



LCFF Budget Overview for Parents

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

CDS Code: 15-63628

School Year: 2024-25

LEA contact information:

Michael Coleman

Superintendent

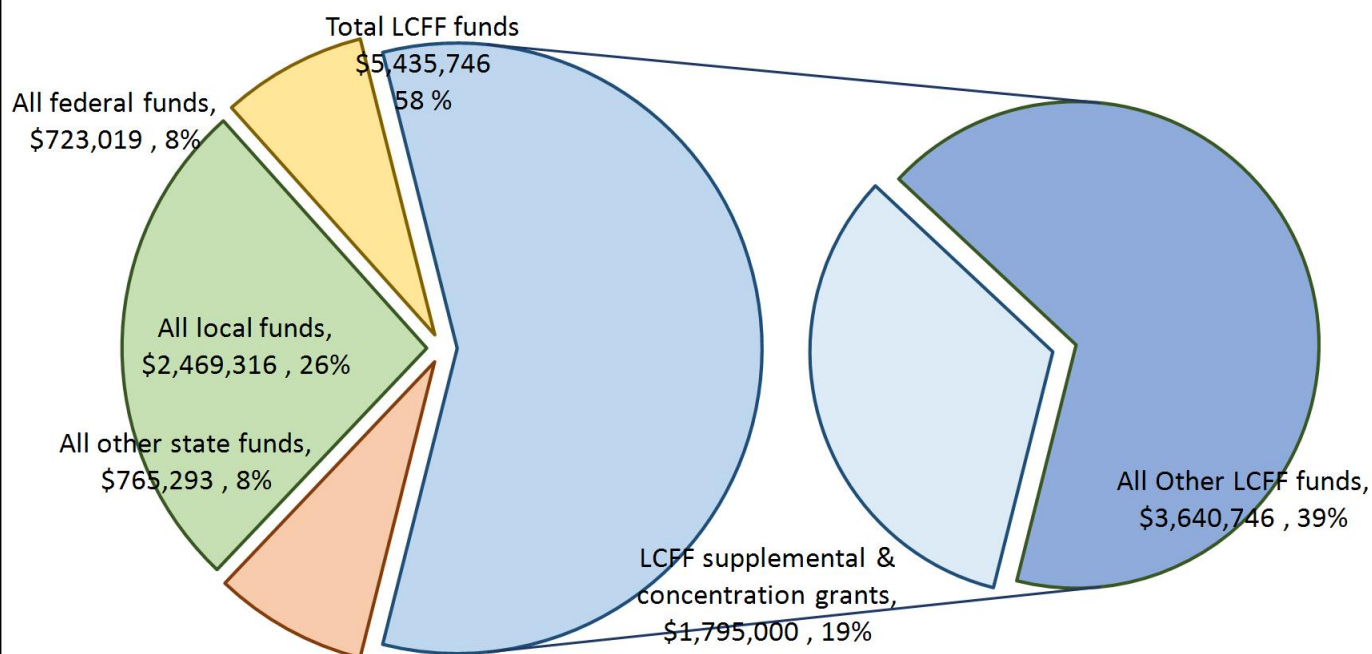
mcoleman@musd.email

661-769-8231 Ext. 202

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

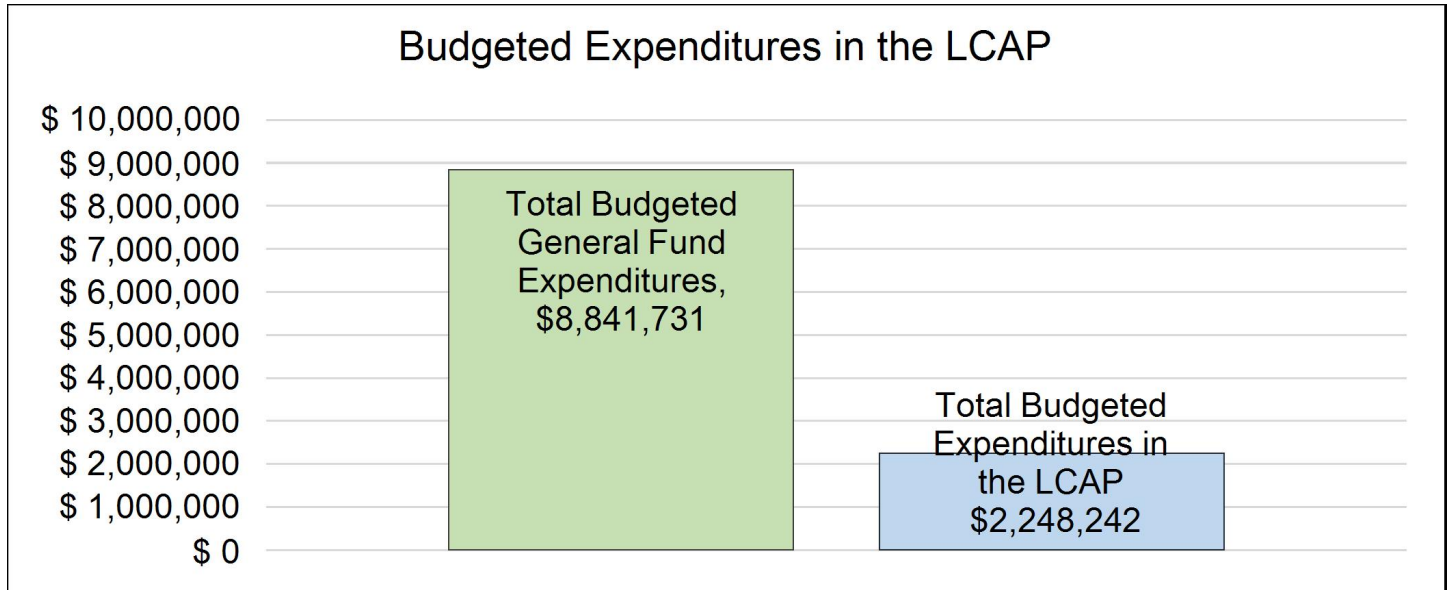


This chart shows the total general purpose revenue Maricopa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Maricopa Unified School District is \$9,393,374, of which \$5,435,746 is Local Control Funding Formula (LCFF), \$765,293 is other state funds, \$2,469,316 is local funds, and \$723,019 is federal funds. Of the \$5,435,746 in LCFF Funds, \$1,795,000 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 2024-25. 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 \$8841731 for the 2024-25 school year. Of that amount, \$2248242 is tied to actions/services in the LCAP and \$6,593,489 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

