laser-HS STEM/Metal Roller HS STEM/MS Sports Coaches/League More MOT Staff/Repair asphalt between classroom/Replace buses with high mileage/Repair roof on schools/Air Conditioning and Ventilation/Solar Panels/parking lot at bus garage and football snack bar area/Update PA Systems (school and football fields)/Update classroom furniture (chairs, small desks)/New phone systems/Sprinkler wiring replaced high school side/Auto sprinkler system for softball field/Security gate/fencing (Automatic)/Repair bus garage building/Replace flooring in classrooms/Set-up Additional Rtl classroom (Rm. 8)

- SELPA Administrators: Plan Reviewed May 26, 2022

CONTINUE: Implementation of the District's SEP plan goals and actions as listed in the LCAP.

CHANGES/IMPROVEMENTS: No changes at this time.

Per ed code, the superintendent is required to respond in writing to the comments received by the following committees (Parent Advisory Committee and ELPAC or DELAC) However, no comments were made by these two committees that needed a written response. The superintendent shared at LCAP public hearing held on June 6, 2022, the feedback provided by the committees and all stakeholders. The LCAP was board approved on June 9, 2022.

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following changes were made to the 2021-2024 LCAP based on the involvement process with students, parents, community, staff, and Board of Education input. The LCAP Advisory Committee/SSC identified the following areas of highest priority based on the input sessions, surveys, and other data. The Input provided by all stakeholders groups supported the District LCAP Advisory committee/SSC Council to determine the effectiveness of prior LCAP goals and actions, changes to proposed expenditures, determination of the desired outcomes, and the development of new goals and actions listed below:

##### Administration (Principals)

Administrators influenced the 2023 LCAP with some strong recommendations through stakeholder engagement that included a focus on academic achievement. Many of the actions located in Goal #1 have been influenced by the input provided by administration during our feedback sessions this year.

Administrators also recommended the continued implementation of MTSS & SEL of which many of the actions located in Goal #2 fulfill this recommendation. Administration strongly encouraged the inclusion of a position that would target the implementation of the LCAP Goals and Actions as well as target Tier I instruction practices.

#### Certificated Teachers and Classified School Personnel

Teachers and other staff influenced the 2023 LCAP with some strong recommendations through stakeholder engagement that included a focus on staff support and training. Many of the actions located in Goal #1 have been influenced by the input provided by teachers and other staff during our feedback sessions this year.

#### Local Bargaining Units

Local Bargaining Units influenced the 2023 LCAP with some recommendations through stakeholder engagement that included a facility improvements and teacher support. Many of the actions located in Goal #1 and #2 have been influenced by the input provided by Local Bargaining Units during our feedback sessions this year.

#### Parents

Parents influenced the 2023 LCAP with some strong recommendations through stakeholder engagement that included a focus on providing a safe environment and engagement of all students. While Maricopa has continued to follow all safe and return to school protocols, we have developed a strategic plan related to how to keep students safe. Many of the actions located in Goal #1 and #2 have been influenced by the input provided by Parents during our feedback sessions this year.

#### Students

Students influenced the 2023 LCAP with some strong recommendations through stakeholder engagement that included a focus on extracurricular activities. Many of the actions located in Goal #2 have been influenced by the input provided by students that include providing additional focus on sport and student club programs.

#### LCAP Parent Advisory Committee

Parent Advisory Committee influenced the 2023 LCAP with some strong recommendations through stakeholder engagement that included a focus on academic achievement. Many of the actions located in Goal #1 this year.

#### SELPA Administrator

SELPA influenced the 2023 LCAP with some strong recommendations through stakeholder engagement that included a focus on implementation of the District's SEP plan. While this plan is not within the LCAP, many of the core elements that focus on academic achievement and providing a response to intervention for all students including students with a disability continues to be a focus in Goal #1.

#### Community Input

There was no public input regarding the LCAP and Goal #1 and #2 provide a strong foundation for all students.

The following Goals and all actions within these Goals have been influenced by our stakeholders.

GOAL #1-Academics:

By 2024, the District will continue to increase the percentage of students in Proficient/Advanced levels in ELA and Math based on the state assessment CAASPP program comparison data by implementing DOK levels 3 & 4 to raise rigor and engagement

Goals #2-Multi-tier Systems of Support (MTSS):

By 2024, the District will develop and implement a comprehensive Multi-tier System of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and schoolwide improvements

# Goals and Actions

## Goal

Goal #	Description
1	By 2024, the District will increase the percentage of students in Proficient/Advanced levels in ELA and Math, based on the district benchmark assessments and/or state assessment CAASPP program comparison data. Fully implement Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement instruction at the DOK levels 3 & 4 to raise rigor and engagement. (State LCFF Priorities Goals 1/2/4/7/8)

An explanation of why the LEA has developed this goal.

State Indicators:  
Priority 1: Basic Services  
Priority 2: Implementation of State Standards  
Priority 4: Pupil Achievement  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes

SCHOOLWIDE PRINCIPALLY DIRECTED FUNDING: Maricopa Unified School District serves a high percentage of the low-income student population. With an unduplicated population of 84% and a Free and Reduced Lunch population of 98%, our district targets all students school-wide for improvement. Our state and local assessment data indicates all MUSD students are in need of support for academic, physical, and social improvement. Research shows (Payne, Hattie, Marzano, Jensen, Archer, etc..) that students of high poverty lack opportunities to build foundational skills to develop school readiness and performance. Our students tend to perform significantly below grade-level standards. Funds will be principally directed towards and effectively used in meeting the needs of our Low-Income Students, English Learners, Foster Students, and Homeless Students/Families. All action goals for Goal #1, listed below, will support improvement.

GOAL #1 NEED STATEMENT: Goal #1 continues to be an area of high need for our district. Based on SWIFT FIA-Fidelity Integrity Assessment and other input data full implementation for CCSS and raising the rigor on DOK levels is a high need. Our current level of Implementation of CCSS is a work in progress, although growth has been made each year for the past 4 years. The District raised scores and Dashboard level from "Red" to "Orange" in both ELA and Math areas. A districtwide focus on Goal #1 is needed. Based on CAASPP scores from 2019, a low percentage of students are at the Met and/or Exceed levels (ELA 79.4 and Math 114.8 points below standard), despite the District improving ELA and Math scores from "Red" to "Orange" Dashboard indicators.

2020-21 CAASPP Data for all students indicate

- CAASPP ELA- Grades (3-8 & 11) 18% Met/Exceeded Levels
- CAASPP Math- Grades (3-8 & 11) 7% Met/Exceeded Levels

- CAST 7.95% Met/Exceeded Levels

Local I-Ready Data for the 2022 School Year indicates:

Reading for All Students

19% On or above Grade Level

36% One grade level below

15% Two grade levels below

30% Three or More grade levels below

Math for All Students

9% On or above Grade Level

39% One grade level below

18% Two grade levels below

33% Three or More grade levels below

From DataQuest 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Maricopa has 32.3% ineffective teachers as defined by CDE.

Maricopa also has 8.7% of staff that are classified as interns as defined by CDE.

Kern County has 3.6% ineffective teachers as defined by CDE and 3.7% interns.

Maricopa rate of staffing that is listed as "ineffective" is more than 10 times the rate of that from Kern County average.

**TARGETED SUPPORT FOR HIGH NEED POPULATIONS:**

Based on the Academic MTSS support program implementation, the District will provide direct support for the following targeted high-need student populations:

Actions for Socio-economically Disadvantaged (SED) student population (94%):

A review of the needs, conditions, and circumstances based on our 2019 CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this SED sub-group. This group on the 2019 CAASPP increased 12.3 points in ELA, however they are still 79.4 points below standard. On the 2020-21 CAASPP, the Socio-economically Disadvantaged students had a 17% Met/Exceeded Overall Performance Levels in ELA. This group on the 2019 CAASPP increased 6.2 points in Math, however, they are still 113.8 points below standard. On the 2020-21 CAASPP, the Socio-economically Disadvantaged students had a 6% Met/Exceeded Overall Performance Levels in Math. CAST results were 8.43% Met/Exceeded.

Staff training with coaching and the purchasing of needed materials, to raise rigor and engagement, will support this population well.

Research suggests high levels of classroom engagement support learning for students from SED families. Parents need support for

ELA/MA/Sci./Tech to foster their ability to support their children's education. Purchasing additional resources will directly support this population's needs. Technology tools (Hardware/Software) will support this student group's learning.

#### Actions for English Learners (EL) (17%):

A review of the needs, conditions, and circumstances based on our 2019 CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this EL sub-group. This group on the 2019 CAASPP increased 32 points in ELA, however they are still 65.7 points below standard. On the 2020-21 CAASPP, the English Learner students had a 18% Met/Exceeded Overall Performance Levels in ELA. This group on the 2019 CAASPP increased 17.9 points in Math, however, they are still 101 points below standard. On the 2020-21 CAASPP, the English Learner students had a 6.25% Met/Exceeded Overall Performance Levels in Math. CAST results were 7.69% Met/Exceeded.

Staff training, with coaching and the purchasing of needed materials, to raise rigor and engagement, will support this EL population well. Research suggests high levels of classroom engagement support learning for students from English language learner families. Our EL parents also need support for ELA/MA/Sci./Tech to foster their ability to support their children's education. Purchasing additional EL resources will directly support this population's needs. Technology tools (Hardware/Software) will support this student group's learning.

#### Actions for Foster Youth/McKinney-Vento (>1%):

No Dashboard data are available. However, these few students are also members of other high-need groups. Technology tools (Hardware/Software) will support this population's needs. Purchasing additional resources to directly support the individualized needs for our Foster Youth/McKinney-Vento population is needed.

Please Note: The following two groups also have needs that will be addressed with these goals and actions, BUT will be funded using other LCAP funding, not the Supplemental and Concentration funding addressed in this plan.

#### Action for Students with Disabilities (SWD) (15%):

In the District's Special Education Plan (SEP) two academic areas are targeted for a growth of 15.9 points for ELA and 13.6 points for Math for our Students with Disabilities (SWD) students. The SEP improvement team has set SEP actions for implementation to support these growth targets for ELA and Math that also support Goal #1 and Action 1.1.

- Special Ed. staff receive professional development in all district-wide initiatives (i.e. IEP goals development, AVID, DOK)
- Increased communication with parents of children on IEPs.
- Increased timely progress monitoring of IEP goals and accommodations
- Increased monitoring of lesson plan design and implementation from the certificated staff of Common Core State Standards.

