



## LCFF Budget Overview for Parents

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

CDS Code: 15-63628

School Year: 2023-24

LEA contact information:

Michael Coleman

Superintendent

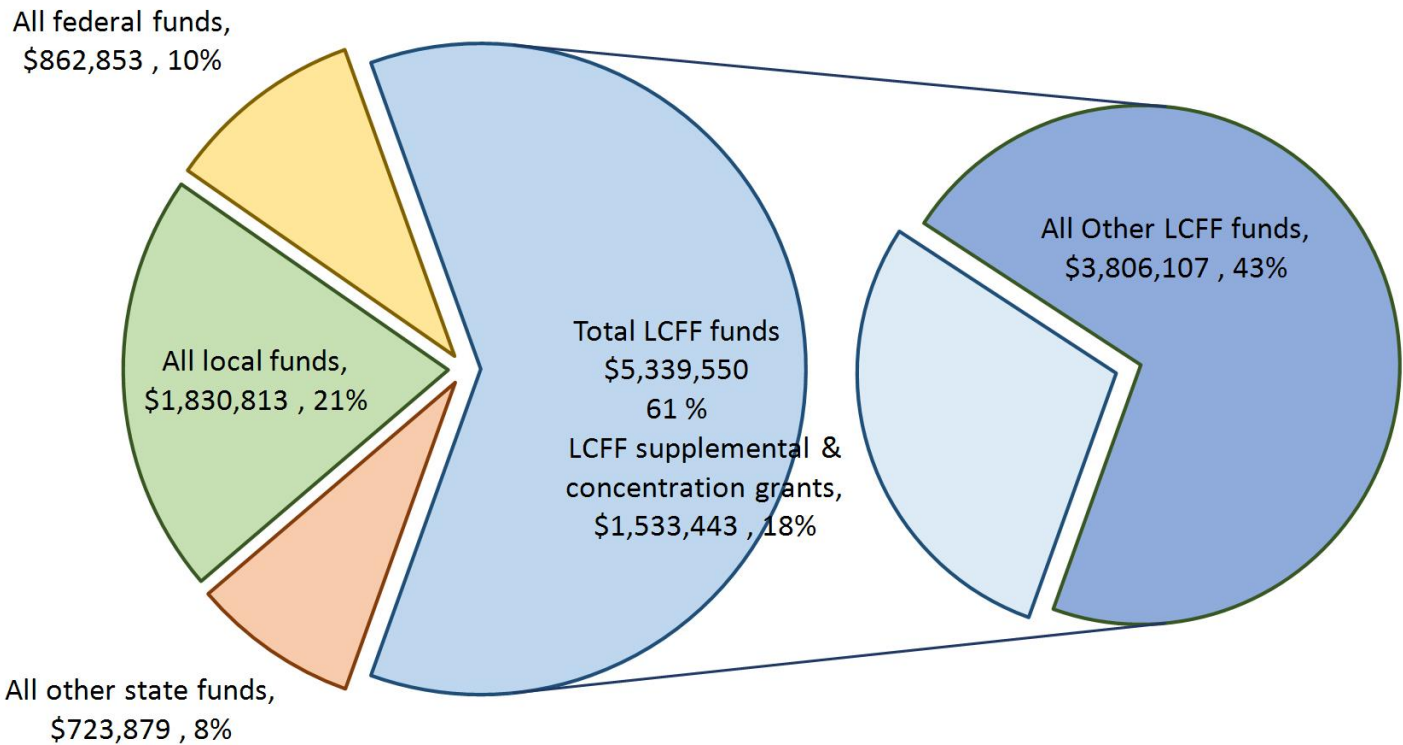
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661-769-8231 Ext. 202

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 2023-24 School Year

## Projected Revenue by Fund Source

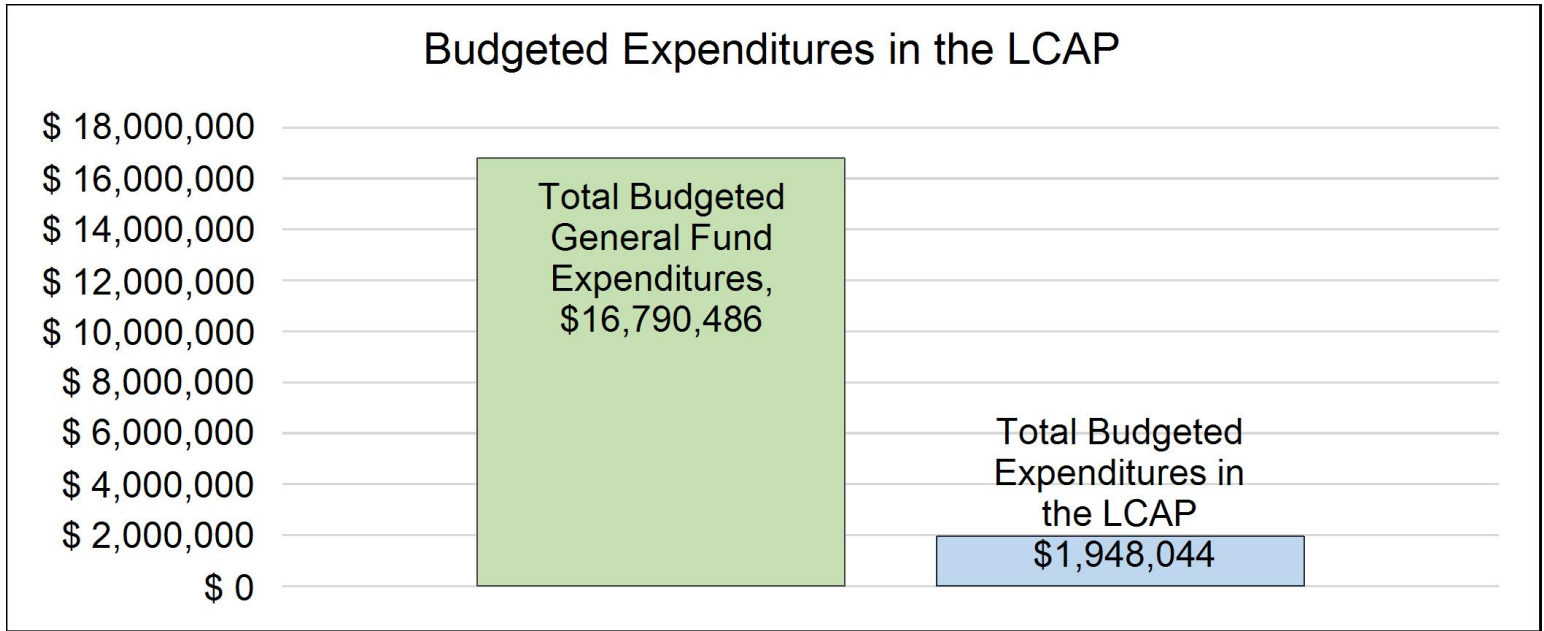


This chart shows the total general purpose revenue Maricopa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Maricopa Unified School District is \$8,757,095, of which \$5339550 is Local Control Funding Formula (LCFF), \$723879 is other state funds, \$1830813 is local funds, and \$862853 is federal funds. Of the \$5339550 in LCFF Funds, \$1533443 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 2023-24. 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 \$16790486 for the 2023-24 school year. Of that amount, \$1948044 is tied to actions/services in the LCAP and \$14,842,442 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

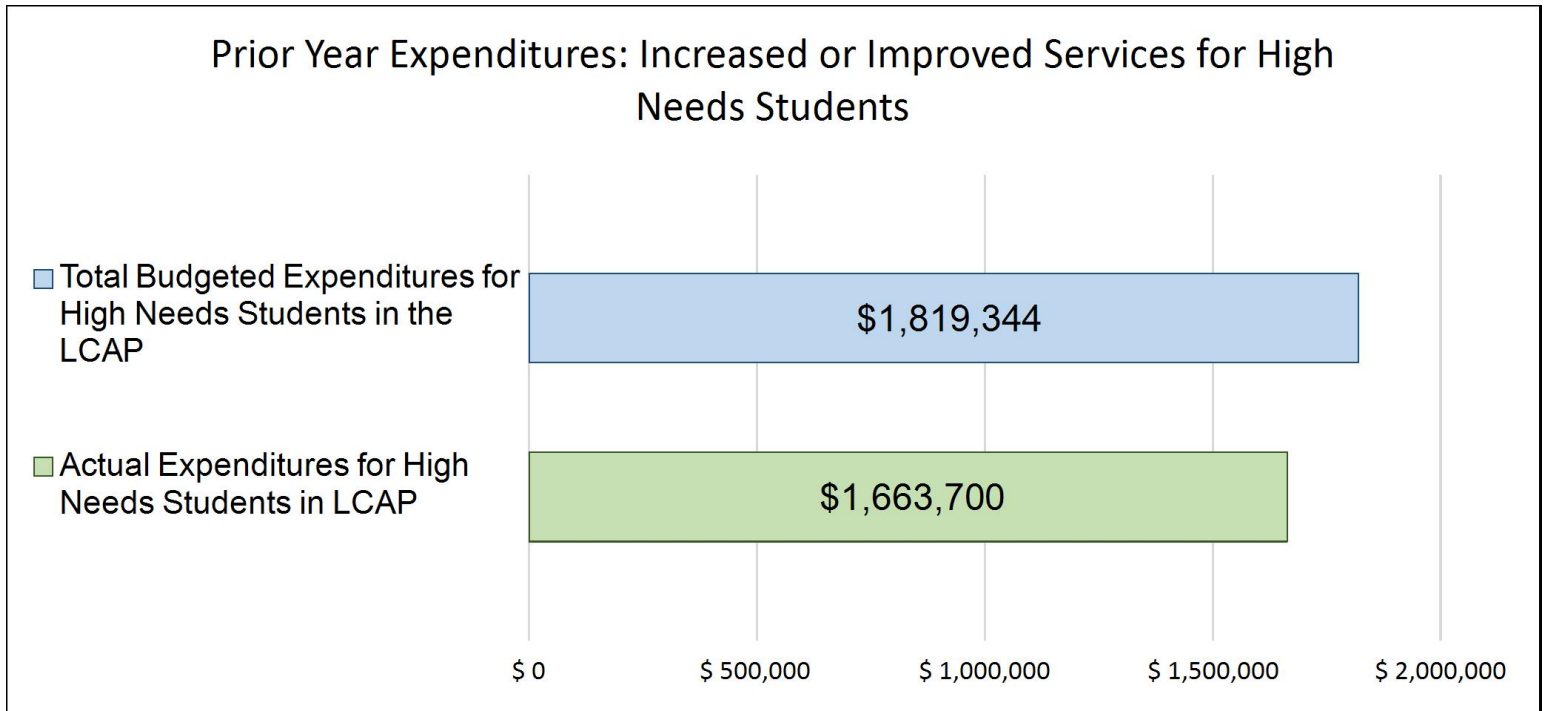
The Budget includes expenditures for a large capital project, administrative salaries, professional development, transportation, and increases in Special Education program supports that are not included inside the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Maricopa Unified School District is projecting it will receive \$1533443 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 \$1948044 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 2022-23