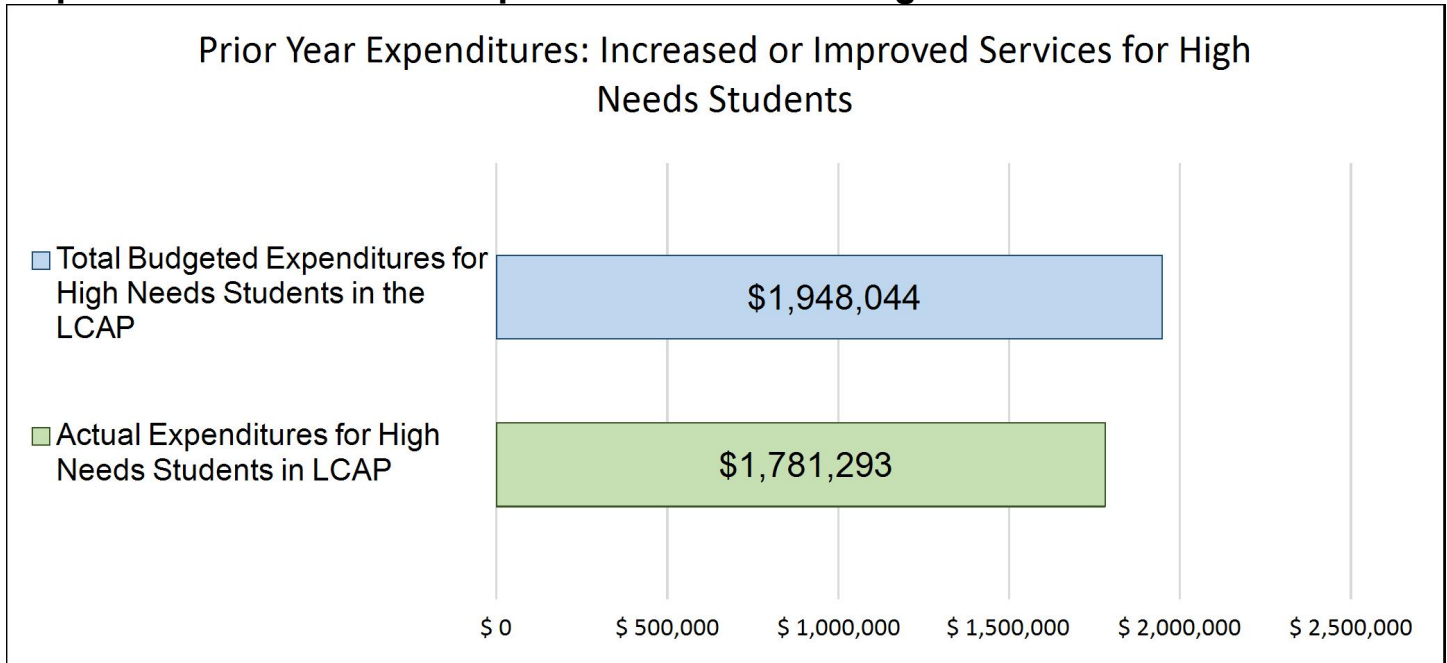
Usual and Customary budgeted expenditures related to plant operations and overall district administration as well as general educational program are included in the budget but not in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Maricopa Unified School District is projecting it will receive \$1795000 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 \$1795000 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 2023-24



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 2023-24, Maricopa Unified School District's LCAP budgeted \$1,948,044 for planned actions to increase or improve services for high needs students. Maricopa Unified School District actually spent \$1,781,293 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-166,751 had the following impact on Maricopa Unified School District's ability to increase or improve services for high needs students:

The LCAP budgets an anticipated amount prior to close of actuals. The assumed carryover is included in the LCFF supplemental and concentration grants. The amount allocated impacted the LCAP actions and services by necessary prioritization of actions and resources.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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)