Staff training with coaching and the purchasing of needed materials to raise rigor and engagement in the special education program will support this population well. Research suggests high levels of classroom engagement support learning for students with disabilities. Parents of SWD also need support for ELA/MA/Sci./Tech to foster their ability to support their children's education. Purchasing additional special education program resources will directly support this population's needs. Technology tools (Hardware/Software) will support this student group's learning.



#### ALL STUDENTS:

Although 94% of our student population is socio-economically disadvantaged, the other 6% of students still have academic needs that must be addressed. Other LCFF funding will be used for this population rather than the Supplemental and Concentration (S&C) Grant outlined in this LCAP plan.

A review of the needs, conditions, and circumstances based on our CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math to address and meet metrics for the state priorities of this goal for all students. Although the District made gains in both ELA and Math CAASPP scores from the 17-18 data to the 20-21 data (Dashboard level raised from "Red" to "Orange" in both ELA and Math areas), the District still has a low percentage of students scoring at the Met and/or Exceed levels. The "All student population" group is still at 79.4 points in ELA and 114.8 points in Math below standard. A districtwide focus on this action is needed to continue to raise rigor and engagement.

We plan to reach higher academic achievement through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We will measure progress towards our goal using the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1-Basic Services (Local Indicator): 1. A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (SARC / HR Department)	Per District SARC 1. A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching 20-21 Baseline: All teachers are appropriately assigned, however, 5 Teachers are not fully credentialed	From DataQuest 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)  Maricopa has 32.3% ineffective teachers as defined by CDE. Maricopa also has 8.7% of staff that are classified as interns as defined by CDE.			1. A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching 2023-24 Goal: Maintain all teachers being appropriately assigned, and lower the number of teachers not fully credentialed below five teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Kern County has 3.6% ineffective teachers as defined by CDE and 3.7% interns.</p> <p>Maricopa rate of staffing that is listed as "ineffective" is more than 10 times the rate of that from Kern County average.</p>			
1. B. Pupils in the school district have sufficient access to the standards- aligned instructional materials (SARC/Williams Resolution for Board)	Per District SARC 1. B. Pupils in the school district have sufficient access to the standards-aligned instructional materials 20-21 Baseline: 100% per SARC Report	21-22 Baseline: 100% per SARC Report			1. B. Pupils in the school district have sufficient access to the standards-aligned instructional materials 2023-24 Goal: Maintain Rating of 100% per SARC (+- 1%)
1.C. School facilities are maintained in good repair. (SARC / FIT)	Per District SARC 1. C. School facilities are maintained in good repair. 20-21 Baseline: Exemplary, based on FIT/SARC Reports	School facilities are maintained in good repair. Exemplary, based on FIT/SARC Reports			1.C.School facilities are maintained in good repair. 2023-24 Goal: Rating of Good or Exemplary, based on FIT/SARC Reports
State Priority 2- Implementation of State Academic Standards	Based on the CA School Dashboard	Based on the most recent CA School Dashboard			2A. The implementation of state board adopted academic content and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local Indicator): 2. A. The implementation of state board adopted academic content and performance standards for all students (Dashboard)	<p>self-reflection tool shows implementation is MET</p> <p>Instructional Materials ELA, Math, ELD- Full Implementation History- Initial Implementation Science- Initial Implementation</p> <p>Professional Development ELA, Math, ELD- Full Implementation History- Initial Implementation Science- Initial Implementation</p>	<p>self-reflection tool shows implementation is MET</p> <p>Instructional Materials ELA, Math, ELD- Full Implementation History- Initial Implementation Science- Initial Implementation (Adoption April, 2022)</p> <p>Professional Development ELA, Math, ELD- Full Implementation History- Initial Implementation Science- Initial Implementation (PD scheduled for August 2022)</p>			<p>performance standards for all students 2023-24 Goal will be MET:</p> <p>Instructional Materials ELA, Math, ELD- Full Implementation and Sustainability History- Full Implementation Science- Full Implementation</p> <p>Professional Development ELA, Math, ELD- Full Implementation and Sustainability History- Full Implementation Science- Full Implementation</p>
2. B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and	Per District Walkthrough data 2. Local Survey Data shows that English Learners receive 30-45 minutes daily in designated ELD and the district has an ELA Curriculum with integrated ELD.	Per District Walkthrough data 2. Local Survey Data shows that English Learners receive 30-45 minutes daily in designated ELD and the district has an ELA Curriculum with integrated ELD.			2B. We will maintain the baseline and met our goal for English Learners by increasing to 55% of EL students making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language proficiency	Integrated ELD instruction is implemented in all content areas.	Integrated ELD instruction is implemented in all content areas.			
State Priority 4-Pupil Achievement (Statewide Indicator): 4. A. Statewide assessments (Dashboard/ DataQuest /CAASPP Results)	<p>2018-2019 CAASPP test scores from DataQuest show</p> <p>1) CAASPP ELA- Grades ( 3-8 &amp;11) 23.5% at the Met/Exceed levels</p> <p>2) CAASPP Math- Grades (3-8 &amp;11) 9.66% at the Met/Exceed levels</p> <p>3) CAST Science- Grades (5/8/10) 7.79% at the Met/Exceed levels</p> <p>2019 CA Dashboard Data ELA</p> <p>All Students (-79.4 DFS, Orange Color)</p> <p>English Learners (-65.7 DFS, Yellow Color)</p> <p>SED (-79.4 DFS, Orange Color)</p> <p>Math</p>	<p>2020-2021 State Assessment Data according to KiDS was the following:</p> <p>1) CAASPP ELA- Grades (3-8 &amp; 11) 18.71% Met/Exceeded Levels</p> <p>English Learners- 18.18% Met/Exceeded Levels</p> <p>Socioeconomically Disadvantaged- 17.24% Met/Exceeded Levels</p> <p>Homeless/Foster Youth- 0% Met/Exceeded Levels</p> <p>2) CAASPP Math- Grades (3-8 &amp; 11) 7.19% Met/Exceeded Levels</p> <p>English Learners- 6.25% Met/Exceeded Levels</p>			<p>4A. Statewide assessments 2023-24 CAASPP test scores</p> <p>1) CAASPP ELA- Grades ( 3-8 &amp;11) 30.5% at the Met/Exceed levels</p> <p>2) CAASPP Math- Grades (3-8 &amp;11) 15% at the Met/Exceed levels</p> <p>3) CAST Science- Grades (5/8/10) 15% at the Met/Exceed levels</p> <p>2019 CA Dashboard Data ELA</p> <p>All Students (-29.4 DFS, Orange Color)</p> <p>English Learners (-15.7 DFS, Yellow Color)</p> <p>SED (-29.4 DFS, Orange Color)</p> <p>Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students (-114.8 DFS, Orange Color)  English Learners (-101.2 DFS, Yellow Color)  SED (-113.8 DFS, Orange Color)</p> <p>Science  All Students (7.79% Met or Exceeded)  EL (8.20% Met or Exceeded)  SED (8.34% Met or Exceeded)</p>	<p>Socioeconomically Disadvantaged-5.63% Met/Exceeded Levels  Homeless/Foster Youth- 0% Met/Exceeded Levels</p> <p>3) CAST Science- Grades (5/8/10)  7.95% Met/Exceed Levels</p> <p>English Learners- 7.69% Met/Exceeded Levels  Socioeconomically Disadvantaged- 8.43% Met/Exceeded Levels  Homeless/Foster Youth- 0% Met/Exceeded Levels</p> <p>Local I-Ready Data for the 2022 School Year indicates:  Reading for All Students  19% On or above Grade Level  36% One grade level below  15% Two grade levels below</p>			<p>All Students (-64.8 DFS, Orange Color)  English Learners (-51.2 DFS, Yellow Color)  SED (-63.8 DFS, Orange Color)</p> <p>Science  All Students (?% Met or Exceeded)  EL (20% Met or Exceeded)  SED (20% Met or Exceeded)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>30% Three or More grade levels below</p> <p>Math for All Students 9% On or above Grade Level 39% One grade level below 18% Two grade levels below 33% Three or More grade levels below</p>			
4. B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and framework (Dashboard CCI; Dashboard Additional Reports and Data >	<p>20-21 Baseline: All Students 21%( 6/29 students based on 19-20 Data Quest 4-yr Adjusted Cohort Grad Rate)</p> <p>7% Unduplicated Students (2/29 students based on 19-20 Data Quest 4-yr Adjusted Cohort Grad Rate)</p>	<p>2021 Ca Dashboard Data show 6.3% for all students who completed A-G requirements.</p> <p>6.31% Unduplicated Students based on 20-21 Data Quest 4 year adjusted cohort graduation rate.</p>			<p>4B. Goal of 28% of students will meet courses that satisfy UC or CSU entrance requirements.</p> <p>15% Unduplicated Students will meet courses that satisfy UC or CSU entrance requirements.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Measures Report > Prepared Students: Met via a-g Coursework)					
4.C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks (CALPADS 3.14 & 3.15)	Per District Dashboard: 4.C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks 20-21 Baseline: 1% (based on 2020 CALPADS 3.14 & 3.15)	Based on the 2021 Ca Dashboard the percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks is 0%.			4.C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks 2023-24 Goal: Improve rate to 5%
4. D. The percentage of pupils who have successfully completed BOTH requirements for entrance to UC/CSU and completed	Per District CALPADS: 4. D. The percentage of pupils who have successfully completed BOTH requirements for	Based on the 2021 Ca Dashboard the percentage of pupils who have successfully completed BOTH requirements for entrance to UC/CSU			4. D. The percentage of pupils who have successfully completed BOTH requirements for entrance to UC/CSU and completed