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 2022-23, Maricopa Unified School District's LCAP budgeted \$1819344 for planned actions to increase or improve services for high needs students. Maricopa Unified School District actually spent \$1663700 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-155,644 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 and capacity to offer the total amount of expanded services that were originally planned.



## Local Control and 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 [2023-24]

### 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:

After reflecting on the 2022-23 school year with a comprehensive assessment on state (Ca Dashboard) and local performance indicators, local self-assessment reflection tools, and educators partners input MUSD has made progress with implementing actions within our LCAP. MUSD LCAP is designed 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. Some Notable Successes include the following:

MUSD English Learner Progress has remained consistent over the years with positive trends. On the 2022-23 Ca Dashboard, the progress of English Learners making progress toward English language proficiency was 46.7%. In fact we had 38% of English Learners who maintained a Level 4 or increased by at least one level on the ELPAC assessment (Data from KiDS, April 2023). The Graduation Rate has also remained consistent over the past few years and our current Graduation Rate is 94.7. The 2022 Ca Dashboard also shows that MUSD had 19% of students met or exceed standard on the English Language Arts/Literacy Assessment. Our Socioeconomic Disadvantaged students also had the same performance of 19% which highlights no performance gap between how all students are performing versus how our Socioeconomic students are performing.

Our local i-Ready ELA results for ALL students during the 2022-23 school year have shown steady progress in many grade levels highlighted by the following (Data from KiDS, April 2023):

- 1st grade students reading skills had a growth of 9% since the beginning of the year (10% at or above grade level in the fall as compared to 20% in winter)
- 3rd grade students reading skills had a growth of 10% since the beginning of the year (19% at or above grade level in the fall as compared to 30% in winter)
- 8th grade students reading skills had a growth of 5% since the beginning of the year (6% at or above grade level in the fall as compared to 11% in winter)

Our local i-Ready ELA results for English Learners during the 2022-23 school year have shown steady progress in some grade levels



highlighted by the following (Data from KiDS, April 2023):

- 2nd grade English Learner students reading skills had a growth of 25% since the beginning of the year (0% at or above grade level in the fall as compared to 25% in winter)
- 6th grade English Learner students reading skills had a growth of 33% since the beginning of the year (0% at or above grade level in the fall as compared to 33% in winter)

Our local i-Ready ELA results for Socio-Economic Disadvantaged students during the 2022-23 school year have shown steady progress in some grade levels highlighted by the following (Data from KiDS, April 2023):

- 1st grade Socio-Economic Disadvantaged students reading skills had a growth of 9% since the beginning of the year (10% at or above grade level in the fall as compared to 19% in winter)
- 3rd grade Socio-Economic Disadvantaged students reading skills had a growth of 11% since the beginning of the year (19% at or above grade level in the fall as compared to 30% in winter)
- 6th grade Socio-Economic Disadvantaged students reading skills had a growth of 7% since the beginning of the year (0% at or above grade level in the fall as compared to 7% in winter)
- 8th grade Socio-Economic Disadvantaged students reading skills had a growth of 5% since the beginning of the year (6% at or above grade level in the fall as compared to 11% in winter)

The local i-Ready Math results for the 2022-23 school show similar patterns of steady progress in some grade levels, highlighted by 3rd (13% at or above grade level), 5th (9% at or above grade level), 7th (14% at or above grade level), and 10th (18% at or above grade level) making positive growth since the beginning of the year (Data from KiDS, April 2023).

Based on educational partners input, MUSD is also proud of our staff's teamwork throughout the year. With the continued support of our staff in our LCAP (Certificated and Classified staff to support RTI (Goal 1, Action 8 and 9), Support for Primary to assist with Reading and Math (Goal 1, Action 10), Supplemental ELD Support (Goal 1, Action 11), and our Assistant Superintendent (Goal 1, Action 12) MUSD has been able to maintain a focus on Academic Achievement. There has been a focus on the necessary program additions to our school, improved administrative support for our classrooms, leadership in implementing programs focused on improving early literacy, and necessary data that allows a focused approach to the needs of our students. MUSD has also been able to add support to implement a comprehensive Multi-Tier Systems of Support (MTSS) to improve school attendance and climate/culture. The added support provides an additional ability to provide social emotional services (Counseling Support (Goal 2, Action 5), SEL and Growth Mindset Professional Learning (Goal 2, Action 6 and 7), and Student Engagement (Goal 2, Action 8) to our students that, in turn, allow for greater student focus and success to the whole student as families.

With the addition of ELOP funding, MUSD has further added classified instructional aides to support learning in the extended day. Survey results from staff state that the focus on professional development is appreciated with a 79% positive mark. Overall staff ratings on the annual LCAP survey were positive with ratings between 71 and 93.9% in all surveyed topics. With a dedicated staff, MUSD has been able to offer a new early literacy program focused in the Tk-3 grade levels. It has also focused on the need for improved data so that data driven

decision making can be utilized effectively. The District has focused on increased success for the EL population with an increase in the percentage of RFEP and FEP students. We are proud that given a large task of increasing capacity within our staff and providing new educational programs this past year for students, we have been able to show meaningful success.

Throughout the year, educational partners had opportunities to be part of decisions about MUSD through surveys, meetings, and committees. Results of the 2022-23 Parent surveys state 91.3% strongly agree/agree that they feel valued. Additionally, survey results from from students in grades 3-12 report 70.2% feel that staff make learning understandable and 68.3% feel supported.

This data is showing we are making progress in Goal 2 as we are trying to ensure, 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). While implementation is slow, we are seeing a change in adult knowledge by utilizing surveys to assess if staff have the skills to address a positive school climate and culture.

Maricopa Unified School District's (MUSD) has continued its partnership with Kern County Superintendent of Schools (KCSOS) Continuous Improvement Process (CIP) and Professional Development. We have a diverse team of partners re-launch the CIP again this year and it has been instrumental in looking at the following:

- Data protocol to review the most up to date School Dashboard
- School-wide 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 (Over 80% of staff Agree/Strongly Agree Survey Results)
- Theory of action
- Pre-Implementation Action plan
- Ongoing progress/implementation monitoring by MUSD 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.

Maricopa continued to partner with 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 has been able to participate in a year long training on effective Professional Learning Community practices to assure that learned practices are implemented and continue.

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 increasing district school psychologist and counseling time, establishing a parent center in coordination with a State Community Schools grant, and other supports. We will be working on building staff knowledge with the following initiatives from our CIP work:

## Initiative 1 - Increase and Standardize Instructional Practices and Interventions

\*Goal 1, Action 1 Staff PD to Increase Academic Achievement to strengthen teacher knowledge and pedagogy of grade-level standards-based instruction, targeted intervention, especially in the area of mathematics and early literacy. Staff PD will be focused and purposeful by offering training that will strengthen our Tier 1 instruction. This includes, but not limited to professional development in the area of Professional Learning Communities, Advancement Via Individual Determination (AVID), Math/Science Support, and Early Literacy Support. Using the Continuous Improvement Process we will begin the implementation phase next year and using ongoing data analysis and cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

\*Goal 1, Action 6 Implementation Effective Academic Intervention to strengthen grade-level standards-based instruction, targeted intervention, especially in the area of mathematics and early literacy, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

\*Goal 1, Action 8 Certificated Staff for RTI will continue to assist students needing target instruction in mathematics and ELA.

\*Goal 1, Action 9 Classified Staff for RTI will continue to assist students needing target instruction in mathematics and ELA.

\*Goal 1, Action 12 Support Staff (Asst. Superintendent of Educational Programs) to assure that the base tier I program is guided throughout the grade levels. The position will assure that data is gathered and used to assess students and correctly monitor their progress. Early literacy initiatives will be monitored so that they are implemented effectively.