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. Kern County has 3.6% ineffective teachers as defined by CDE and 3.7% interns.	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 classified as interns as defined by CDE. From DataQuest 2020-21 Kern County has 3.6% ineffective teachers as	Using Local Data, Maricopa has 7 out of 26 Certificated Staff on a PIP or STIP. There are a total of 3 Certificated Staff that are an intern. Maricopa has 26.92% ineffective teachers as defined by CDE. Maricopa also has 11.5% of staff that are classified as interns as defined by CDE. From DataQuest 2021-2022 Kern County has 5.7% ineffective teachers as	1. A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching 2023-24 Goal: Maintain all teachers being appropriately assigned, and lower the number of teachers not fully credentialed below five teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Maricopa rate of staffing that is listed as "ineffective" is more than 10 times the rate of that from Kern County average.	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.	defined by CDE and 3.8% interns. Maricopa rate of staffing that is listed as "ineffective" 3 times the rate of that from Kern County average.	
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	23-24 SARC 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	23-24 School facilities are maintained in good repair. Exemplary, based on FIT/SARC Reports	1.C.School facilities are maintained in good repair. 2023-24 Goal: Rating of Good or Exemplary, based on FIT/SARC Reports
State Priority 2- Implementation of State Academic Standards (Local Indicator):	Based on the CA School Dashboard self-reflection tool shows implementation is MET	Based on the most recent CA School Dashboard	Based on the most recent CA School Dashboard	Based on the most recent CA School Dashboard	2A. The implementation of state board adopted academic content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. A. The implementation of state board adopted academic content and performance standards for all students (Dashboard)	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	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)	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	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	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 access the CCSS and the ELD standards for purposes of gaining academic content knowledge and	Per District Walkthrough data 2. Local Survey Data shows that English Learners receive 30-45 minutes daily in designated ELD and the district has an ELA Curriculum with integrated ELD.	Per District Walkthrough data 2. Local Survey Data shows that English Learners receive 30-45 minutes daily in designated ELD and the district has an ELA Curriculum with integrated ELD.	Per District Walkthrough data 2. Local Survey Data shows that English Learners receive 30-45 minutes daily in designated ELD and the district has an ELA Curriculum with integrated ELD.	Per District Walkthrough data 23-24 2. Local Survey Data shows that English Learners receive 30-45 minutes daily in designated ELD and the district has an ELA Curriculum with	2B. We will maintain the baseline and met our goal for English Learners by increasing to 55% of EL students making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language proficiency	Integrated ELD instruction is implemented in all content areas.	Integrated ELD instruction is implemented in all content areas.	Integrated ELD instruction is implemented in all content areas.	integrated ELD. Integrated ELD instruction is implemented in all content areas.	
State Priority 4-Pupil Achievement (Statewide Indicator): 4. A. Statewide assessments (Dashboard/ DataQuest /CAASPP Results)	<p>2018-2019 CAASPP test scores from DataQuest show</p> <p>1) CAASPP ELA- Grades (3-8 &11) 23.5% at the Met/Exceed levels</p> <p>2) CAASPP Math- Grades (3-8 &11) 9.66% at the Met/Exceed levels</p> <p>3) CAST Science- Grades (5/8/10) 7.79% at the Met/Exceed levels</p> <p>2019 CA Dashboard Data ELA</p> <p>All Students (-79.4 DFS, Orange Color)</p> <p>English Learners (-65.7 DFS, Yellow Color)</p> <p>SED (-79.4 DFS, Orange Color)</p>	<p>2020-2021 State Assessment Data according to KiDS was the following:</p> <p>1) CAASPP ELA- Grades (3-8 & 11) 18.71% Met/Exceeded Levels</p> <p>English Learners- 18.18% Met/Exceeded Levels</p> <p>Socioeconomically Disadvantaged- 17.24% Met/Exceeded Levels</p> <p>Homeless/Foster Youth- 0% Met/Exceeded Levels</p> <p>2) CAASPP Math- Grades (3-8 & 11) 7.19% Met/Exceeded Levels</p>	<p>2021-2022 CA Dashboard Data