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
courses that satisfy the requirements for CTE sequences (CALPADS 3.14 & 3.15)	entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences 20-21 Baseline: Zero (based on 2020 CALPADS 3.14 & 3.15)	and completed courses that satisfy the requirements for CTE sequences were 0.			courses that satisfy the requirements for CTE sequences 2023-24 Goal: Improve rate above 1%
4. E. Percentage of English learners who make progress toward English proficiency as measured by the ELPAC (Dashboard ELPI-Status)	Per District Dashboard: 4. E. Percentage of English learners who make progress toward English proficiency was 46.7%	Due to the suspension of the Ca Dashboard the most current ELPI data is from the 2019 year. The percentage of English learners who make progress toward English proficiency was 46.7%			4. E. Percentage of English learners who make progress toward English proficiency will increase to 55%
4. F. EL reclassification rate	Per District Summative ELPAC found on Data Quest: 2019-2020 EL reclassification rate baseline data 14.9%	Per District Summative ELPAC found on Data Quest: 2020-2021 EL reclassification rate 15.1%			4.F. EL reclassification rate 2023-24 Goal: Raise to 30%
4. G. The percentage of pupils who have passed an advanced placement	4. G. The percentage of pupils who have passed an advanced placement	Based on the 2021 Ca Dashboard the percentage of who have passed an advanced placement			4.G. The percentage of pupils who have passed an advanced placement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
examination with a score of 3 or higher (CollegeBoard AP)	examination with a score of 3 or higher 20-21 Baseline: 0 the HS doesn't offer AP courses by choice	examination with a score of 3 or higher was 0.			examination with a score of 3 or higher will be at least 6 students
4. H. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	4. H. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness 20-21 Baseline: 0 Students	Based on the 2021 Ca Dashboard percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness was 0.			4. H. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness 2023-24 Goal: At least 6 students will demonstrate college preparedness pursuant to the Early Assessment Program.
State Priority 7. A. Course Access: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language)	Per District Schoolwise: 7. A. Course Access: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language)	Per District Schoolwise and review of master schedules 7. A. Course Access: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE,			7. A. Course Access: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 2023-24 Goal: Maintain the rate of 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20-21 Baseline: 100% of students have access to a broad course of study or programs.	VAPA, World Language) 21-22 Baseline: 100% of students have access to a broad course of study or programs.			
State Priority 7. B. Programs and services developed and provided to low income, English learner and foster youth pupils	Per District Schoolwise: 7. B. Programs and services developed and provided to low income, English learner and foster youth pupils 20-21 Baseline: 100% of these student populations have access to all broad course of study and/or programs.	Per District Schoolwise and review of master schedules 7. B. Programs and services developed and provided to low income, English learner and foster youth pupils: 21-22 : 100% of these student populations have access to all broad course of study and/or programs.			7. B. Programs and services developed and provided to low income, English learner and foster youth pupils 2023-24 Goal: Maintain the rate of 100%
State Priority 7. C. Programs and services developed and provided to students with disabilities	Per District Schoolwise: 7. C. Programs and services developed and provided to students with disabilities 20-21 Baseline: 100% of students with disabilities have	Per District Schoolwise and review of master schedules 7. C. Programs and services developed and provided to students with disabilities:			7. C. Programs and services developed and provided to students with disabilities 2023-24 Goal: Maintain the rate of 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	access to all broad course of study and/or programs.	21-22: 100% of students with disabilities have access to all broad course of study and/or programs.			
State Priority 8- Outcomes in a Broad Course of Study (Statewide Indicator) 8. A. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable. . (Dashboard College/Career)	Per District Dashboard: 8. A. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable. 20-21 Baseline: 9.5% (Based on 2019 Dashboard- College/Career)	2021 Ca District Dashboard Metrics  CCI Indicators:  Students completing AP Exams- 0% Students completing Baccalaureate Exams- 0% Students completing at least 1 CTE pathway- 0% Students completing A-G Requirements- 6.3% Students completing A-G requirements and at least one pathway- 0% Students completing College Credit Courses- 0%			8. A. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable. 2023-24 Goal: Increase to 15% on number of students prepared for CCI

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Professional Development to increase Academic Achievement	1.1 The District will provide training to all staff (certificated and classified) to increase their capacity in AVID, Technology, ELD and other related instructional strategies.	\$90,000.00	Yes
1.2	Support for New Staff	1.2 The District will provide coaching and training to new teachers. The District will utilize both tenured teachers and outside organizations to provide coaching and training that will immediately provide new teachers strategies in both classroom management and effective delivery of the core and supplemental curriculum.	\$40,000.00	Yes
1.3	Parent Training to support Academic Achievement	1.3 The District will provide parent support to increase the support for student learning at home. Parents will be offered training in core and supplemental subjects such as Math, ELA, Science, and Technology. This training will allow for the parents to better assist their students with their learning and will increase the home to school connectedness between teacher and parents.	\$12,000.00	Yes
1.4	Technology Hardware and Software	1.4 The District will purchase technology hardware and software that will enable effective instruction in not only Tier I but Tier II and III as well. Necessary software to provide effective instruction will be purchased.	\$200,000.00	Yes
1.5	Supplemental Support Materials and Training	1.5 The District will allocate funds for the purchase/acquisition of support resources that assist with the acquisition of materials and the training of staff to best implement what has been learned so that the goal can be achieved. English Learner supplemental materials will be purchased to increase language acquisition. The District will provide additional tutoring programs in grades TK-12. The tutoring will focus on Credit Recovery, Ext. Learning, Saturday core and intervention programs, and extended periods.	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Implementation Effective Academic Interventions and Support Programs	1.6 The District will allocate resources to support service providers so that programs and services can be operated in an efficient manner. This will be staff professional development to support RTI and ELD. This action is also for compensation to staff to implement RTI via extended day, Saturday School, and other interventions outside the school day.	\$55,000.00	Yes
<b>1.7</b>	Reduced Class size	<p>1.7 The District will maintain/provide additional teachers to support smaller class sizes to mitigate learning loss and accelerate learning in Reading and Math.</p> <p>a. The District will continue to provide class size reduction as in previous years.</p> <p>b. 2 additional multiple subject teachers will be hired at the elementary school to provide smaller class size to mitigate learning loss.</p>	\$362,500.00	Yes
<b>1.8</b>	Certificated Staff to support Response to Intervention	1.8 The District will provide an additional teacher to focus on RTI to help support students who are struggling with academic achievement. Individual, small group instruction will be provided before school, during, and after-school for all who need support. While this action is provided to all, there is a performance gap that exist with our low-income, Foster Youth, and English Learner students. This data is presented within the identified need of the LCAP as well as in the Increased/Improved Service section.	\$36,000.00	Yes
<b>1.9</b>	Classified Staff and materials to support Response to Intervention	1.9 The District will provide instructional aides and materials for the RTI program. This additional support will support learning loss and close academic achievement gaps for students.	\$81,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Additional Support for primary skills	1.10 The District will provide additional focus on primary skills through classroom aide support (4 positions). This includes assisting teachers with Reading and Math intervention.	\$102,500.00	Yes
1.11	Supplemental ELD Support	1.11 The District will provide ELD support for the program through additional classroom aide hours, appropriate training, and program support.	\$36,000.00	Yes
1.12	Support Staff to improve student outcomes	1.12 The district will provide support staff to improve student outcomes by: Hiring one new Assistant Superintendent of Educational Programs to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction. This position will also provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.	\$163,000.00	Yes
1.13	Supplemental Programs to support Academic Achievement	1.13 The District will promote/operate a new on-campus club focused on GATE. Cost will be for materials and supplies and for 1 certificated person to run the program with supplemental hours.	\$7,500.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were substantive differences in the overall implementation of the following actions during the 2021-22 school year.

1.1 Staff Professional Development to increase Academic Achievement  
1.3 Parent Training



## 1.6 Implementation Interventions

### 1.8 Certificated Staff to support Response to Intervention

The challenges these actions included was lack of personnel available due to Covid-19, many district initiatives to focus on, and professional learning not being offered during the timeframe needed. Maricopa will bring the actions that had substantive differences into this next years LCAP as we believe the implementation of these actions will help the district move closer in achieving Goal 1.

### Fully Implemented Actions

Maricopa implemented 1.2 (Support for New Staff) by providing coaching and training, 1.4 (Technology) for staff and students, 1.5 (Supplemental Support Materials) provided to students who needed targeted grade level support, 1.7 (Reduced Class size) was provided for additional staffing to help mitigate learning loss, 1.9 (Classified Staff and materials to support RTI) to help student interventions, 1.10 (Support for Primary Skills) to focus on student literacy and math skills, 1.11 (Supplemental ELD Support) to support student language acquisition, and 1.13 (Supplemental Programs to support Academic Achievement) to help support enrichment in the area of academic achievement. These actions proved to be successful as they provided academic support to our students and allowed our district to address learning loss. We plan on continuing these actions within the LCAP this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Reviewing the budgeted expenditures and the Estimated Actual expenditures shows an approximate \$184,000 of funding that was unspent for the budget year between both Goal 1 (\$108,000) and Goal 2 (\$66,000) actions. The unspent funds were primarily in Professional Development, and in actions that required additional staffing to implement the actions. The reasons for these actions not being fully expended/implemented was mostly due to the school year continuing to be impacted by COVID either internally with significant amounts of staff needing to be filled with substitute personnel or externally with agencies not offering in person Professional Development or any opportunities either in person or virtual.

An explanation of how effective the specific actions were in making progress toward the goal.

This is the first year of a three year plan. While cases can be made that there has been some progress in the goal, COVID and staffing issues have created significant issues that impeded the year's progress. Reviewing the year's progress it can be said that we were successful in returning our students to the classroom environment successfully. While Professional Development was difficult to schedule and perform, the district did offer training of Trauma Informed care and have scheduled district wide AVID summer institute in San Diego. The District provided support to our new teachers through pairing up the teacher with an on-site teacher and provided mentor/induction programs to the new teachers. We fully implemented the desire to purchase necessary technology as well as acquire software programs that have direct impact on tier I and supplemental instruction. We were able to maintain lower class sizes as planned and provide additional

paraprofessional support to our RTI programs. ELD programs have made progress with additional hours of support provided. Given this, we anticipate the limited growth in year one will be built upon with positive growth in all actions in years two and three of this plan.

The actions in this goal that were effective in attaining the following outcomes of LCAP priorities 2 and 4:

1.2 (Support for New Staff) by providing coaching and training

1.4 (Technology) for staff and students

1.5 (Supplemental Support Materials) provided to students who needed targeted grade level support

1.7 (Reduced Class size) was provided for additional staffing to help mitigate learning loss

1.9 (Classified Staff and materials to support RTI) to help student interventions

1.10 (Support for Primary Skills) to focus on student literacy and math skills

1.11 (Supplemental ELD Support) to support student language acquisition

1.13 (Supplemental Programs to support Academic Achievement) to help support enrichment in the area of academic achievement

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reviewing the changes to the plan and the actions within this Goal it was clear that while some progress was achieved the return to full time on-campus instruction, the amount of initiatives and student needs inhibited the district from fully implementing the plan. To account for this, the District has included in this LCAP an administrative position (Goal 1, Action 12) with specific intent to focus on initiatives in the LCAP plan, implement data driven instructional programs, and provide coaching and mentorship to the instructional staff. This added action is a new action within the LCAP this year. We have also added a new metric into Priority 1a (Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching) to include Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) which is monitored by the state and found on DataQuest. This metric will track our progress of moving towards more teachers being appropriately assigned and fully credentialed. Having a highly qualified teaching staff at Maricopa fits within Goal 1. This allows for more students access to grade level standards as teachers use research base practices and pedagogy to teach our students.