## Initiative 2 - Build A Grade Level Discipline Matrix at Grade Level Bands to address the behavior issues.

\*Goal 2, Action 1 MTSS/PBIS to positively reinforce behaviors that are appropriate and lead to a strong learning and social environment.

\*Goal 2, Action 7 Professional Development: Growth Mindset With a data focus, staff trained on Growth Mindset allow for learning outcomes to be individualized and growth to occur at the students optimum pace.

\*Goal 2, Action 6 Student Engagement Allowing for students to be engaged in multiple avenues within the school environment creates a connection with the school as well as the community.

\*Goal 2, Action 11 CTE Pathways will be reviewed, improved, and expanded down to the middle school so that a goal driven program can engage the students and provide a structured learning environment.

## Initiative 3 - District Priorities - Behavior, Priority Standards, Mission/Vision

\*Goal 2, Action 1 MTSS/PBIS to positively reinforce behaviors that are appropriate and lead to a strong learning and social environment.

\*Goal 2, Action 7 Professional Development: Growth Mindset With a data focus, staff trained on Growth Mindset allow for learning outcomes to be individualized and growth to occur at the students optimum pace.

\*Goal 2, Action 6 Student Engagement Allowing for students to be engaged in multiple avenues within the school environment creates a connection with the school as well as the community.

\*Goal 2, Action 11 CTE Pathways will be reviewed, improved, and expanded down to the middle school so that a goal driven program can engage the students and provide a structured learning environment.

## 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.

MUSD has completed a comprehensive needs assessment this year by partnering with Kern County Superintendent of Schools and participating in the Continuous Improvement Process (CIP). Maricopa has been identified for Differentiated Assistance this year for the following student groups:

English Learners- Low Academic Performance and High Chronic Absenteeism

Hispanic- Low Academic Performance and High Chronic Absenteeism

White- Low Academic Performance, High Chronic Absenteeism, and High Suspension Rates

Socio-Economically Disadvantaged- Low Academic Performance, High Chronic Absenteeism, and High Suspension Rates

Students with Disabilities- High Chronic Absenteeism and High Suspension Rates

Having gone through this process before after being identified for Differentiated Assistance, our diverse team of partners re-launched the CIP once again this year and it has been instrumental in looking at the following:

- Data protocol to review the most up to date School Dashboard
- School-wide 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 (Over 80% of staff Agree/Strongly Agree Survey Results)
- Theory of action
- Pre-Implementation Action plan
- Ongoing progress/implementation monitoring by MUSD and KCSOS

MUSD Data with our identified needs for this year is as follows:

State Priority 1- Teachers Appropriately Assigned: Maricopa has 8 out of 23 Certificated Staff on a PIP or STIP. There are a total of 2 Certificated Staff that are an intern.

Maricopa has 35% 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.

State Priority 4- Student Achievement: 2021-2022 CA Dashboard Data show CAASPP ELA- Grades (3-8 &11) Status for All students (-90.2 Distance from Standard), English Learners(-111.7 Distance from Standard), Hispanic(-89.7 Distance from Standard), Socioeconomic

Disadvantaged(-90.3 Distance from Standard), and White(-89.8 Distance from Standard) students are Very Low.

2021-2022 CA Dashboard Data show CAASPP Math- Grades (3-8 &11) Status for All students (-131.8 Distance from Standard), English Learners(-144 Distance from Standard), Hispanic(-132.6 Distance from Standard), Socioeconomic Disadvantaged(-133.5 Distance from Standard), and White(-132.4 Distance from Standard) students are Very Low.

2021-2022 CA Dashboard Data show CAST Science- Grades (5/8/10) 85% did not meet standard with 100% of all English Learners not meeting Standard.

State Priority 4B, 4C, and 4G- Students completing A-G requirements are only 22% and 0 students completing any CTE courses or pass an AP exam.

State Priority 5B- Chronic Absenteeism Rate for all students for 2022-23 was 31.9%, 23.4% for English Learners, 31.9% for Socioeconomic Disadvantaged, 45.8% Students with Disabilities, and 8.3% for Homeless students.

Local Student Achievement Data shows:

Our local i-Ready ELA results for the 2022-23 school year show a substantial amount of students in grade 1st through 8th that are one or more grade levels behind in reading. This data is highlighted by the following (Data from KiDS, April 2023) :

- 1st grade students reading skills one or more grade level behind is 81%
- 2nd grade students reading skills one or more grade level behind is 94 %
- 3rd grade students reading skills one or more grade level behind is 70%
- 4th grade students reading skills one or more grade level behind is 55%
- 5th grade students reading skills one or more grade level behind is 93%
- 6th grade students reading skills one or more grade level behind is 94%
- 7th grade students reading skills one or more grade level behind is 94%
- 8th grade students reading skills one or more grade level behind is 89%

Our local i-Ready Math results for the 2022-23 school year show a substantial amount of students in grade 1st through 8th one or more grade levels behind in math. This data is highlighted by the following (Data from KiDS, April 2023):

- 1st grade students math skills one or more grade level behind is 93%
- 2nd grade students math skills one or more grade level behind is 92 %
- 3rd grade students math skills one or more grade level behind is 86%
- 4th grade students math skills one or more grade level behind is 100%
- 5th grade students math skills one or more grade level behind is 89%
- 6th grade students math skills one or more grade level behind is 96%

- 7th grade students math skills one or more grade level behind is 85%
- 8th grade students math skills one or more grade level behind is 100%

Local Current Chronic Absenteeism Rates as of April 18, 2023 from KiDS data system was 32.22% for all students, 32.22% for English Learners, 32.94% for Socioeconomic Disadvantaged, and 33.33% for Foster Youth students.

State Priority 6B- Suspension Rate for all students for 2022-23 was 8.8%, 2.5% for English Learners, 8.9% for Socioeconomic Disadvantaged, 9.6% for students with disabilities, and 6.3% for Homeless students.

Local Current Suspension Rates as of April 18, 2023 from KiDS data system the current was 9.07% for all students, 11.11% for English Learners, 9.6% for students with disabilities, and 11.76% for Socioeconomic Disadvantaged.

While going through the Continuous Improvement Process, the team at Maricopa was able to identify some Root Causes after looking at the identified need data. Those Root Causes include MUSD lacks clearly defined priorities, inconsistent expectations from grade to grade, and instruction and intervention has not closed the achievement gap. While MUSD acknowledges the need to continue spending our time and resources to improve student performance, we are committed to work on improving the performance gaps by implementing the following actions:

**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)

Based on the reported results from the KiDS Essentials Dashboard and Ca Dashboard, there are areas of need that continue to need to be addressed. Specifically, the data shows there was no significant improvement in reading proficiency for Overall Students, SED students, and EL students. These areas of need will continue to be highlighted and addressed through targeted interventions to ensure that all students are given the support they need to succeed.

Action 1 Staff PD to Increase Academic Achievement to strengthen teacher knowledge and pedagogy of grade-level standards-based instruction, targeted intervention, especially in the area of mathematics and early literacy. Staff PD will be focused and purposeful by offering training that will strengthen our Tier 1 instruction. This includes, but not limited to professional development in the area of Professional Learning Communities, Advancement Via Individual Determination (AVID), Math/Science Support, and Early Literacy Support. Using the Continuous Improvement Process we will begin the implementation phase next year and using ongoing data analysis and cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

Action 3 Parent Training focusing on mathematics and early literacy will be developed and delivered, providing an extra layer of support to the parents.

Action 4 Technology and Hardware will be continued to be investigated and purchased by MUSD to assist staff and students in focusing on

the areas of mathematics and ELA.

Action 6 Implementation Effective Academic Intervention to strengthen grade-level standards-based instruction, targeted intervention, especially in the area of mathematics and early literacy, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

Action 7 Reduced Class Size to allow for a more targeted, data driven, educational program with a focus on effective tier I instruction and a tier II and tier III intervention program that is best delivered with class sizes that are under 26:1 as well as allowing for intervention groupings with even lower ratios.

Action 8 Certificated Staff for RTI will continue to assist students needing target instruction in mathematics and ELA.

Action 9 Classified Staff for RTI will continue to assist students needing target instruction in mathematics and ELA.

Action 10 Additional Support for Primary Skills to assist the need of all students being able to read by 3rd grade with a focus on early literacy.

Action 11 Supplemental ELD Support to increase language acquisition, reading, writing, and listening skills for English Learners to support their academic achievement.

Action 12 Support Staff (Asst. Superintendent of Educational Programs) to assure that the base tier I program is guided throughout the grade levels. The position will assure that data is gathered and used to assess students and correctly monitor their progress. Early literacy initiatives will be monitored so that they are implemented effectively.

Action 13 Supplemental to support Academic Achievement and assist with data analysis for benchmark assessments, written and oral assessments, and i-Ready testing will be used throughout the school year to assess the academic progress of MUSD students.

## 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 to positively reinforce behaviors that are appropriate and lead to a strong learning and social environment.

Action 2 School Community Communication/Bilingual communication so that that the school to home partnerships can be effective in a multilingual community.

Action 3 (5) Counseling Support to address the whole student. Social Emotional impacts allow for greater focus on the core instructional program.

Action 4 (6) Professional Development: Social Emotional Learning COVID and the students community and home environments create a need for well trained, trauma informed care.

Action 5 (7) Professional Development: Growth Mindset With a data focus, staff trained on Growth Mindset allow for learning outcomes to be individualized and growth to occur at the students optimum pace.