show</p> <p>1) CAASPP ELA- Grades (3-8 &11)</p> <p>Status:</p> <p>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 (-90.2)</p> <p>English Learners (-111.7)</p> <p>Hispanic (-89.7)</p> <p>SED (-90.3)</p> <p>White (-89.8)</p> <p>2) CAASPP Math- Grades (3-8 & 11)</p> <p>Status:</p>	<p>2022-2023 CA Dashboard Data show</p> <p>1) CAASPP ELA- Grades (3-8 &11)</p> <p>Status:</p> <p>All Students: Orange</p> <p>English Learners: Red</p> <p>Hispanic: Orange</p> <p>SED: Orange</p> <p>White: Yellow</p> <p>Distance from Standard ALL STUDENTS (-79)</p> <p>English Learners (-110.4)</p> <p>Hispanic (-84.1)</p> <p>SED (-80)</p> <p>White (-69.1)</p> <p>2) CAASPP Math- Grades (3-8 & 11)</p> <p>Status:</p> <p>All Students: Red</p> <p>English Learners: Red</p> <p>Hispanic: Red</p>	<p>4A. Statewide assessments 2023-24 CAASPP test scores</p> <p>1) CAASPP ELA- Grades (3-8 &11) 30.5% at the Met/Exceed levels</p> <p>2) CAASPP Math- Grades (3-8 &11) 15% at the Met/Exceed levels</p> <p>3) CAST Science- Grades (5/8/10) 15% at the Met/Exceed levels</p> <p>2023 CA Dashboard Data ELA</p> <p>All Students (-29.4 DFS, Orange Color)</p> <p>English Learners (-15.7 DFS, Yellow Color)</p> <p>SED (-29.4 DFS, Orange Color)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math All Students (-114.8 DFS, Orange Color) English Learners (-101.2 DFS, Yellow Color) SED (-113.8 DFS, Orange Color)</p> <p>Science All Students (7.79% Met or Exceeded) EL (8.20% Met or Exceeded) SED (8.34% Met or Exceeded)</p>	<p>English Learners- 6.25% Met/Exceeded Levels Socioeconomically Disadvantaged-5.63% Met/Exceeded Levels Homeless/Foster Youth- 0% Met/Exceeded Levels</p> <p>3) CAST Science- Grades (5/8/10) 7.95% Met/Exceed Levels</p> <p>English Learners- 7.69% Met/Exceeded Levels Socioeconomically Disadvantaged- 8.43% Met/Exceeded Levels Homeless/Foster Youth- 0% Met/Exceeded Levels</p> <p>Local I-Ready Data for the 2022 School Year indicates: Reading for All Students 19% On or above Grade Level 36% One grade level below</p>	<p>All Students: Very Low English Learners: Very Low Hispanic: Very Low SED: Very Low White: Very Low</p> <p>Distance from Standard ALL STUDENTS (-131.8) English Learners (-144) Hispanic (-132.6) SED (-133.5) 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 Socioeconomically Disadvantaged- 15.15% Met/Exceeded Levels Homeless/Foster Youth- 0% Met/Exceeded Levels</p>	<p>SED: Red White: Orange</p> <p>Distance from Standard ALL STUDENTS (-129.8) English Learners (-148.5) Hispanic (-130.3) SED (-10.9) White (-127.5)</p> <p>3) CAST Science- Grade (5/8/10) 8.11% Met or Exceed Standard for Science</p> <p>English Learners- 0% Met/Exceeded Levels Socioeconomically Disadvantaged- 8.11% Met/Exceeded Levels Homeless/Foster Youth- 0% Met/Exceeded Levels</p>	<p>Math All Students (-64.8 DFS, Orange Color) English Learners (-51.2 DFS, Yellow Color) SED (-63.8 DFS, Orange Color)</p> <p>Science All Students (20% Met or Exceeded) EL (20% Met or Exceeded) SED (20% Met or Exceeded)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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>4. B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and framework (Dashboard CCI;</p>	<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>2023 Ca Dashboard Data show 22.2% for all students who completed A-G requirements.</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
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%.	Based on the 2023 Ca Dashboard the percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks is 0%.	4.C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks 2023-24 Goal: Improve rate to 5%
4. D. The percentage of pupils who have successfully completed BOTH requirements for	Per District CALPADS: 4. D. The percentage of pupils who have successfully	Based on the 2021 Ca Dashboard the percentage of pupils who have successfully completed BOTH	Based on the 2022 Ca Dashboard the percentage of pupils who have successfully completed BOTH	Based on the 2023 Ca Dashboard the percentage of pupils who have successfully completed BOTH	4. D. The percentage of pupils who have successfully completed BOTH requirements for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences (CALPADS 3.14 & 3.15)	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)	requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences were 0.	requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences were 0.	requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences were 0.	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%.	Per 2023 Ca Dashboard: Percentage of English learners who make progress toward English proficiency was 42.3%. (Orange)	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%	Per District Summative ELPAC found on Data Quest: 2022-2023 EL reclassification rate 7.14% Per reclassification rate on KiDS as of April 25, 2024:	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