There has also been additional funding added to most actions to account for increased personnel cost, additional funding for professional development funding to increase academic achievement, and additional funding to increase student access to technology.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	By 2024, the District will develop and implement a comprehensive Multi-tier Systems of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and schoolwide improvements (State LCFF Priorities Goals 3/5/6)

An explanation of why the LEA has developed this goal.

State Indicators:

Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate (Engagement)

SCHOOLWIDE PRINCIPALLY DIRECTED FUNDING: Maricopa Unified School District serves a high percentage of low-income student population. With an unduplicated population of 84% and a Free and Reduced Lunch population of 98%, our district targets all students schoolwide for improvement. Our state and local assessment data indicates all MUSD students are in need of support for academic, physical, and social improvement. Research shows (Payne, Hattie, Marzano, Jensen, Archer etc..) that students of high poverty lack opportunities to build foundational skills to develop school readiness, performance, and motivation. Our students tend to perform significantly below grade-level standards. Funds will be principally directed towards and effectively used in meeting the needs of our Low-Income Students, English Learners, Foster Students, and Homeless Students/Families. All action goals for Goal #2, listed below, will support improvement. GOAL#2 NEED STATEMENT: Goal #2 continues to be a high-need area for the district. The District, in the past, has had low attendance/ADA (P2) rates for several years: 2010-11=91.3% // 2011-12=94.3% // 2012-13=92.3% // 2013-14=92.9% // 2014-15=94.3 //2015-16=94.8%// 2016-17 95.6%//2017-18 93.9%//2018-19 93.7%//2019-20 (COVID Spring)// P2 ADA rate 87% for 2021-22. The need for continued improvements to support effective school climate and motivation for academic, physical, and social success based on observations and survey comments by students, staff, and parents. The Chronically Absenteeism rates for all students were: 30.50% (2020-21 DataQuest Data) and 30% (2021-22 KiDS data).

TARGETED SUPPORT FOR HIGH NEED POPULATIONS:

Actions for Socio-economically Disadvantaged student population (94%):

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the District needs to address this group's Chronic Absenteeism as it increased 4.1% to a 23.8% level. As of May 25 from KiDS data system the current Chronic Absenteeism Rate for Socio-economically Disadvantaged students was 33%.

Using the Kern Integrated Data System Implementation of an effective Attendance MTSS program including the Chronic Absenteeism Program, PASS Program, and RAISE Attendance Program all will support the SED students in this group.

**Actions for English Learners (17%):**

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the District needs to address this group's Chronic Absenteeism as it increased 5% to a 6.8% level. As of May 25 from KiDS data system the current Chronic Absenteeism Rate for English Learner students was 25%.

This is lower than other groups however since it increased the implementation of an effective Attendance MTSS program including the Chronic Absenteeism Program, PASS Program, and RAISE Attendance Program, with the support of a bilingual office clerk all will also support the EL students in this group.

**Actions for Foster Youth/McKinney-Vento (>1%):**

No Dashboard data are available for this small number of students, however, these few students are also in other high-need groups. Implementation of an effective Attendance MTSS program including the Chronic Absenteeism Program, PASS Program, and RAISE Attendance Program will support the few students in this group. Early identification of Chronically Absent Students could support the identification of students experiencing homelessness. Purchasing support resources to directly support our Foster Youth/McKinney-Vento population as needed to support attendance.

Please Note: The following two groups also have needs that will be addressed with these goals and actions, BUT will be funded using other LCAP funding, not the Supplemental and Concentration funding addressed in this plan.

**Action for Students with Disabilities (SWD) (15%):**

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the district needs to address this group's Chronic Absenteeism as it increased 6.2% to a very high level of 29.3%. As of May 25 from KiDS data system the current Chronic Absenteeism Rate for Students with Disabilities was 47%.

In the District SEP Plan, the Suspension Rate is an area in need of support due to the high suspension rate for Students with Disabilities. The District has a high percentage of SWD students with emotional or behavioral difficulties that often need access to MTSS supports including our Positive Alternative to School Suspension (PASS) Classroom, which is designed to keep students on-campus rather than off-campus suspensions as much as possible.

- Additional training focused on Social-Emotional Learning and Trauma-Informed Care for staff. In many cases, our students have past traumas that manifest themselves in aggressive behavior that has directly led to increased suspensions.
- Regularly scheduled social-emotional lessons based on California State Standards SEL Competencies.
- Increased communication with parents of students with IEP's to address behavioral needs.
- The District will be proactive in the implementation of Functional Behavioral Analysis for highest-need students.

- The District will place an emphasis on verbal and visual reminders of social behaviors and expectations.

#### ALL STUDENTS:

Although 94% of our student population is socio-economically disadvantaged, the other 6% of students still have social-emotional and motivational needs that must be addressed. Other LCFF funding will be used for this population rather than the Supplemental and Concentration (S&C) Grant outlined in this LCAP plan.

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the District needs to address this group's Chronic Absenteeism as it increased 3.6% to a 23.2% level. As of May 25 from KiDS data system the current Chronic Absenteeism Rate was 26.27%.

Implementation of an effective Attendance MTSS program including the Chronic Absenteeism Program, PASS Program, and RAISE Attendance Program all will support all student groups and the other few percentages of students not represented in the other high-need populations.

We plan to achieve a comprehensive MTSS system through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We will measure progress towards our goal using the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3. A. Parental Involvement: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. (List how many input sessions/surveys for LCAP Planning)	Per District Records: 3. A. # of Parent input in LCAP decision-making 20-21 Baseline: 1) List how many input sessions/surveys for LCAP Planning a) Input Sessions- The District will maintain or increase this similar level of input sessions	Per District Local Records: 3. A. # of Parent input in LCAP decision-making 21-22: a) Input Sessions- 5 Input Session with all stakeholders were held this year. b) Surveys			3. A. # of Parent input in LCAP decision-making 2023-24 Goal: Maintain or increase Input sessions and Surveys (+-10%): <ul style="list-style-type: none"> <li>• 14 Input Session with all stakeholders</li> <li>• 149 Student Input Surveys</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	b) Surveys-The District will maintain a similar level or increase the number of parent surveys Same Level 20-21 Baseline: <ul style="list-style-type: none"> <li>• 14 Input Session with all stakeholders</li> <li>• 149 Student Input Surveys</li> <li>• 28 Parent Input Surveys</li> <li>• 46 Staff Members Input Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• 161 Student Input Surveys</li> <li>• 19 Parent Input Surveys</li> <li>• 27 Staff Members Input Surveys</li> </ul>			<ul style="list-style-type: none"> <li>• 28 Parent Input Surveys</li> <li>• 46 Staff Members Input Surveys</li> </ul>
State Priority 3. B. How the school district will promote parental participation in programs for low income, English learner and foster youth pupils	Per District Records: 3. B1. Parent participation. 1) List types of events/activities parents of unduplicated students are invited to attend 20-21 Baseline: 1st Day Theme event, Back to School, Parent Conferences, Parent Math Nights ,	Per District Records: 3. B1. Parent participation. 1) List types of events/activities parents of unduplicated students are invited to attend 21-22 data for: Back to School, Parent Conferences, Parent Math Nights , Quarterly Award			3. B1. Parent participation. 1) List types of events/activities parents of duplicated students are invited to attend 2023-24 Goal: Parent Attendance participation by program will increase to 30% of unduplicated parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Quarterly Award Assemblies, PTO Events, Movie Nights, Sporting Events, Plays, Winter Music Program, Field Trips, Talent show, Open House, Graduations, Board mtgs., School Site Council, Student Success Team (SST), IEP's, Classroom Events, Summer lunch program, Summer Pool events</p> <p>Parent Attendance participation rate has not been disaggregated by program, so our baseline is 0% of unduplicated parents are actively involved as we use 2021 to establish baseline.</p>	<p>Assemblies, PTO Events, Movie Nights, Sporting Events, Field Trips, District Sports Day, Open House, Graduations, Board mtgs., School Site Council, Student Success Team (SST), IEP's, Classroom Events, Summer lunch program, Summer Pool events</p> <p>Parent Attendance participation rate has not been disaggregated by program, so our baseline is still 0% of unduplicated parents are actively involved.</p>			actively involved in school as measured by attendance rate.
State Priority 3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs.	Per District Records: 3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs.	Per District Records: 3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs.			3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs. 2023-24 Goal:



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>20-21 Baseline: See the listing of events/activities in 3.B. The district provides notifications and information to promote parental participation for all parents including parents with special need students and parents of EL students, using our Website, PTO notifications (in English and spanish), Facebook postings, Flyers sent w/students, Flyers/Letters mailed home, Marquee Board, Phone Calls, LCAP Dinner, Surveys, Supt. "Talk Time" and our new auto phone calling and texting notification system with Spanish notices</p> <p>Parent Attendance participation rate has not been disaggregated by program, so our</p>	<p>21-22 Data: See the listing of events/activities in 3.B. The district provides notifications and information to promote parental participation for all parents including parents with special need students and parents of EL students, using our Website, PTO notifications (in English and spanish), Facebook postings, Flyers sent w/students, Flyers/Letters mailed home, Marquee Board, Phone Calls, LCAP Dinner, Surveys, Supt. "Talk Time" and our new auto phone calling and texting notification system with Spanish notices</p> <p>Parent Attendance participation rate has not been disaggregated by program, so our</p>			<p>2023-24 Goal: Parent Attendance participation by program will increase to 30% of individuals with exceptional needs parents actively involved in school as measured by attendance rate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	baseline is 0% of individuals with exceptional needs parents are actively involved as we use 2021 to establish baseline.	baseline is still 0% of individuals with exceptional needs parents are actively involved.			
State Priority 5. A. Attendance Rate (P2)	Per District Schoolwise: 5. A. Attendance Rate (P2) 20-21 Baseline: P2 ADA rate to 96.1% for 2019-20	Per District Schoolwise: 5. A. Attendance Rate (P2) P2 ADA rate to 87% for 2021-22			5. A. Attendance Rate (P2) 2023-24 Goal: Maintain or increase P2 ADA rate to 97%
State Priority 5. B. Chronic Absenteeism Rate (last year, July 1- June 30)	Per District Dashboard: 5. B. Chronic Absenteeism Rate 20-21 Baseline: 19-20 rate was 10.4% (this could have been affected by COVID). The District posted the 2018-19 rate of 18.35%	As of May 25 from KiDS data system the current Chronic Absenteeism Rate was 30%.  English Learner- 25% SED- 33% Foster- 100%			5. B. Chronic Absenteeism Rate 2023-24 Goal: Maintain or decrease the rate of 18.35%
State Priority 5. C. Middle School Dropout Rate (Grades 8th and 9th)	Per District Dashboard: 5. C. Middle School Dropout Rate 20-21 Baseline: Zero	Per District data: 5. C. Middle School Dropout Rate 21-22 is Zero			5. C. Middle School Dropout Rate 2023-24 Goal: Maintain the rate of Zero (+-1%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5. D. High School Dropout Rate	Per District Dashboard: 5. D. High School Dropout Rate 19-20 Baseline: Zero	Per District data: 5. D. High School Dropout Rate 20-21 was Zero			5. D. High School Dropout Rate 2023-24 Goal: Maintain the rate of Zero (+-1%)
State Priority 5. E. High School Graduation Rate	Per District Dashboard: 5. E. High School Graduation Rate 19-20 Baseline: Rate of 100%	From 2021 Ca Dashboard the Graduation Rate was 93.8%.			5. E. High School Graduation Rate 2023-24 Goal: Maintain the rate of 100% (+-5%)
State Priority 6. A. School Climate: A) Suspension Rate (last year, July 1-June 30)	Per District Dashboard: 6. A. School Climate: A) Suspension Rate 20-21 Baseline: Rate 1% in 19-20	As of May 25 from KiDS data system the current Suspension Rate was 12.67%.  English Learners- 5.13% SED- 10%			6. A. School Climate: A) Suspension Rate 2023-24 Goal: Maintain the rate of 1% (+-3%)
State Priority 6. B. Expulsion Rate (last year, July 1-June 30)	Per District Dashboard: 6. B. Expulsion Rate 20-21 Baseline: Zero	Per district Schoolwise: 6. B. Expulsion Rate 21-22 Data was Zero			6. B. Expulsion Rate 2023-24 Goal: Maintain the rate of Zero (+-1%)
State Priority 6. C. School Climate- District Identified Surveys Questions: 1) Student Survey Results	Per District Survey Data: 20-21 Baseline: 6. C. School Climate- District Identified Surveys Questions:	Per District Survey Data: 21-22 School Climate- District Identified Surveys Questions: 1) Student Survey Results			6. C. School Climate- District Identified Surveys Questions: 1) Student Survey Results Q3/Q5/Q6/Q8: (Agree) is 80.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Q3/Q5/Q6/Q8: (Agree) is 80.9% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree ) is 67.7% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%	1) Student Survey Results Q3/Q5/Q6/Q8: (Agree) is 80.9% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree ) is 67.7% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%	Q3/Q5/Q6/Q8: (Agree) is 72.5% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree ) is 69.85% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Agree) is 70.35%			2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree ) is 67.7% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%  2023-24 Goal: Maintain or increase surveys based on the following percentages: 1) Student Survey Results: (Agree) is 80.9% 2) Parent Survey Results:(Agree) is 67.7% 3) Staff Survey Results: (Strongly Agree/Agree) is 90.8%

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTTS/PBIS Support	2.1 The District will implement a Chronic Absenteeism program (PASS and RAISE) to promote school attendance and positive behavior. This will include hiring new staff to track and monitor students who are Chronically Absent including Foster Youth, Low-Income, and English Learners. This action is intended to identify students earlier in the	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>process within SARB and communicate to parents, implement interventions, and offer support services.</p> <p>Maricopa Unified School District (MUSD) has created the PASS and RAISE Program as part of its Positive Behavioral Interventions and Supports (PBIS), which focuses on promoting a positive school climate for all students by teaching and reinforcing positive school-wide expected behaviors. These programs focus on alternative to suspensions, student positive incentives, and interventions targeting but not limited to:</p> <p>Reflective thinking Conflict Resolution skills Self-Management skills Restorative Practice skills</p> <p>MTSS/PBIS support includes professional development, materials and supplies, and staffing (1 Resource Teacher, Certificated, and Classified supplemental salary to run these programs)</p>		
<b>2.4</b>	School Communication (Bilingual Office Support)	2.4 The District will increase the bilingual office support to allow for better communication between the school sites and the community. Parent communication in home language is needed with this support and 1 support staff will be available during and after-school hours to provide this support for students and families.	\$41,100.00	Yes
<b>2.5</b>	Counseling Support	2.5 The District will improve the student counseling program by adding a school counselor to target students A-G requirements, CTE pathways, and school programs to target graduation for students. School counselor will also work with K-8 students to provide supports in MTSS/PBIS.	\$129,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Development for Social Emotional Learning	2.6 The District will provide training and materials to staff to improve Social Emotional Learning.	\$47,500.00	Yes
2.7	Professional Development for staff with Growth Mindset	2.7 The District will focus on students/school growth mindset and motivation through school/district wide activities. Professional Development for staff to understand goal setting with students and being able to navigate goals using motivation strategies learned from the professional development.	\$17,500.00	Yes
2.8	Student Engagement	<p>2.8 The District will provide additional focus on sport programs and student clubs in grades TK-12 to allow for improved student connectedness. These student engagements are new and never been offered at campus. This action will pay for materials and supplies to operate these clubs as well as staff supplemental salaries to run sports and clubs.</p> <p>Clubs- The clubs include but not limited to Esports, chess club, and other high interest clubs that are student driven to get them more involved in school. This is new and will be offered at all grade levels.</p> <p>Athletic Supports- Developing a robust athletics program is one of the ways Maricopa wishes to increase engagement for students. These programs include intramural sports during and after-school as well as team competitive sports offered at all levels. This has benefited all students but our unduplicated students have benefited to a greater extent because they often have less opportunity for participating in sports activities outside of school and receiving athletic training at this level.</p> <p>Sports Programs Athletic Resources for Students - Maintaining athletic resources for students is critical for the safety and engagement of students. Building connectedness and engagement of students is often a</p>	\$150,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
		challenge but one way that we have been able to fully engage our students in the school community is through athletics. While this is a benefit for all students, our unduplicated students will benefit to a great extent as they often have less access to participating in private sports teams outside of school. In addition, families are not always able to purchase athletic equipment so we strive to ensure ours students have access to all the resources they will need to fully participate in these activities.		
<b>2.9</b>	Supplemental Activities	<p>2.9 The District will increase the number of field trips at grades TK-12 to provide real world connection to the curriculum for students.</p> <p>The district will continue to provide instructional field trips and visitations to four year universities, community colleges, and vocational institutions for students to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes.</p> <p>These supplemental educational activities are principally directed and effective in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low socio-economic status.</p>	\$72,489.00	Yes
<b>2.11</b>	CTE Pathways and Dual enrollment	<p>2.11 The district will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and socioeconomically disadvantaged pupils.</p> <p>a. Middle School Pathways will be added in the area STEM to connect to the high school CTE pathway.</p>	\$38,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		b. Taft Junior College offers courses that can be used at Maricopa for dual enrollment. Transportation, materials and supplies will be provided for students taking dual enrollment courses as needed. c. Maintain the additional CTE and dual enrollment sections.		
<b>2.12</b>	STEAM Lab	2.12 The District will continue and increase the District STEAM program by improving the lab.  Personnel cost for installation and maintenance of lab will be provide as well as materials and supplies.	\$21,743.00	Yes
<b>2.13</b>	Family Resource Center	2.13 The District will begin implementation of a Student/Family Support Center for the community to improve school community connectedness.  This will include supplemental hours (up to 2 hours per day) for operation of the Family Resource Center. Materials and supplies will also be provided to start the center.	\$15,000.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were substantive differences in the overall implementation of the following actions during the 2021-22 school year.

2.1 MTSS/PBIS Support

2.7 Professional Development for staff with Growth Mindset

The challenges these actions included was lack of personnel available due to Covid-19, many district initiatives to focus on, and professional learning not being offered during the timeframe needed. Maricopa will bring the actions that had substantive differences into this next years LCAP as we believe the implementation of these actions will help the district move closer in achieving Goal 2.

All other actions within this Goal were implemented and were successful in offering engagement opportunities for students during and after-school (Action 2.8, 2.9, 2.11, and 2.12). Maricopa also supported students social emotional needs as well as counseling support for all students (Action 2.5 and 2.6). Lastly we kept our parents informed by offering communication out to our families with our parent resource center and staffing devoted to communication with our community (Action 2.4 and 2.13).

Maricopa plans on continuing these actions in this years LCAP cycle.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Reviewing the material differences between Budgeted Expenditures and Estimated Actual Expenditures found that there were material differences. The material differences between the budgeted and the actual expenditures represented approximately \$184,000 of unspent funding between both Goal 1 (\$108,000) and Goal 2 (\$66,000) actions. Goal 2 actions were not fully expended mostly in the CTE Pathways and MTSS/PBIS support actions as well as in Professional Development. The reasoning for this can be attributed to the fact that both administrators in the district were new to the district this year. The additional facts that students returned to campus full time after two years of alternative instruction made for a challenging environment to implement new endeavors. Scheduling professional development, field trips, or new electives was difficult as staffing new programs or on-going was challenging in our rural, remote site.

#### An explanation of how effective the specific actions were in making progress toward the goal.

Given the challenges that the District incurred, limited progress was made toward implementation of the LCAP plan. This is the first of a three year plan. The district was able to make small progress in MTSS/PBIS implementation, add additional hours in bilingual office support, provide counseling, begin the process of starting up new programs and clubs toward student engagement. This limited progress will allow for significant growth in year two and three as we work toward normalization of full time on-campus instruction without consistent staffing shortages or student absenteeism.

Actions that were effective in attaining the following outcome of LCAP priorities 5c and 5d.