Action 6 (8) Student Engagement Allowing for students to be engaged in multiple avenues within the school environment creates a connection with the school as well as the community.

Action 7 (9) Supplemental Activities Focusing on the whole student as well creating a connection between the student and the school environment, expanding not only the educational program offerings but extracurricular activities will provide a broad base of study for the student.

Action 8 (11) CTE Pathways will be reviewed, improved, and expanded down to the middle school so that a goal driven program can engage

the students and provide a structured learning environment.

Action 9 (12) STEAM Lab so that our middle school students can explore and learn in an engaging environment that provides a solid base of knowledge and interest moving into the high school curriculum.

Action 10 (13) Family Resource center to provide our families and students resources for whole family wellness, economic outreach, and learning opportunities.

Though our actions included in the LCAP are being used District-wide and we highlight the identified need to increase and improve services for our Socioeconomic Disadvantaged, English Learners, and Foster-Youth; we cannot forget about our students with disabilities unique needs and challenges. MUSD intends to add additional support and services for our students with disabilities and will utilize metrics within Priority 4A, 5C, 5D, 5B, 6B, 6C, 7C. A few actions that will be implemented that supports our Students with Disabilities are:

1. Increasing supports by adding a RSP/SDC teacher and aide (classroom) to target Tk-4. This will allow for grades 5-8 to have a specific teacher thus reducing the case load in the elementary grades allowing for better student/teacher ratios.

2. Increasing SEL/psychology services by adding a full time school psychologist. This allows for more timely and thorough assessment and better IEP planning and working with parents. This will also allow for more counseling time for our students. We intend to keep the school psychologist intern funding in the budget so that those services remain.

Based on the outcomes of the CIP process, research-based interventions are included in many of the actions outlined within the LCAP. Research-based interventions were 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.

## 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 2022-2023 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 CIM Improvement 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 5, 2023, the feedback provided by the committees and all stakeholders. There was no public input provided for the 23/24 LCAP.

The LCAP was board approved on June 8, 2023.

### 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: RtI 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 30, 2023- The following feedback was provided: Please change any mention of SEP to read CIM Improvement Activities. As well, consider eliminating the mention of SEP Plan on page 53 since this is no longer in play. CONTINUE: Implementation of the District's CIM Improvement Activities plan goals and actions as listed in the LCAP. CHANGES/IMPROVEMENTS: Changed any mention of SEP to read CIM Improvement Activities. Also eliminated the mention of SEP Plan on page 53 since this is no longer in play.

Per Education 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 5, 2023, the feedback provided by the committees and all stakeholders. The LCAP was board approved on June 8, 2023.

#### 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 CIM Improvement Activities 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 NEEDS 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.

2021-2022 CA Dashboard Data show  
 1) CAASPP ELA- Grades (3-8 &11)  
 Status:

All Students: Very Low  
English Learners: Very Low  
Hispanic: Very Low  
SED: Very Low  
White: Very Low

Distance from Standard  
ALL STUDENTS (-90.2)  
English Learners (-111.7)  
Hispanic (-89.7)  
SED (-90.3)  
White (-89.8)

## 2) CAASPP Math- Grades (3-8 & 11)

Status:  
All Students: Very Low  
English Learners: Very Low  
Hispanic: Very Low  
SED: Very Low  
White: Very Low

Distance from Standard  
ALL STUDENTS (-131.8)  
English Learners (-144)  
Hispanic (-132.6)  
SED (-133.5)  
White (-132.4)

## 3) CAST Science-Grade (5/8/10) 14.70% Met or Exceed Standard for Science

English Learners- 0%  
Met/Exceeded Levels  
Socioeconomically Disadvantaged- 15.15%  
Met/Exceeded Levels  
Homeless/Foster Youth- 0% Met/Exceeded Levels

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.	Using Local Data, Maricopa has 8 out of 23 Certificated Staff on a PIP or STIP. There are a total of 2 Certificated Staff that are an intern.  Maricopa has 35% ineffective teachers as defined by CDE. Maricopa also has 8.7% of staff that are		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

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>	<p>classified as interns as defined by CDE.</p> <p>From DataQuest 2020-21 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>		<p>credentialed below five teachers</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	22-23 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	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 2- Implementation of State Academic Standards (Local Indicator): 2. A. The implementation of state board adopted academic content and performance standards for all students (Dashboard)	Based on the CA School Dashboard self-reflection tool shows implementation is MET  Instructional Materials ELA, Math, ELD- Full Implementation History- Initial Implementation Science- Initial Implementation  Professional Development ELA, Math, ELD- Full Implementation History- Initial Implementation Science- Initial Implementation	Based on the most recent CA School Dashboard self-reflection tool shows implementation is MET  Instructional Materials ELA, Math, ELD- Full Implementation History- Initial Implementation Science- Initial Implementation (Adoption April, 2022)  Professional Development ELA, Math, ELD- Full Implementation History- Initial Implementation Science- Initial Implementation (PD scheduled for August 2022)	Based on the most recent CA School Dashboard self-reflection tool shows implementation is MET  Instructional Materials ELA, Math, ELD- Full Implementation History- Initial Implementation Science- Full Implementation  Professional Development ELA, Math, ELD- Full Implementation History- Initial Implementation. Science- Full Implementation		2A. The implementation of state board adopted academic content and performance standards for all students 2023-24 Goal will be MET:  Instructional Materials ELA, Math, ELD- Full Implementation and Sustainability History- Full Implementation Science- Full Implementation  Professional Development ELA, Math, ELD- Full Implementation and Sustainability History- Full Implementation Science- Full Implementation
2. B. How the programs and services will enable English learners to	Per District Walkthrough data 2. Local Survey Data shows that English	Per District Walkthrough data 2. Local Survey Data shows that English	Per District Walkthrough data 2. Local Survey Data shows that English		2B. We will maintain the baseline and met our goal for English Learners by