				15.15%	
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.	Based on the 2023 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.	Based on the 2023 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	Per District Schoolwise: 7. A. Course Access: Students have access	Per District Schoolwise and review of master schedules	Per District Aeries SIS and review of master schedules	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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with disabilities	and provided to students with disabilities 20-21 Baseline: 100% of students with disabilities have access to all broad course of study and/or programs.	7. C. Programs and services developed and provided to students with disabilities: 21-22: 100% of students with disabilities have access to all broad course of study and/or programs.	7. C. Programs and services developed and provided to students with disabilities: 22-23: 100% of students with disabilities have access to all broad course of study and/or programs.	7. C. Programs and services developed and provided to students with disabilities: 23-24: 100% of students with disabilities have access to all broad course of study and/or programs.	students with disabilities 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%	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%	2023 Ca District Dashboard Metrics CCI Indicators: ALL students: 7.4% (One Bar) White Students: 5.9% (One Bar) SED Students: 7.4% (One Bar) Students completing AP Exams- 0% Students completing Baccalaureate Exams- 0% Students completing at least 1 CTE pathway- 0%	8. A. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable. 2023-24 Goal: Increase to 15% on number of students prepared for CCI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Students completing College Credit Courses- 0%	Students completing College Credit Courses- 4.8%	Students completing A-G Requirements- 22.2% Students completing A-G requirements and at least one pathway- 0% Students completing College Credit Courses- 0%	
State Priority 4A-Pupil Achievement	N/A	<p>Baseline Local Data: Local I-Ready Data for the 2022 School Year indicates:</p> <p>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</p>	<p>Local I-Ready Data for the 2023 School Year indicates:</p> <p>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</p>	<p>Local I-Ready Data for the 2024 School Year indicates:</p> <p>Reading for All Students (Winter KiDS data) 15% On or above Grade Level 30% One grade level below 20% Two grade levels below 35% Three or More grade levels below</p> <p>7% Growth from Fall to Winter</p> <p>Reading for English Learners 10% On or above Grade Level</p>	<p>4A- Pupil Achievement</p> <p>Local I-Ready Data for Reading for All Students 30% On or above Grade Level 25% One grade level below 10% Two grade levels below 5% Three or More grade levels below</p> <p>Math for All Students 30% On or above Grade Level 25% One grade level below 10% Two grade levels below</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>33% Three or More grade levels below</p>	<p>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 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>23% One grade level below 11% Two grade levels below 56% Three or More grade levels below</p> <p>10% Growth from Fall to Winter</p> <p>Reading for SED 15% On or above Grade Level 30% One grade level below 21% Two grade levels below 34% Three or More grade levels below</p> <p>7% Growth from Fall to Winter</p> <p>Math for All Students (Winter KiDS data) 10% On or above Grade Level 34% One grade level below 18% Two grade levels below 38% Three or More grade levels below</p>	<p>5% 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>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> <p>3% Growth from Fall to Winter</p> <p>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</p> <p>4% Growth from Fall to Winter</p>	<p>5% Growth from Fall to Winter</p> <p>Math for English Learners 3% On or above Grade Level 27% One grade level below 12% Two grade levels below 58% Three or More grade levels below</p> <p>3% Growth from Fall to Winter</p> <p>Math for SED 10% On or above Grade Level 32% One grade level below 18% Two grade levels below 40% Three or More grade levels below</p> <p>6% Growth from Fall to Winter</p>	