Action 2.1 MTSS/PBIS Support helped our students and staff shift to a positive climate culture that is welcoming and supporting students  
Action 2.5 Counseling Support helped our students with any social emotional and crisis issues they were facing as well as to some goal setting for their future

Action 2.8 Student Engagement helped our students with opportunities to be actively engaged in various activities

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reviewing the year 1 outcomes, it is clear that additional support to target the initiatives in this goal is pivotal toward successfully achieving the outcomes. Toward this, the District has added an administrative position (Goal 1, Action 12) in the LCAP at year two aimed at implementing the Goal and actions within it. The position will provide specific support in professional development, community and parent interactions, and effective Tier I instruction. There has also been additional funding added to most actions to account for increased personnel cost, additional funding for continuing the STEM Lab, and increasing the amount of activities for students to keep them engaged in school.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,414,061	183,489

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.47%	10.95%	\$334,643.00	49.43%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

### NEEDS, CONDITIONS, AND CIRCUMSTANCES:

We have identified a growth target to maintain and/or raise the percentage from the 18-19 CAASPP levels. COVID continued to make a significant challenge to implementing Goals during the 2021-2022 school year. After two years of mostly off campus or amended on campus education, the District returned to full day, full class instruction. While the district is proud that implementation of the modified school instruction was a GREAT SUCCESS due to the MUSD staff and Board working together for long hours day after day to support students, families, and staff during this very difficult time, returning to a normal school day proved to be very difficult to the students and staff.

Based on the Academic and MTSS support program implementation, the District has identified the following performance gaps in academic achievement:

From DataQuest 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Maricopa has 32.3% ineffective teachers as defined by CDE.

Maricopa also has 8.7% of staff that are classified as interns as defined by CDE.

Kern County has 3.6% ineffective teachers as defined by CDE and 3.7% interns.

Maricopa rate of staffing that is listed as "ineffective" is more than 10 times the rate of that from Kern County average.

2019 CAASPP test scores from DataQuest show

- 1) CAASPP ELA-Grades ( 3-8 &11) 23.5% at the Met/Exceed levels
- 2) CAASPP Math-Grades (3-8 &11) 9.66% at the Met/Exceed levels
- 3) CAST Science-Grades (5/8/10) 7.79% at the Met/Exceed levels

2019 CA Dashboard Data

ELA

All Students (-79.4 DFS, Orange Color)

English Learners (-65.7 DFS, Yellow Color)

SED (-79.4 DFS, Orange Color)

Math

All Students (-114.8 DFS, Orange Color)

English Learners (-101.2 DFS, Yellow Color)

SED (-113.8 DFS, Orange Color)

Science

All Students (7.79% Met or Exceeded)

EL (8.20% Met or Exceeded)

2020-21 CAASPP Data for all students indicate

- CAASPP ELA- Grades (3-8 & 11) 18% Met/Exceeded Levels
- CAASPP Math- Grades (3-8 & 11) 7% Met/Exceeded Levels
- CAST 7.95% Met/Exceeded Levels

Local I-Ready Data for the 2022 School Year indicates:

Reading for All Students

19% On or above Grade Level

36% One grade level below

15% Two grade levels below

30% Three or More grade levels below

Math for All Students

9% On or above Grade Level

39% One grade level below  
18% Two grade levels below  
33% Three or More grade levels below

Based on the MTSS support program implementation, the District has identified the following performance gaps in academic achievement: 2020 Ca Dashboard Data shows Number of Low-Income students who are prepared by CCI Level was 7.4%. 2019 Ca Dashboard Data shows all students who are Chronically Absent as 23.2% as compared to Low-Income students who are 23.8%. The District, in the past, has had low attendance/ADA (P2) rates for several years: 2010-11=91.3% // 2011-12=94.3% // 2012-13=92.3% //2013-14=92.9% // 2014-15=94.3 //2015-16=94.8%// 2016-17 95.6%//2017-18 93.9%//2018-19 93.7%//2019-20 (COVID Spring) The need for continued improvements to support effective school climate and motivation for academic, physical, and social success based on observations and survey comments by students, staff, and parents.

2019 Ca Dashboard Data shows Suspension Rates as 8.8% as compared to Low-Income students who are 8.9%.  
2022 Suspension Rate from Kern Integrated Data System (As of June 3, 2022): 13% for all students  
2022 Chronic Absenteeism Rate from Kern Integrated Data System (As of June 3, 2022): 30% for all students

Actions for Socio-economically Disadvantaged (SED) student population (94%):

A review of the needs, conditions, and circumstances based on our CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this sub-group. This group on the 2019 CAASPP increased 12.3 points in ELA, however they are still 79.4 points below standard. On the 2020-21 CAASPP, the Socio-economically Disadvantaged students had a 17% Met/Exceeded Overall Performance Levels in ELA. This group on the 2019 CAASPP increased 6.2 points in Math, however, they are still 113.8 points below standard. On the 2020-21 CAASPP, the Socio-economically Disadvantaged students had a 6% Met/Exceeded Overall Performance Levels in Math. CAST results were 8.43% Met/Exceeded.

The district needs to address this group's Chronic Absenteeism as it increased 4.1% to a 23.8% level. As of May 25 from KiDS data system the current Chronic Absenteeism Rate for Socio-economically Disadvantaged students was 29%. The 2022 Suspension Rate from Kern Integrated Data System (As of June 3, 2022) was 13% for SED students.

While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our Socio-economically Disadvantaged (SED) students face. These include:

- Abundance of familial resources to support their education at home
- Lack of access to technology
- Lack of resources for extra academic or social emotional supports
- Lack of access to extra-curricular opportunities outside of school
- Lack of Positive reinforcement and restorative practices

Staff training with coaching and the purchasing of needed materials, to raise rigor and engagement, will support this population well. Research suggests high levels of classroom engagement support learning for students from SED families. Parents need support for

ELA/MA/Sci./Tech to foster their ability to support their children's education. Purchasing additional resources will directly support this population's needs. Technology tools (Hardware/Software) will support this student group's learning.

#### Actions for English Learners (EL) (17%):

A review of the needs, conditions, and circumstances based on our CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this EL sub-group. This group on the 2019 CAASPP increased 32 points in ELA, however they are still 65.7 points below standard. On the 2020-21 CAASPP, the English Learner students had a 19% Met/Exceeded Overall Performance Levels in ELA. This group on the 2019 CAASPP increased 17.9 points in Math, however, they are still 101 points below standard. On the 2020-21 CAASPP, the English Learner students had a 7% Met/Exceeded Overall Performance Levels in Math. CAST results were 7.69% Met/Exceeded.

As of May 25 from KIDS data system the current Chronic Absenteeism Rate for EL students was 25%. The 2022 Suspension Rate from Kern Integrated Data System (As of June 3, 2022) was 5% for EL students.

While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our English Learners (EL) students face. These include:

- Abundance of familial resources to support their education at home
- Lack of access to technology
- Exposure to academic language outside of school
- Opportunities to demonstrate content knowledge separate from their language development
- Attendance is impacted due to transportation needs
- Lack of resources for extra academic or social emotional supports
- Lack of access to extra-curricular opportunities outside of school
- Lack of Positive reinforcement and restorative practices

Staff training, with coaching and the purchasing of needed materials, to raise rigor and engagement, will support this EL population well. Research suggests high levels of classroom engagement support learning for students from English language learner families. Our EL parents also need support for ELA/MA/Sci./Tech to foster their ability to support their children's education. Purchasing additional EL resources will directly support this population's needs. Technology tools (Hardware/Software) will support this student group's learning.

#### Actions for Foster Youth/McKinney-Vento (>1%):

No Dashboard data are available. However, these few students are also members of other high-need groups. Technology tools (Hardware/Software) will support this population's needs. Purchasing additional resources to directly support the individualized needs for our Foster Youth/McKinney-Vento population is needed.

Maricopa Unified School District is meeting the high-need populations of our SED Low-income, English Learners, and Foster Youth/McKinney-Vento through the following Goals and Actions with strategies:



#### GOAL #1:

By 2024, the District will increase the percentage of students in Proficient/Advanced levels in ELA and Math, based on the district benchmark assessments and/or state assessment CAASPP program comparison data. Fully implement Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement instruction at the DOK levels 3 & 4 to raise rigor and engagement. (State LCFF Priorities Goals 1/2/4/7/8)

This goal was developed to continue to retain highly qualified teachers for improved student outcomes; ensure every student has sufficient instructional materials to complete their classwork at home; continue to maintain full implementation of academic content and performance standards in all subject areas including English learner access to the common core state standards and ELD standards; increase the UC a-g completion rates (7%) for unduplicated pupils; and improve the dual enrollment credit attainment for English learners, students with disabilities, foster youth, and socioeconomically disadvantaged pupils. Our district intends on continuing to provide the support needed to meet or exceed the performance outcomes and to ensure new teachers are provided the necessary mentoring for improved student learning.

#### WHAT:

The actions listed below will be implemented to raise rigor and classroom lesson engagement to increase skills and to raise ELA/MATH CAASPP scores.

1.1 The District will provide training to all staff (certificated and classified) to increase their capacity in AVID, Technology, ELD and other related instructional strategies.

1.2 The District will provide coaching and training to new teachers. The District will utilize both tenured teachers and outside organizations to provide coaching and training that will immediately provide new teachers strategies in both classroom management and effective delivery of the core and supplemental curriculum.

1.3 The District will provide parent support to increase the support for student learning at home. Parents will be offered training in core and supplemental subjects such as Math, ELA, Science, and Technology. This training will allow for the parents to better assist their students with their learning and will increase the home to school connectedness between teacher and parents.

1.4 The District will purchase technology hardware and software that will enable effective instruction in not only Tier I but Tier II and III as well. Necessary software to provide effective instruction will be purchased.

1.5 The District will allocate funds for the purchase/acquisition of support resources that assist with the acquisition of materials and the training of staff to best implement what has been learned so that the goal can be achieved. English Learner supplemental materials will be purchased to increase language acquisition. The District will provide additional tutoring programs in grades TK-12. The tutoring will focus on Credit Recovery, Ext. Learning, Saturday core and intervention programs, and extended periods.

1.6 The District will allocate resources to support service providers so that programs and services can be operated in an efficient manner. This will be staff professional development to support RTI and ELD. This action is also for compensation to staff to implement RTI via extended day, Saturday School, and other interventions outside the school day.

1.7 The District will maintain/provide additional teachers to support smaller class sizes to mitigate learning loss and accelerate learning in Reading and Math.

a. The District will continue to provide class size reduction as in previous years.