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	Learners receive 30-45 minutes daily in designated ELD and the district has an ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.	Learners receive 30-45 minutes daily in designated ELD and the district has an ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.	Learners receive 30-45 minutes daily in designated ELD and the district has an ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.		increasing to 55% of EL students making progress towards English language proficiency
State Priority 4-Pupil Achievement (Statewide Indicator): 4. A. Statewide assessments (Dashboard/ DataQuest /CAASPP Results)	2018-2019 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)	2020-2021 State Assessment Data according to KiDS was the following:  1) CAASPP ELA- Grades (3-8 & 11) 18.71% Met/Exceeded Levels  English Learners- 18.18% Met/Exceeded Levels Socioeconomically Disadvantaged- 17.24% Met/Exceeded Levels Homeless/Foster Youth- 0% Met/Exceeded Levels  2) CAASPP Math- Grades (3-8 & 11)	2021-2022 CA Dashboard Data show 1) CAASPP ELA- Grades (3-8 &11)  Status: All Students: Very Low English Learners: Very Low Hispanic: Very Low SED: Very Low White: Very Low  Distance from Standard ALL STUDENTS (-90.2) English Learners (-111.7) Hispanic (-89.7) SED (-90.3) White (-89.8)		4A. Statewide assessments 2023-24 CAASPP test scores 1) CAASPP ELA- Grades ( 3-8 &11) 30.5% at the Met/Exceed levels 2) CAASPP Math- Grades (3-8 &11) 15% at the Met/Exceed levels 3) CAST Science- Grades (5/8/10) 15% at the Met/Exceed levels  2023 CA Dashboard Data ELA  All Students (-29.4 DFS, Orange Color)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners (-65.7 DFS, Yellow Color)</p> <p>SED (-79.4 DFS, Orange Color)</p> <p>Math All Students (-114.8 DFS, Orange Color)</p> <p>English Learners (-101.2 DFS, Yellow Color)</p> <p>SED (-113.8 DFS, Orange Color)</p> <p>Science All Students (7.79% Met or Exceeded)</p> <p>EL (8.20% Met or Exceeded)</p> <p>SED (8.34% Met or Exceeded)</p>	<p>7.19% Met/Exceeded Levels</p> <p>English Learners- 6.25% Met/Exceeded Levels</p> <p>Socioeconomically Disadvantaged-5.63% Met/Exceeded Levels</p> <p>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</p> <p>Socioeconomically Disadvantaged- 8.43% Met/Exceeded Levels</p> <p>Homeless/Foster Youth- 0% Met/Exceeded Levels</p> <p>Local I-Ready Data for the 2022 School Year indicates: Reading for All Students</p>	<p>2) CAASPP Math- Grades (3-8 &amp; 11)</p> <p>Status: All Students: Very Low</p> <p>English Learners: Very Low</p> <p>Hispanic: Very Low</p> <p>SED: Very Low</p> <p>White: Very Low</p> <p>Distance from Standard ALL STUDENTS (-131.8)</p> <p>English Learners (-144)</p> <p>Hispanic (-132.6)</p> <p>SED (-133.5)</p> <p>White (-132.4)</p> <p>3) CAST Science- Grade (5/8/10) 14.70% Met or Exceed Standard for Science</p> <p>English Learners- 0% Met/Exceeded Levels</p> <p>Socioeconomically Disadvantaged- 15.15% Met/Exceeded Levels</p>		<p>English Learners (-15.7 DFS, Yellow Color)</p> <p>SED (-29.4 DFS, Orange Color)</p> <p>Math All Students (-64.8 DFS, Orange Color)</p> <p>English Learners (-51.2 DFS, Yellow Color)</p> <p>SED (-63.8 DFS, Orange Color)</p> <p>Science All Students (20% Met or Exceeded)</p> <p>EL (20% Met or Exceeded)</p> <p>SED (20% Met or Exceeded)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>19% On or above Grade Level 36% One grade level below 15% Two grade levels below 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>	Homeless/Foster Youth- 0% Met/Exceeded Levels		
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	<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>2022 Ca Dashboard Data show 9.5% for all students who completed A-G requirements.</p> <p>9.5% of Unduplicated students completed A-G requirements as per 21-22 Four-Year Adjusted Cohort Graduation Rate from Data Quest.</p>		<p>4B. Goal of 28% of students will meet courses that satisfy UC or CSU entrance requirements (A-G 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
standards and framework (Dashboard CCI; Dashboard Additional Reports and Data > 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%.	Based on the 2022 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	Per District CALPADS:	Based on the 2021 Ca Dashboard the	Based on the 2022 Ca Dashboard the		4. D. The percentage of pupils who have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
successfully completed BOTH requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences (CALPADS 3.14 & 3.15)	4. D. The percentage of pupils who have successfully completed BOTH requirements for 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)	percentage of pupils who have successfully completed BOTH requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences were 0.	percentage of pupils who have successfully completed BOTH requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences were 0.		successfully completed BOTH requirements for entrance to UC/CSU and completed 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%	Per 2022-23 Ca Dashboard: Percentage of English learners who make progress toward English proficiency was 46.2%.		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%	Per District Summative ELPAC found on Data Quest: 2021-2022 EL reclassification rate 15.38%		4.F. EL reclassification rate 2023-24 Goal: Raise to 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. G. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher (CollegeBoard AP)	4. G. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 20-21 Baseline: 0 the HS doesn't offer AP courses by choice	Based on the 2021 Ca Dashboard the percentage of who have passed an advanced placement examination with a score of 3 or higher was 0.	Based on the 2022 Ca Dashboard the percentage of who have passed an advanced placement examination with a score of 3 or higher was 0.		4.G. The percentage of pupils who have passed an advanced placement 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.	Based on the 2022 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,	Per District Schoolwise: 7. A. Course Access: Students have access and are enrolled in a broad course of study (Social Science,	Per District Schoolwise and review of master schedules 7. A. Course Access: Students have access and are enrolled in a	Per District Aeries SIS and review of master schedules 7. A. Course Access: Students have access and are enrolled in a broad course of study		7. A. Course Access: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
VAPA, World Language)	Science, Health, PE, VAPA, World Language) 20-21 Baseline: 100% of students have access to a broad course of study or programs.	broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 21-22 Baseline: 100% of students have access to a broad course of study or programs.	(Social Science, Science, Health, PE, VAPA, World Language) 22-23 Baseline: 100% of students have access to a broad course of study or programs.		VAPA, World Language) 2023-24 Goal: Maintain the rate of 100%
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.	Per District Aeries SIS and review of master schedules 7. B. Programs and services developed and provided to low income, English learner and foster youth pupils: 22-23 : 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	Per District Schoolwise and review of master schedules 7. C. Programs and services developed and provided to	Per District Aeries SIS and review of master schedules 7. C. Programs and services developed and provided to		7. C. Programs and services developed and provided to students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20-21 Baseline: 100% of students with disabilities have access to all broad course of study and/or programs.	students with disabilities: 21-22: 100% of students with disabilities have access to all broad course of study and/or programs.	students with disabilities: 22-23: 100% of students with disabilities have access to all broad course of study and/or programs.		2023-24 Goal: Maintain the rate of 100%
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%	2022 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- 9.5% Students completing A-G requirements and at least one pathway- 0% Students completing College Credit Courses- 4.8%		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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4A-Pupil Achievement	N/A	<p>Baseline Local Data: 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</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>	<p>Local I-Ready Data for the 2023 School Year indicates: Reading for All Students (Winter KiDS data) 13% On or above Grade Level 30% One grade level below 18% Two grade levels below 39% Three or More grade levels below</p> <p>1% Growth from Fall to Winter</p> <p>Reading for English Learners 4% On or above Grade Level 27% One grade level below 16% Two grade levels below 52% Three or More grade levels below</p> <p>1% Growth from Fall to Winter</p> <p>Reading for SED</p>		<p>4A- Pupil Achievement</p> <p>Local I-Ready Data for Reading for All Students X% On or above Grade Level X% One grade level below X% Two grade levels below X% Three or More grade levels below</p> <p>Math for All Students X% On or above Grade Level X% One grade level below X% Two grade levels below X% Three or More grade levels below</p> <p>English Learners and Socioeconomic Disadvantaged Students will increase to at a minimum of 20% on or above Grade level.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>8% On or above Grade Level  30% One grade level below  18% Two grade levels below  39% Three or More grade levels below</p> <p>1% Growth from Fall to Winter</p> <p>Math for All Students  7% On or above Grade Level  33% One grade level below  21% Two grade levels below  39% Three or More grade levels below</p> <p>4% Growth from Fall to Winter</p> <p>Math for English Learners  3% On or above Grade Level  36% One grade level below  16% Two grade levels below  45% Three or More grade levels below</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			3% Growth from Fall to Winter  Math for SED 7% On or above Grade Level 33% One grade level below 20% Two grade levels below 40% Three or More grade levels below  4% Growth from Fall to Winter		

## 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

Action #	Title	Description	Total Funds	Contributing
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
1.6	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.	\$95,000.00	Yes
1.7	Reduced Class size	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.	\$362,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>		
1.8	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
1.9	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.	\$92,800.00	Yes
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.	\$66,000.00	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	\$163,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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	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 [2022-23]

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 2022-2023 school year. Staff Professional Development and Parent Training (Actions 1.1, 1.3, 1.6, 1.11) MUSD intended to have multiple professional trainings this year and was able to provide this. The training included Tier I instruction and in specific areas of Math and Science as well as AVID to address classroom management. A team of teachers participated in a scheduled district wide AVID summer institute in San Diego and another team is scheduled for this coming Summer. 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.

The challenge with Staff Development training this year is there was an abundance of initiatives that did not necessarily match all the training provided. While we intended to provide staff training to target and increase Academic Achievement and Parent support all training was not necessarily connected together so there is a clear vision of what we are trying to accomplish. While our intent was there and we provided staff with training, we are hoping to have all training designed for staff and parents so we can see the strategies learned and implemented in the classroom or home setting. With that said based on Annual Surveys, Staff believes the professional development has supported student learning with 71% of staff stating the district provides professional development to support student learning. While MUSD is trying to increase the adult knowledge of Academic Strategies, our classroom walkthroughs show 25% of staff using the training strategies they received in the Professional Learning from this past year.

Action 1.3 Parent Training was intended to include more academic training to help support their child. The number and breadth of planned workshops was significantly decreased from what was planned due to limited resources available. MUSD Parent Survey data states that 91% strongly agreed/agreed that parents were provided with opportunities to participate in school trainings, which was a success. While

MUSD is trying to move from providing opportunities for parent involvement to increase the Parent attendance in participation to at least 50%, we will continue to provide parent training and utilize survey data to track support need and progress.

Action 1.4 Technology Hardware and Software was intended to always be a district that provided 1 to 1 devices to all students. MUSD also needed to provide technology infrastructure to be able to have efficient bandwidth and support for all staff, students, and families. While MUSD was able to provide most of what was intended, there are still hardware (workstations and laptops) as well as software support.

Actions implemented as planned:

Action 1.2 (Support for new staff) was a success as we were able to provide a mentor for each new staff. Maricopa has 8 out of 23 Certificated Staff on a PIP or STIP. There are a total of 2 Certificated Staff that are an intern. MUSD also partnered with KCSOS to provide training with the teacher induction program as well as classroom management strategies to be used in the classroom. Classroom observations are showing new staff having more tools being utilized with classroom management as well as engagement. At least 50% of new staff are utilizing classroom management techniques in the classroom as measured by classroom observations. We will continue to use this action as we are not seeing as much staff attrition rates increase this year.

Actions 1.5 (Supplemental Support), Action 1.11 Supplemental ELD Support, and Action 1.13 Supplemental materials were completed as intended. MUSD was able to offer the English Learner Support during and after-school. The supplemental materials contributed to our overall success in growing reading levels in multiple grade levels that are identified in our Identified Success within the LCAP. The extra support being provided to students when needed continues to help MUSD make progress toward Goal 1.

Action 1.7 (Class Size Reduction) was implemented as planned with more student connections this year as evident by our classroom observations. Our intent with this action has always been to provide more engagement in the classroom as MUSD only has 1 teacher per grade level and the teacher is one of our most important asset to provide this to students on a daily basis. The classroom engagement has helped our staff make connections with students and have classroom discussions through the use of our PBIS implementation to discuss goal setting and beyond the classroom activities that go into college and careers. Our student survey this year show 80% strongly agree/agree that the district has helped prepare them for a successful life, college, and or career. We are considering moving this action to Goal 2 as it aligns better with the alignment of a comprehensive MTSS at Maricopa.

Action 1.8 (Certificated Staff to support RTI), Action 1.9 (Classified Staff and materials to support RTI), and Action 1.10 (Additional Support for primary skills) to help student interventions was intended to use data to support students who are struggling to meet academic standards. The targeted support 50 students and we were able to provide intervention to over 100 for math and reading. MUSD also has 57% of our students needing intervention after Tier 1 instruction. The number of students needing intervention created a challenge to meet the demand of student need therefore what was planned is much less than what was needed as there are abundance of students 2 or more grade levels behind.