- b. 2 additional multiple subject teachers will be hired at the elementary school to provide smaller class size to mitigate learning loss.
- 1.8 The District will provide an additional teacher to focus on RTI to help support students who are struggling with academic achievement. Individual, small group instruction will be provided before school, during, and after-school for all who need support. While this action is provided to all, there is a performance gap that exist with our low-income, Foster Youth, and English Learner students. This data is presented within the identified need of the LCAP as well as in the Increased/Improved Service section.
- 1.9 The District will provide instructional aides and materials for the RTI program. This additional support will support learning loss and close academic achievement gaps for students.
- 1.10 The District will provide additional focus on primary skills through classroom aide support (4 positions). This includes assisting teachers with Reading and Math intervention.
- 1.11 The District will provide ELD support for the program through additional classroom aide hours, appropriate training, and program support.
- 1.12 The district will provide support staff to improve student outcomes by hiring one new Assistant Superintendent of Educational Programs to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction. This position will also provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.
- 1.13 The District will promote/operate a new on-campus club focused on GATE. Cost will be for materials and supplies and for 1 certificated person to run the program with supplemental hours.

#### HOW:

#### INCREASED OR IMPROVED SERVICES AND HOW ACTIONS WILL BE MEASURED FOR EFFECTIVENESS:

In consideration of our ELA and Math performance gaps, we have developed several actions that will target ELA and Math skills using rigorous content, engagement methods, check for understanding assessments, and modifications to support students with different learning needs. The actions may include, but are not limited to, staff training, purchasing of educational support materials to help raise rigor, and training/coaching to help increase engagement strategies to best access the content and skills being learned. These actions are designed to address some of the major root causes that are keeping our students from learning at DOK levels 3 & 4 and ultimately raising CAASPP scores to the next level. These root causes include but not limited to additional time needed to master standards and grade level material (CCSS and ELD standards), improving the quality of professional development so that staff learn the best instructional strategies to implement during 1st instruction, additional personnel available for interventions programs, additional supplemental support material to be used with students who struggle with mastery of standards, and Parent support.

Maricopa will monitor the effectiveness of these actions for the unduplicated pupil population through the use of local formative and summative assessments; state metrics; administrative classroom walkthroughs; and student, staff, and parent surveys.

#### GOAL #2:

By 2024, the District will develop and implement a comprehensive Multi-tier System of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and schoolwide improvements (State LCFF Priorities Goals 3/5/6)

This goal was developed to continue to reduce chronic absenteeism and suspension rates by providing high interest student engagement

during and after-school, continue to maintain full implementation of academic content and performance standards in all subject areas including English learner access to the common core state standards and ELD standards; increase the UC a-g completion rates (7%) for unduplicated pupils; and improve the dual enrollment credit attainment for English learners, students with disabilities, foster youth, and socioeconomically disadvantaged pupils.

#### WHAT:

This actions listed below will implement programs to help raise and/or Maintain Attendance, reduce suspension rates, and lower chronic absenteeism rates to support. We believe these actions will be effective in increasing the attendance rates of all students with less than 96% attendance rate. However, because of the significantly lower attendance rate of SED low-income students, SWD, and EL students, because the actions meet needs most associated with the chronic stresses and experiences of socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

2.1. The District will implement a Chronic Absenteeism program (PASS and RAISE) to promote school attendance and positive behavior. This will include hiring new staff to track and monitor students who are Chronically Absent including Foster Youth, Low-Income, and English Learners. This action is intended to identify students earlier in the process within SARB and communicate to parents, implement interventions, and offer support services.

Maricopa Unified School District (MUSD) has created the PASS and RAISE Program as part of its Positive Behavioral Interventions and Supports (PBIS), which focuses on promoting a positive school climate for all students by teaching and reinforcing positive school-wide expected behaviors. These programs focuses on alternative to suspensions, student positive incentives, and interventions targeting but not limited to:

- Reflective thinking
- Conflict Resolution skills
- Self-Management skills
- Restorative Practice skills

MTSS/PBIS support includes professional development, materials and supplies, and staffing (1 Resource Teacher, Certificated, and Classified supplemental salary to run these programs)

2.4 The District will increase the bilingual office support to allow for better communication between the school sites and the community. Parent communication in home language is needed with this support and 1 support staff will be available during and after-school hours to provide this support for students and families.

2.5 The District will improve the student counseling program by adding a school counselor to target students A-G requirements, CTE pathways, and school programs to target graduation for students. School counselor will also work with K-8 students to provide supports in MTSS/PBIS.

2.6 The District will provide training and materials to staff to improve Social Emotional Learning.

2.7 The District will focus on students/school growth mindset and motivation through school/district wide activities. Professional Development

for staff to understand goal setting with students and being able to navigate goals using motivation strategies learned from the professional development.

2.8 The District will provide additional focus on sport programs and student clubs in grades TK-12 to allow for improved student connectedness. These student engagements are new and never been offered at campus. This action will pay for materials and supplies to operate these clubs as well as staff supplemental salaries to run sports and clubs.

Clubs- The clubs include but not limited to Esports, chess club, and other high interest clubs that are student driven to get them more involved in school. This is new and will be offered at all grade levels.

Athletic Supports- Developing a robust athletics program is one of the ways Maricopa wishes to increase engagement for students. These programs include intramural sports during and after-school as well as team competitive sports offered at all levels. This has benefited all students but our unduplicated students have benefited to a greater extent because they often have less opportunity for participating in sports activities outside of school and receiving athletic training at this level.

Sports Programs/Athletic Resources for Students - Maintaining athletic resources for students is critical for the safety and engagement of students. Building connectedness and engagement of students is often a challenge but one way that we have been able to fully engage our students in the school community is through athletics. While this is a benefit for all students, our unduplicated students will benefit to a great extent as they often have less access to participating in private sports teams outside of school. In addition, families are not always able to purchase athletic equipment so we strive to ensure our students have access to all the resources they will need to fully participate in these activities.

2.9 The District will increase the number of field trips at grades TK-12 to provide real world connection to the curriculum for students. The district will continue to provide instructional field trips and visitations to four year universities, community colleges, and vocational institutions for students to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes. These supplemental educational activities are principally directed and effective in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low socio-economic status.

2.11 The district will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and socioeconomically disadvantaged pupils.

a. Middle School Pathways will be added in the area STEM to connect to the high school CTE pathway.

b. Taft Junior College offers courses that can be used at Maricopa for dual enrollment. Transportation, materials and supplies will be provided for students taking dual enrollment courses as needed.

c. Maintain the additional CTE and dual enrollment sections.

2.12 The District will continue and increase the District STEAM program by improving the lab.

2.13 The District will begin implementation of a Student/Family Support Center for the community to improve school community connectedness.

This will include supplemental hours (up to 2 hours per day) for operation of the Family Resource Center. Materials and supplies will also be provided to start the center. Personnel cost for installation and maintenance of lab will be provide as well as materials and supplies.

## HOW:

### INCREASED OR IMPROVED SERVICES:

In consideration of this performance gap, we will develop and implement a new attendance program to include an automated calling system for absence reporting, attendance awards for perfect and 96%+, weekly class attendance awards to address Tier 1. Students will move into Tier 2 at six days of missed school. At Tier 2 students will be referred to meet with Admin/Counselor and our Family Resource Aide. This meeting could lead to a referral for Saturday School and/or an Attendance Buddy. Students will move into Tier 3 at 9 days of missed school. At Tier 3 students will be mandated to attend Saturday School and doing daily Check In Check Out at the Family Resource Center. Should students not attend, the Family Resource Aide will make a phone call home. This program is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. The Positive Alternative to School Suspension Program (PASS) will support student attendance by allowing students to continue to receive on-campus education when suspended.

In consideration of the Social Emotional and Mental Health needs of our students, we will utilize an MTSS 3 Tier Approach. Tier 1 All Students will receive at least 15 minutes of Social Emotional Learning daily in their classrooms. All students will also be trained on clear school-wide behavioral expectations. Tier 2 "Some Students" will be referred for Small Group SEL/Social Skills support. These students would also have a weekly check-in with the School Counselor to support Mental Health Needs. Tier 2 students would be identified based on teacher/staff referrals, discipline referrals, student social-emotional assessments, or parent referrals. Tier 3 "Few Students" could be referred to outside agency supports, increased School Counselor Support, individualized behavior, or self-care plan.

Considering the School's unique circumstances as the provider of most activities and resources within our town we will increase student opportunities to participate in extra-curricular activities such as sports, clubs, family events, and field trip opportunities. Growing student opportunities for involvement could increase motivation for academic and lifelong success.

Maricopa will monitor the effectiveness of these actions for the unduplicated pupil population by assessing a correlation between students provided intervention from the MTSS team, Targeted support for increasing student engagement, Additional CTE and STEAM opportunities, Additional Support Staff (Counselors and Bilingual support staff), Professional Development and supplemental materials, and the Student/Family Support Center in comparison to student populations as it relates to chronic absenteeism, dropout rates, and suspension rates. Maricopa will monitor the effectiveness of these actions for foster youth, English learners, and socioeconomically disadvantaged youth through the use of the California Dashboard College and Career Indicator; Dataquest chronic absenteeism; dropout rates; graduation rates; suspension and expulsion rates; parent, student, and staff surveys; and input from stakeholders during the consultation sessions.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

MUSD has met the requirements of 5 CCR Section 15496, which describes how services are being provided for unduplicated pupils and increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. All actions listed in this LCAP are being implemented to improve services for Foster Youth, English Learners, and low-income students.

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

As of May 25 from KiDS data system the current Chronic Absenteeism Rate for EL students was 25%. The 2022 Suspension Rate from Kern Integrated Data System (As of June 3, 2022) was 5% for EL students.

While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our English Learners (EL) students face. These include:

- Abundance of familial resources to support their education at home
- Lack of access to technology
- Exposure to academic language outside of school
- Opportunities to demonstrate content knowledge separate from their language development
- Attendance is impacted due to transportation needs
- Lack of resources for extra academic or social emotional supports
- Lack of access to extra-curricular opportunities outside of school
- Lack of Positive reinforcement and restorative practices

Staff training, with coaching and the purchasing of needed materials, to raise rigor and engagement, will support this EL population well. Research suggests high levels of classroom engagement support learning for students from English language learner families. Our EL parents also need support for ELA/MA/Sci./Tech to foster their ability to support their children's education. Purchasing additional EL resources will directly support this population's needs. Technology tools (Hardware/Software) will support this student group's learning.

Providing English Learners with supplemental ELD support in order to support growth language acquisition (Goal 1, Action #11). English Learners continue to make great strides in progress of language development and academic achievement (data provided in explanation of why for Goal #1). Providing home language communication during and after-school hours continue to be a need that the district continues to address (Goal 2, Action #4). By providing this service it is increasing the amount of parent communication that takes place. This is noted on survey results and requested by parent stakeholder groups.

Maricopa will monitor the effectiveness of these actions for the unduplicated pupil population by assessing a correlation between students provided intervention from the MTSS team, Targeted support for increasing student engagement, Additional CTE and STEAM opportunities, Additional Support Staff (Counselors and Bilingual support staff), Professional Development and supplemental materials, and the



Student/Family Support Center in comparison to student populations as it relates to chronic absenteeism, dropout rates, and suspension rates. Maricopa will monitor the effectiveness of these actions for foster youth, English learners, and socioeconomically disadvantaged youth through the use of the California Dashboard College and Career Indicator; Dataquest chronic absenteeism; dropout rates; graduation rates; suspension and expulsion rates; parent, student, and staff surveys; and input from stakeholders during the consultation sessions.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The district will provide support staff to improve student outcomes by hiring one new Assistant Superintendent of Educational Programs to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction. This position will also provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status (Goal 1, Action 12). Maricopa will also retain staffing that provide direct services to students by allocating a percentage increase in salary to keep up with the district pay increases. These include salaries within the following:

#### Goal 1

Action 1- Staff Professional Development to increase Academic Achievement  
Action 3- Parent Training to support Academic Achievement  
Action 6- Implementation Effective Academic Interventions and Support Programs  
Action 7- Reduced Class size  
Action 8- Certificated Staff to support Response to Intervention  
Action 9- Classified Staff and materials to support Response to Intervention  
Action 10- Additional Support for primary skills  
Action 11- Supplemental ELD Support

#### Goal 2

Action 1- MTTS/PBIS Support  
Action 4- School Communication (Bilingual Office Support)  
Action 5- Counseling Support  
Action 6- Professional Development for Social Emotional Learning  
Action 8- Student Engagement  
Action 9- Supplemental Activities  
Action 11- CTE Pathways and Dual enrollment  
Action 13- Family Resource Center



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<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:23
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,819,344.00				\$1,819,344.00	\$1,169,375.00	\$649,969.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staff Professional Development to increase Academic Achievement	English Learners Foster Youth Low Income	\$90,000.00	\$0.00	\$0.00	\$0.00	\$90,000.00
1	1.2	Support for New Staff	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
1	1.3	Parent Training to support Academic Achievement	English Learners Foster Youth Low Income	\$12,000.00				\$12,000.00
1	1.4	Technology Hardware and Software	English Learners Foster Youth Low Income	\$200,000.00				\$200,000.00
1	1.5	Supplemental Support Materials and Training	English Learners Foster Youth Low Income	\$45,000.00				\$45,000.00
1	1.6	Implementation Effective Academic Interventions and Support Programs	English Learners Foster Youth Low Income	\$55,000.00				\$55,000.00
1	1.7	Reduced Class size	English Learners Foster Youth Low Income	\$362,500.00				\$362,500.00
1	1.8	Certificated Staff to support Response to Intervention	English Learners Foster Youth Low Income	\$36,000.00				\$36,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Classified Staff and materials to support Response to Intervention	English Learners Foster Youth Low Income	\$81,800.00				\$81,800.00
1	1.10	Additional Support for primary skills	English Learners Foster Youth Low Income	\$102,500.00				\$102,500.00
1	1.11	Supplemental ELD Support	English Learners	\$36,000.00				\$36,000.00
1	1.12	Support Staff to improve student outcomes	English Learners Foster Youth Low Income	\$163,000.00				\$163,000.00
1	1.13	Supplemental Programs to support Academic Achievement	English Learners Foster Youth Low Income	\$7,500.00				\$7,500.00
2	2.1	MTTS/PBIS Support	English Learners Foster Youth Low Income	\$55,000.00				\$55,000.00
2	2.4	School Communication (Bilingual Office Support)	English Learners	\$41,100.00				\$41,100.00
2	2.5	Counseling Support	English Learners Foster Youth Low Income	\$129,200.00				\$129,200.00
2	2.6	Professional Development for Social Emotional Learning	English Learners Foster Youth Low Income	\$47,500.00				\$47,500.00
2	2.7	Professional Development for staff with Growth Mindset	English Learners Foster Youth Low Income	\$17,500.00				\$17,500.00
2	2.8	Student Engagement	English Learners Foster Youth Low Income	\$150,512.00				\$150,512.00
2	2.9	Supplemental Activities	English Learners Foster Youth Low Income	\$72,489.00				\$72,489.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.11	CTE Pathways and Dual enrollment	English Learners Foster Youth Low Income	\$38,000.00				\$38,000.00
2	2.12	STEAM Lab	English Learners Foster Youth Low Income	\$21,743.00				\$21,743.00
2	2.13	Family Resource Center	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3675573	1,414,061	38.47%	10.95%	49.43%	\$1,819,344.00	0.00%	49.50 %	<b>Total:</b>	\$1,819,344.00
								<b>LEA-wide Total:</b>	\$1,781,344.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$38,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff Professional Development to increase Academic Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
1	1.2	Support for New Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
1	1.3	Parent Training to support Academic Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
1	1.4	Technology Hardware and Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.5	Supplemental Support Materials and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
1	1.6	Implementation Effective Academic Interventions and Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Reduced Class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$362,500.00	
1	1.8	Certificated Staff to support Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	
1	1.9	Classified Staff and materials to support Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,800.00	
1	1.10	Additional Support for primary skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$102,500.00	
1	1.11	Supplemental ELD Support	Yes	LEA-wide	English Learners	All Schools	\$36,000.00	
1	1.12	Support Staff to improve student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,000.00	
1	1.13	Supplemental Programs to support Academic Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
2	2.1	MTTS/PBIS Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
2	2.4	School Communication (Bilingual Office Support)	Yes	LEA-wide	English Learners	All Schools	\$41,100.00	
2	2.5	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$129,200.00	
2	2.6	Professional Development for Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,500.00	
2	2.7	Professional Development for staff with Growth Mindset	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,500.00	
2	2.8	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,512.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Supplemental Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,489.00	
2	2.11	CTE Pathways and Dual enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Maricopa Middle and Maricopa High School 6-12	\$38,000.00	
2	2.12	STEAM Lab	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,743.00	
2	2.13	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	



## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$986,500.00	\$829,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staff Professional Development to increase Academic Achievement	Yes	\$40,000.00	\$25,000
1	1.2	Support for New Staff	Yes	\$20,000.00	\$13,000
1	1.3	Parent Training to support Academic Achievement	Yes	\$10,000.00	\$2,000
1	1.4	Technology Hardware and Software	Yes	\$30,000.00	\$50,000
1	1.5	Supplemental Support Materials and Training	Yes	\$5,000.00	\$15,000
1	1.6	Implementation Effective Academic Interventions and Support Programs	Yes	\$45,000.00	\$15,000
1	1.7	Reduced Class size	Yes	\$250,000.00	\$250,000
1	1.8	Certificated Staff to support Response to Intervention	Yes	\$36,000.00	0
1	1.9	Classified Staff and materials to support Response to Intervention	Yes	\$60,000.00	\$36,000
1	1.10	Additional Support for primary skills	Yes	\$70,000.00	\$60,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Supplemental ELD Support	Yes	\$35,000.00	\$35,000
1	1.13	Supplemental Programs to support Academic Achievement	Yes	\$7,500.00	\$5,000
2	2.1	MTTS/PBIS Support	Yes	\$53,000.00	\$15,000
2	2.4	School Communication (Bilingual Office Support)	Yes	\$30,000.00	\$31,000
2	2.5	Counseling Support	Yes	\$110,000.00	\$110,000
2	2.6	Professional Development for Social Emotional Learning	Yes	\$17,500.00	\$10,000
2	2.7	Professional Development for staff with Growth Mindset	Yes	\$7,500.00	0
2	2.8	Student Engagement	Yes	\$95,000.00	\$95,000
2	2.9	Supplemental Activities	Yes	\$30,000.00	\$30,000
2	2.11	CTE Pathways and Dual enrollment	Yes	\$20,000.00	\$11,000
2	2.12	STEAM Lab	Yes	\$5,000.00	\$15,000
2	2.13	Family Resource Center	Yes	\$10,000.00	\$6,000

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1163643	\$986,500.00	\$829,000.00	\$157,500.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Professional Development to increase Academic Achievement	Yes	\$40,000.00	25000		
1	1.2	Support for New Staff	Yes	\$20,000.00	13000		
1	1.3	Parent Training to support Academic Achievement	Yes	\$10,000.00	2000		
1	1.4	Technology Hardware and Software	Yes	\$30,000.00	50000		
1	1.5	Supplemental Support Materials and Training	Yes	\$5,000.00	15000		
1	1.6	Implementation Effective Academic Interventions and Support Programs	Yes	\$45,000.00	15000		
1	1.7	Reduced Class size	Yes	\$250,000.00	250000		
1	1.8	Certificated Staff to support Response to Intervention	Yes	\$36,000.00	0		
1	1.9	Classified Staff and materials to support Response to Intervention	Yes	\$60,000.00	36000		
1	1.10	Additional Support for primary skills	Yes	\$70,000.00	60000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Supplemental ELD Support	Yes	\$35,000.00	35000		
1	1.13	Supplemental Programs to support Academic Achievement	Yes	\$7,500.00	5000		
2	2.1	MTTS/PBIS Support	Yes	\$53,000.00	15000		
2	2.4	School Communication (Bilingual Office Support)	Yes	\$30,000.00	31000		
2	2.5	Counseling Support	Yes	\$110,000.00	110000		
2	2.6	Professional Development for Social Emotional Learning	Yes	\$17,500.00	10000		
2	2.7	Professional Development for staff with Growth Mindset	Yes	\$7,500.00	0		
2	2.8	Student Engagement	Yes	\$95,000.00	95000		
2	2.9	Supplemental Activities	Yes	\$30,000.00	30000		
2	2.11	CTE Pathways and Dual enrollment	Yes	\$20,000.00	11000		
2	2.12	STEAM Lab	Yes	\$5,000.00	15000		
2	2.13	Family Resource Center	Yes	\$10,000.00	6000		

## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3055216	1163643	0	38.09%	\$829,000.00	0.00%	27.13%	\$334,643.00	10.95%

# Instructions

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*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose



A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### **Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### **Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## Goal Analysis:

Enter the LCAP Year.



Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table



As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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