Action 1.12 (Support Staff to improve student outcomes) just finished year 1 of implementation. While the hiring of our Assistant Superintendent of Educational Programs has seen progress in analyzing more data to inform decisions at MUSD, we have seem slow

progress in Academic Achievement. This past year was spent on learning and developing more comprehensive systems so academic achievement becomes the focus as we move towards our indicators in Goal 1.

While we have seen some progress in reading and math as noted in our Reflection (Successes), MUSD continues to provide academic support to our students with actions within Goal 1 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 for Goal 1 there was an approximate unspent of \$82,800.

Goal/Action:

1.1 Professional development (\$30,000) impacted by competing special funding with pending expiration dates. Compounded by the district attempting to strategically plan professional development during times that does not impact the classroom as substitute teachers are difficult to staff as well as education being impacted by the removal of the classroom teacher.

1.3 Parent Training (\$10,000) impacted by the inability to assign and schedule parent trainings due to personnel struggles.

1.4 Technology/Hardware (\$50,000) impacted by competing special funding with pending expiration dates. Compounded further by the actual need for upgrading technology. The District is working on a technology replacement plan that is meant to better project necessary spending.

1.6 Implementation of effective Academic Interventions (overspent by \$39,000)

1.9 Classified Staff for RTI (\$31,800) impacted by staffing difficulties.

1.10 Support for Primary Skills (\$12,500) impacted by staffing difficulties and competing special funding with pending expiration dates.

1.11 Supplemental ELD Support (Overspent by \$20,000)

1.13 Programs to support academic Achievement (\$7500) impacted by staffing difficulties.

Please note that the material difference does not represent the total LCAP carry-over funding amount.

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

The focus of Goal 1 is to increase academic achievement for all students. This is the second year of a three year plan. While cases can be made that there has been some progress in the goal, 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 tier I instruction in specific areas of Math and Science as well as AVID to address classroom management. A team of teachers participated in a scheduled district wide AVID summer institute in San Diego and another team is scheduled for this coming Summer. 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 ongoing upgrade to our district 1:1 initiative through the purchase of 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 the third year of this plan.

The actions in this goal that were effective in attaining the following outcomes of LCAP:

Surveys (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13)

#### 2023 Staff Survey

71% of staff Agree/Strongly Agree the district provides professional development to support student learning.

82% of staff Agree/Strongly Agree the district provides adequate supplies to support student learning.

75% of staff Agree/Strongly Agree the district is invited to help plan, implement and evaluate instructional materials, strategies, and programs.

#### 2023 Parent Survey

90% of parents Agree/Strongly Agree the district provides a high quality education for their student.

92% of parents Agree/Strongly Agree the district provides adequate instructional supplies to support their student.

90% of parents Agree/Strongly Agree the district is preparing their student for the next grade level.

85% of parents Agree/Strongly Agree the district provides high quality resources and programs.

90% of parents Agree/Strongly Agree the district provides a high quality education for their student.

87% of parents Agree/Strongly Agree the district provides resources and training needed to strengthen student learning at home.

#### 2023 Student Survey

97% of students Agree/Strongly Agree the district provides textbooks and learning materials needed at school.

80% of students Agree/Strongly Agree the district's goal is to prepare them for a successful life, college, and or career.

72% of students Agree/Strongly Agree the district helps make the learning understandable to them by using different strategies to present information.

63% of students Agree/Strongly Agree the district is successful in helping them learn the Common Core State Standards in all courses.

Priority 4a (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13)

Local I-Ready Data for the 2023 School Year indicates:

Reading for All Students (Winter KiDS data)

13% On or above Grade Level

30% One grade level below

18% Two grade levels below

39% Three or More grade levels below

1% Growth from Fall to Winter

Reading for English Learners

4% On or above Grade Level

27% One grade level below

16% Two grade levels below

52% Three or More grade levels below

1% Growth from Fall to Winter

Reading for SED

8% On or above Grade Level

30% One grade level below

18% Two grade levels below

39% Three or More grade levels below

1% Growth from Fall to Winter

Math for All Students

7% On or above Grade Level

33% One grade level below

21% Two grade levels below

39% Three or More grade levels below

4% Growth from Fall to Winter

Math for English Learners

3% On or above Grade Level

36% One grade level below

16% Two grade levels below

45% Three or More grade levels below

3% Growth from Fall to Winter

Math for SED

7% On or above Grade Level

33% One grade level below

20% Two grade levels below

40% Three or More grade levels below

4% Growth from Fall to Winter

Priority 4B- A-G completion (Actions 1.2, 1.4, 1.7, 1.12, 1.13)

MUSD had an increase of students completing the A-G requirements from the previous year. In 2021 we had 6.3% and in 2022 we had 9.5% of students meet the A-G requirements.

Priority 4E- English Learners making progress towards English Proficiency (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13)

MUSD continues to maintain our consistent English Learner progress as measured on the Ca Dashboard with 46.2% of our English Learners making progress in English Proficiency.

Priority 4F- EL Reclassification Rate (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13)

MUSD continues to maintain our consistent English Learner progress as measured with our Reclassification Rate of 15.28%. MUSD has been consistent with this rate of reclassification for the past few years.

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.

MUSD has added additional funding all actions that include personnel to account for increased cost in personnel including health and welfare benefits.

MUSD also added an additional local metric to Priority 4a to track student group progress in reading and math. Specifically we are looking at progress of our English Learners and Socioeconomic Disadvantaged students in the area of reading and math so we can continuously monitor our actions using our Continuous Improvement plan.

**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%.

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 b) Surveys-The	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 • 161 Student Input Surveys	Per District Local Records: 3. A. # of Parent input in LCAP decision-making 22-23: a) Input Sessions- 5 Input Session with all stakeholders were held this year. b) Surveys • 147 Student Input Surveys		3. A. # of Parent input in LCAP decision-making 2023-24 Goal: Maintain or increase Input sessions and Surveys (+-10%): • 14 Input Session with all stakeholders • 149 Student Input Surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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>19 Parent Input Surveys</li> <li>27 Staff Members Input Surveys</li> </ul>	<ul style="list-style-type: none"> <li>103 Parent Input Surveys</li> <li>35 Staff Members Input Surveys</li> </ul> <p>Of the 103 parents responding to the survey, 50.5% agreed and 40.8% strongly agreed that parents were given opportunities to participate in decision making regarding their students education.</p>		<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 , Quarterly Award	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 Assemblies, PTO	Per District Records: 3. B1. Parent participation. 1) List types of events/activities parents of unduplicated students are invited to attend 22-23 data for: Back to School, Parent Conferences, Parent Math Nights , Quarterly Award Assemblies, PTO		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 actively involved in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>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>	<p>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 is at the initial stage of implementation with less than 10% of our unduplicated parents actively involved.</p>		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. 20-21 Baseline: See the listing of	Per District Records: 3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs. 21-22 Data: See the listing of	Per District Records: 3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs. 22-23 Data: See the listing of		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>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 baseline is 0% of individuals with</p>	<p>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 baseline is still 0% of individuals with</p>	<p>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 is at the initial stage of implementation with less than 10% of our students with exceptional needs</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
	exceptional needs parents are actively involved as we use 2021 to establish baseline.	exceptional needs parents are actively involved.	parents 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	Per District Aeries SIS: 5. A. Attendance Rate (P2) P2 ADA rate 91.48% for 2022-23		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%	2022-23 Ca Dashboard shows:  All Students- 31.9% Chronically Absent English Learners- 23.4% Chronically Absent SED-31.9% Chronically Absent Homeless- 8.3% Chronically Absent SWD- 45.8%  As of April 18, 2023 from KiDS data system the current Chronic Absenteeism Rate was 32.22%.		5. B. Chronic Absenteeism Rate 2023-24 Goal: Maintain or decrease the rate of 18.35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			English Learner- 32.22% SED- 32.94% Foster- 33.33% SWD-42.33%		
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	Per District data: 5. C. Middle School Dropout Rate 22-23 is Zero		5. C. Middle School Dropout Rate 2023-24 Goal: Maintain the rate of Zero (+-1%)
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	Per District data: 5. D. High School Dropout Rate 21-22 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%.	From 2022 Ca Dashboard the Graduation Rate was 94.7%.		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%	2022-23 Ca Dashboard shows:  All Students- 8.8% Suspension Rate English Learners- 2.5% Suspension Rate		6. A. School Climate: A) Suspension Rate 2023-24 Goal: Maintain the rate of 1% (+-3%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SED-8.9% Suspension Rate Homeless- 6.3% Suspension Rate SWD-9.6%  As of April 18, 2023 from KiDS data system the current Suspension Rate was 9.07%.  English Learners- 11.11% SED- 11.76%		
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	Per district Aeries SIS: 6. B. Expulsion Rate 22-23 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 Q3/Q5/Q6/Q8: (Agree) is 80.9% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree ) is 67.7%	Per District Survey Data: 20-21 Baseline: 6. C. School Climate- District Identified Surveys Questions: 1) Student Survey Results Q3/Q5/Q6/Q8: (Agree) is 80.9% 2) Parent Survey Results	Per District Survey Data: 21-22 School Climate- District Identified Surveys Questions: 1) Student Survey Results Q3/Q5/Q6/Q8: (Agree) is 72.5% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree ) is 69.85%	Per District Survey Data: 22-23 School Climate- District Identified Surveys Questions that include how they feel valued, supported, preparing students, safe, and other culture and climate 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% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree ) is 67.7% 3) Staff Survey Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%	Q3/Q5/Q8/Q11:(Agree ) is 67.7% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%	3) Staff Survey Results Q3/Q5/Q6/Q7: (Agree) is 70.35%	Q3/Q5/Q6/Q8: (Agree) is 69.13% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree ) is 91.98% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Agree) is 81.88%		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	<p>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.</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</p>	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.	\$56,000.00	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.	\$130,000.00	Yes
<b>2.6</b>	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

Action #	Title	Description	Total Funds	Contributing
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 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</p>	\$150,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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> <p>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.</p> <p>c. Maintain the additional CTE and dual enrollment sections.</p>	\$38,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
2.12	STEAM Lab	<p>2.12 The District will continue and increase the District STEAM program by improving the lab.</p> <p>Personnel cost for installation and maintenance of lab will be provide as well as materials and supplies.</p>	\$53,743.00	Yes
2.13	Family Resource Center	<p>2.13 The District will begin implementation of a Student/Family Support Center for the community to improve school community connectedness.</p> <p>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.</p>	\$15,000.00	Yes

## Goal Analysis [2022-23]

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 2022-23 school year: Staff Professional Development (Action 2.6 and 2.7) MUSD intended to have multiple professional trainings this year and was able to provide this. The training included Social Emotional Training and growth mindset. While we were able to provide multiple trainings that targeted SEL and growth mindset, they were not connected in the way we intended them to be. The training provided some foundational level understanding, but follow up proved to be a challenge as it was difficult to provide the necessary consistent training due to lack of substitutes.

Another challenge with Staff Development training this year is there was an abundance of initiatives that did not necessarily match all the training provided. While we intended to provide staff training to target and increase understanding of connecting with students and all training was not necessarily connected together so there is a clear vision of what we are trying to accomplish. While our intent was there and we provided staff with training, we are hoping to have all training designed for staff and parents so we can see the strategies learned and implemented in the classroom or home setting. With that said based on Annual Surveys, Staff believes the professional development has

supported student learning with 71% of staff stating the district provides professional development to support student learning. While MUSD is trying to increase the adult knowledge of student connectedness, our classroom walkthroughs show 25% of staff using the training strategies they received in the Professional Learning from this past year.

#### Actions 2.1 MTSS/PBIS Support was implemented

These actions was partially implemented during the second half of the 2022-2023 year in coordination with upcoming State testing programs that led to MTSS/PBIS systems being discussed and implemented. MUSD intended to have more professional learning with MTSS/PBIS Support and due to competing initiatives was only able to offer a few. While we partially implemented the action, we continue to see a need MTSS/PBIS Support. Some training was not offered due to professional learning not being offered during the timeframe needed.

Actions were implemented as planned and the challenges these actions included was a lack of personnel available due to continued Covid-19 labor issues, many district initiatives to focus on, and competing professional learning opportunities that led to necessary professional development in these areas not being offered during the timeframe needed.

While we have seen some progress with our MTSS system as noted in our Reflection (Successes), MUSD continues to provide behavior and engagement support to our students with actions within Goal 2 to the social needs. Maricopa will bring the actions that had substantive differences and all actions listed in this goal into this next years LCAP as we believe the implementation of these actions will help the district move closer in achieving Goal 2.

#### 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 the following Actions that had material Difference of \$72,844 for Goal 2.

Action 8. Student Engagement. (\$50,512). District attempted to implement Esports. Costs were less than what was budgeted for hardware. Other competing special funding with expiration dates utilized instead of LCAP funding where possible.

Action 9 Supplemental Activities (\$12,489) District increased activities significantly however the cost were not as high as anticipated.

Action 10. CTE Pathways. (13,000). The District was not able to create a pathway at the Middle School for this year. Loss of qualified staffing created a barrier.

Action 13. Family Resource (\$15,000). The District received a Community School Grant that took priority of funding. The District will look to review this LCAP goal and determine if it is still necessary given the new grant.

Please note that the material difference does not represent the total LCAP carry-over funding amount.

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

The Focus of Goal 2 is to 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. This is the second year of a three year plan. While cases can be made that there has been some progress in the goal, 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 some training to improve a positive climate and culture.

The actions (Actions 2.1, 2.4, 2.5, 2.8, 2.9, 2.11) in this goal that were effective in attaining the following outcomes of LCAP:

State Priority 5C- Middle School Dropout Rate for 21-22 was 0%.

State Priority 5D-High School Dropout Rate for 21-22 was 0%.

State Priority 5E-Graduation Rate for 21-22 on Ca Dashboard was 94.7% an increase of 1% from previous year

State Priority 6B- Expulsion Rate for 21-22 was 0%.

2023 Staff Survey (Majority of Survey questions having positive increases from previous year)

82% of staff Agree/Strongly Agree the district provides a safe campus.

82% of staff Agree/Strongly Agree the district provides adequate supplies to support student learning.

75% of staff Agree/Strongly Agree the district is invited to help plan, implement and evaluate instructional materials, strategies, and programs.

2023 Parent Survey

94% of parents Agree/Strongly Agree the district provides clean and orderly campus.

92% of parents Agree/Strongly Agree the district provides adequate instructional supplies to support their student.

90% of parents Agree/Strongly Agree the district is preparing their student for the next grade level.

85% of parents Agree/Strongly Agree the district provides high quality resources and programs.

90% of parents Agree/Strongly Agree the district provides a high quality education for their student.

87% of parents Agree/Strongly Agree the district provides resources and training needed to strengthen student learning at home.

2023 Student Survey

97% of students Agree/Strongly Agree the district provides textbooks and learning materials needed at school.

80% of students Agree/Strongly Agree the district's goal is to prepare them for a successful life, college, and or career.

72% of students Agree/Strongly Agree the district helps make the learning understandable to them by using different strategies to present information.

63% of students Agree/Strongly Agree the district is successful in helping them learn the Common Core State Standards in all courses.

We attribute this success to the following actions within Goal 2:

\*Goal 2, Action 1 MTSS/PBIS to positively reinforce behaviors that are appropriate and lead to a strong learning and social environment and this has been evident by MUSD having 0 Expulsions this past year. We will continue to look at our Chronic Absenteeism Rates, Suspension Rates, and Survey data from all educational partners to monitor effectiveness.

\*Goal 2, Action 4 School Communication Support focuses on parent communication in the home language to be available during and after-school hours. This support is evident in showing effectiveness by the positive trend data on the parent surveys and meetings held from parents this year. The data from the survey shows that 90% of MUSD parents agree/strongly agree the district provides a high quality education for their students, while 87% of parents agree/strongly agree the district provides resources and training needed to strengthen student learning at home. These survey questions have increased by more than 3% from previous years surveys.

\*Goal 2, Action 5 Counseling Support was added to increase graduation rates by helping students with A-G requirements, CTE pathways, and school programs that target graduation for students. We are attributing success of this action using our 21-22 Graduation Rate of 94.7%. We will continue to look at our Chronic Absenteeism Rates, Suspension Rates, and Survey data from all educational partners to monitor effectiveness.

\*Goal 2, Action 8 Student Engagement and Action 9 Supplemental Activities -Allowing for students to be engaged in multiple avenues within the school environment creates a connection with the school as well as the community. We are attributing success of this action using our school Dropout Rate which has been consistently at 0. We will continue to look at our Chronic Absenteeism Rates, Suspension Rates, and Survey data from all educational partners to monitor effectiveness.

\*Goal 2, Action 11 CTE Pathways will be reviewed, improved, and expanded down to the middle school so that a goal driven program can engage the students and provide a structured learning environment. We are attributing success of this action using Graduation rate of 94.7% for the 21-22 school year. MUSD had a Graduation Rate of 93.8% for the 20-21 school year, an increase of 1%. We will continue to look at our Chronic Absenteeism Rates, Suspension Rates, and Survey data from all educational partners to monitor effectiveness.

Actions 2.6, 2.7, 2.9, 2.12, and 2.13 are still monitoring metrics to show effectiveness. Given the challenges that the District continues to incur, limited progress with these actions were made toward implementation of the LCAP plan. This is the second of a three year plan. This limited progress will allow for significant growth in year three as we work toward normalization of campus instruction without consistent staffing shortages or student absenteeism.

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 2 outcomes, it is clear that additional support to target the initiatives in this goal is pivotal toward successfully achieving the outcomes. There has also been additional funding allocated to Action 2.4 to account for increased personnel cost as well as additional funding for continuing the STEM and Science Lab. MUSD will be increasing the amount of activities for students to keep them engaged in school (Action 2.8).

Additional Survey data was added to Priority 3A and 6C to look at school culture and climate.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1533443	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
41.70%	4.68%	\$168,411.26	46.39%

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:

MUSD has completed a comprehensive needs assessment this year by partnering with Kern County Superintendent of Schools and participating in the Continuous Improvement Process (CIP). Maricopa has been identified for Differentiated Assistance this year for the following student groups:

- English Learners- Low Academic Performance and High Chronic Absenteeism
- Hispanic- Low Academic Performance and High Chronic Absenteeism
- White- Low Academic Performance, High Chronic Absenteeism, and High Suspension Rates
- Socio-Economically Disadvantaged- Low Academic Performance, High Chronic Absenteeism, and High Suspension Rates
- Students with Disabilities- High Chronic Absenteeism and High Suspension Rates

Having gone through this process before after being identified for Differentiated Assistance, our diverse team of partners re-launched the CIP once again this year and it has been instrumental in looking at the following:

- Data protocol to review the most up to date School Dashboard
- School-wide 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 (Over 80% of staff Agree/Strongly Agree Survey Results)
- Theory of action
- Pre-Implementation Action plan
- Ongoing progress/implementation monitoring by MUSD and KCSOS

MUSD Data with our identified needs for this year is as follows:

State Priority 1- Teachers Appropriately Assigned: Maricopa has 8 out of 23 Certificated Staff on a PIP or STIP. There are a total of 2 Certificated Staff that are an intern.

Maricopa has 35% 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.

State Priority 4- Student Achievement: 2021-2022 CA Dashboard Data show CAASPP ELA- Grades (3-8 &11) Status for All students (-90.2 Distance from Standard), English Learners(-111.7 Distance from Standard), Hispanic(-89.7 Distance from Standard), Socioeconomic Disadvantaged(-90.3 Distance from Standard), and White(-89.8 Distance from Standard) students are Very Low.

2021-2022 CA Dashboard Data show CAASPP Math- Grades (3-8 &11) Status for All students (-131.8 Distance from Standard), English Learners(-144 Distance from Standard), Hispanic(-132.6 Distance from Standard), Socioeconomic Disadvantaged(-133.5 Distance from Standard), and White(-132.4 Distance from Standard) students are Very Low.

2021-2022 CA Dashboard Data show CAST Science- Grades (5/8/10) 85% did not meet standard with 100% of all English Learners not meeting Standard.

State Priority 4B, 4C, and 4G- Students completing A-G requirements are only 22% and 0 students completing any CTE courses or pass an AP exam.

State Priority 5B- Chronic Absenteeism Rate for all students for 2022-23 was 31.9%, 23.4% for English Learners, 31.9% for Socioeconomic Disadvantaged, and 8.3% for Homeless students.

Local Student Achievement Data shows:

Our local i-Ready ELA results for the 2022-23 school year show a substantial amount of students in grade 1st through 8th that are one or more grade levels behind in reading. This data is highlighted by the following (Data from KiDS, April 2023) :

- 1st grade students reading skills one or more grade level behind is 81%

- 2nd grade students reading skills one or more grade level behind is 94 %
- 3rd grade students reading skills one or more grade level behind is 70%
- 4th grade students reading skills one or more grade level behind is 55%
- 5th grade students reading skills one or more grade level behind is 93%
- 6th grade students reading skills one or more grade level behind is 94%
- 7th grade students reading skills one or more grade level behind is 94%
- 8th grade students reading skills one or more grade level behind is 89%

Our local i-Ready Math results for the 2022-23 school year show a substantial amount of students in grade 1st through 8th one or more grade levels behind in math. This data is highlighted by the following (Data from KiDS, April 2023):

- 1st grade students math skills one or more grade level behind is 93%
- 2nd grade students math skills one or more grade level behind is 92 %
- 3rd grade students math skills one or more grade level behind is 86%
- 4th grade students math skills one or more grade level behind is 100%
- 5th grade students math skills one or more grade level behind is 89%
- 6th grade students math skills one or more grade level behind is 96%
- 7th grade students math skills one or more grade level behind is 85%
- 8th grade students math skills one or more grade level behind is 100%

57% of all students are needed intervention at MUSD.

Local Current Chronic Absenteeism Rates as of April 18, 2023 from KiDS data system was 32.22% for all students, 32.22% for English Learners, 32.94% for Socioeconomic Disadvantaged, and 33.33% for Foster Youth students.

State Priority 6B- Suspension Rate for all students for 2022-23 was 8.8%, 2.5% for English Learners, 8.9% for Socioeconomic Disadvantaged, and 6.3% for Homeless students.

Local Current Suspension Rates as of April 18, 2023 from KiDS data system the current was 9.07% for all students, 11.11% for English Learners, and 11.76% for Socioeconomic Disadvantaged.

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.

While going through the Continuous Improvement Process, the team at Maricopa was able to identify some Root Causes after looking at the identified need data. Those Root Causes include MUSD lacks clearly defined priorities, inconsistent expectations from grade to grade, and instruction and intervention has not closed the achievement gap. While MUSD acknowledges the need to continue spending our time and resources to improve student performance, we are committed to work on improving the performance gaps by implementing the following



actions:

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

- Lack of Abundance of familial resources to support their education at home, including access to material and school activities in home language
- 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
- (English Learners) access to supplemental english language acquisition programs
- Lack of Parent Involvement due to resources available from the school

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

<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



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,948,044.00				\$1,948,044.00	\$1,251,036.00	\$697,008.00

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	\$95,000.00				\$95,000.00
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	\$92,800.00				\$92,800.00
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	\$66,000.00				\$66,000.00
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	\$56,000.00				\$56,000.00
2	2.5	Counseling Support	English Learners Foster Youth Low Income	\$130,000.00				\$130,000.00
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	\$53,743.00				\$53,743.00
2	2.13	Family Resource Center	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00

## 2023-24 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
3676884	1533443	41.70%	4.68%	46.39%	\$1,948,044.00	0.00%	52.98 %	<b>Total:</b>	\$1,948,044.00
								<b>LEA-wide Total:</b>	\$1,910,044.00
								<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	\$95,000.00	

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	\$92,800.00	
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	\$66,000.00	
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	\$56,000.00	
2	2.5	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
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	\$53,743.00	
2	2.13	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,819,344.00	\$1,663,700.00

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	\$90,000.00	60000
1	1.2	Support for New Staff	Yes	\$40,000.00	40000
1	1.3	Parent Training to support Academic Achievement	Yes	\$12,000.00	2000
1	1.4	Technology Hardware and Software	Yes	\$200,000.00	150000
1	1.5	Supplemental Support Materials and Training	Yes	\$45,000.00	45000
1	1.6	Implementation Effective Academic Interventions and Support Programs	Yes	\$55,000.00	94000
1	1.7	Reduced Class size	Yes	\$362,500.00	362500
1	1.8	Certificated Staff to support Response to Intervention	Yes	\$36,000.00	36000
1	1.9	Classified Staff and materials to support Response to Intervention	Yes	\$81,800.00	50000
1	1.10	Additional Support for primary skills	Yes	\$102,500.00	90000

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	\$36,000.00	56000
1	1.12	Support Staff to improve student outcomes	Yes	\$163,000.00	163000
1	1.13	Supplemental Programs to support Academic Achievement	Yes	\$7,500.00	0
2	2.1	MTTS/PBIS Support	Yes	\$55,000.00	55000
2	2.4	School Communication (Bilingual Office Support)	Yes	\$41,100.00	56000
2	2.5	Counseling Support	Yes	\$129,200.00	129200
2	2.6	Professional Development for Social Emotional Learning	Yes	\$47,500.00	47500
2	2.7	Professional Development for staff with Growth Mindset	Yes	\$17,500.00	17500
2	2.8	Student Engagement	Yes	\$150,512.00	100000
2	2.9	Supplemental Activities	Yes	\$72,489.00	60000
2	2.11	CTE Pathways and Dual enrollment	Yes	\$38,000.00	25000
2	2.12	STEAM Lab	Yes	\$21,743.00	25000
2	2.13	Family Resource Center	Yes	\$15,000.00	0



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)

**2022-23 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)
1438382	\$1,819,344.00	\$1,663,700.00	\$155,644.00	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	\$90,000.00	60000		
1	1.2	Support for New Staff	Yes	\$40,000.00	40000		
1	1.3	Parent Training to support Academic Achievement	Yes	\$12,000.00	2000		
1	1.4	Technology Hardware and Software	Yes	\$200,000.00	150000		
1	1.5	Supplemental Support Materials and Training	Yes	\$45,000.00	45000		
1	1.6	Implementation Effective Academic Interventions and Support Programs	Yes	\$55,000.00	94000		
1	1.7	Reduced Class size	Yes	\$362,500.00	362500		
1	1.8	Certificated Staff to support Response to Intervention	Yes	\$36,000.00	36000		
1	1.9	Classified Staff and materials to support Response to Intervention	Yes	\$81,800.00	50000		
1	1.10	Additional Support for primary skills	Yes	\$102,500.00	90000		

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	\$36,000.00	56000		
1	1.12	Support Staff to improve student outcomes	Yes	\$163,000.00	163000		
1	1.13	Supplemental Programs to support Academic Achievement	Yes	\$7,500.00	0		
2	2.1	MTTS/PBIS Support	Yes	\$55,000.00	55000		
2	2.4	School Communication (Bilingual Office Support)	Yes	\$41,100.00	56000		
2	2.5	Counseling Support	Yes	\$129,200.00	129200		
2	2.6	Professional Development for Social Emotional Learning	Yes	\$47,500.00	47500		
2	2.7	Professional Development for staff with Growth Mindset	Yes	\$17,500.00	17500		
2	2.8	Student Engagement	Yes	\$150,512.00	100000		
2	2.9	Supplemental Activities	Yes	\$72,489.00	60000		
2	2.11	CTE Pathways and Dual enrollment	Yes	\$38,000.00	25000		
2	2.12	STEAM Lab	Yes	\$21,743.00	25000		
2	2.13	Family Resource Center	Yes	\$15,000.00	0		

**2022-23 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)
3595701	1438382	10.95	50.95%	\$1,663,700.00	0.00%	46.27%	\$168,411.26	4.68%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*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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