Goal Analysis

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 2023-2024 school year. Staff Professional Development and Parent Training (Actions 1.1, 1.5) 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 an increasing number of staff using the training strategies they received in the Professional Learning from this past year.

Action 1.1 Staff Professional Development to increase academic achievement was a success. As opposed to prior years, the District was able to bring outside consultants from other districts and county office of education to provide professional development targeting Math, Early Literacy, and Tier I instruction as well as classroom management. Professional development was comprehensive targeting all grades Tk-12,

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. This Action continues to be a struggle to implement. During this year MUSD was able to find staffing that was trained in parent project. This ability to staff allowed for an increase in parent outreach. However, the response from parents being willing to participate in outreach opportunities was minimal. 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 assure that MUSD would 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. MUSD made great strides this year by updating a significant percentage of aging chrome books. MUSD also updated desktop computers, monitors, and printers. Finally, MUSD contracted to update the backbone of the district as it was aging and redundancy issue were becoming a concern.

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 6 out of 25 Certificated Staff on a PIP or STIP. There are a total of 3 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. A focus on tier I / classroom management professional development has impacted 75% of the district teachers. These 75% 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.

Actions 1.6 (Implementation Effective Academic Interventions and Support Programs), Action 1.11 Supplemental ELD Support 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. However, staffing became an obstacle to maintain the positive gains made in this action step as the district required movement of personnel to fill critical positions that were not able to be filled.

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 2 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. Staffing issues in this position has been difficult to maintain as there has been a few changes to this position over the past few years which has been a challenge to allow for consistency. 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.

Action 1.13 (Supplemental Programs to Support Academic Achievement) was not implemented within the LCAP. Competing needs within the district that required personnel prohibited this goal from being addressed.

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, Maricopa planned to spend \$1,312,300 and the estimated actual expenditures were \$1,083,000. There was an approximate unspent planned amount of \$229,300 for Goal 1.

The following Goal/Actions explain the material difference as to what was planned and what the estimated actual expenditures:

- 1.1 Staff Professional Development to Increase academic support: 93% of the planned expenditure was spent during the fiscal year. A small amount of funds were left compared to budget. However, district believes this is not a material difference given the expectation.
- 1.2 Support for new staff: 95% of planned expenditures spent. Unspent funds are immaterial to the expectation.
- 1.3 Parent Training (\$1,000) impacted by the inability to assign and schedule parent trainings due to personnel struggles as well as a Community Schools Planning Grant that allowed for expenditures to be assigned to the grant.
- 1.4 Technology/Hardware : 78% of planned expenditures were spent in this goal. Remaining budget were earmarked for a change to Goal 2, 2.9 and 2.12. As well, ERATE funding allowed for backbone upgrade at a significant reduced cost.
- 1.5 Supplemental Support Materials/training: 78% of planned expenditures were spent on this goal. The intent of the goal was met. Costs were not as high as originally budgeted.
- 1.6 Implementation of effective Academic Interventions: 63% of planned expenditures were spent on this goal. The district focused on the academic interventions in place and allowed for a change in the focus to Goal 2.
- 1.9 Classified Staff for RTI: 5% of planned expenditures were spent on this goal. The reason for the difference is a use of federal grant funds for these costs, which allowed for a change in focus to a Goal 2 action step.
- 1.13 Programs to support academic Achievement (\$7,500) impacted by staffing difficulties. The District needed a stipend based position to start this action step. There were too many competing needs with no available personnel.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Maricopa's goal was to increase the 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.

Within the three year cycle of the current LCAP, we acknowledge we did not achieve all of our desired outcomes as originally set, but we have made some strides in achieving growth with regard to student outcomes over the past two years post pandemic. To assess the effectiveness of specific actions taken by Maricopa in making progress toward our desired outcomes during the three-year LCAP cycle, it is essential to examine the degree to which these actions have successfully produced the desired results or where they have identified areas of ineffectiveness, thus mandating changes with regard to actions and implementation moving forward. When analyzing the action or group of actions together toward the progress of our overall goal of increasing student proficiency levels in ELA and math we utilized qualitative and quantitative data from state and local assessments.

The following actions were proven to be "ineffective" based on data in the measuring and reporting results:

Action 1.3 (Parent Training to support Academic Achievement) was proven to be ineffective for Academic Achievement as the metrics to monitor effectiveness of this action was not connected to the purpose of this action. Maricopa is in the preparation phase of the Community Planning Grant we plan on moving this action to Goal 2 as it allows for increased monitoring progress (change in metric) of the action and it is more aligned with the purpose of Goal 2.

Action 1.7 (Reduced Class Size) was proven to be ineffective for Academic Achievement as the metrics to monitor effectiveness of this action was not connected to the purpose of this action. Maricopa reduces class size to have more student engagement and create a sense of community by making more personal connections to students. We plan on moving this action to Goal 2 as it allows for increased monitoring progress (change in metric) of the action and it is more aligned with the purpose of Goal 2.

Action 1.13 (Supplemental Programs to support Academic Achievement) was proven to be ineffective as Maricopa was never able to establish this program. This action will be eliminated from the LCAP moving forward.

The following actions were proven to be "effective" based on data in the measuring and reporting results:

Action 1.1 (Staff Professional Development), 1.2 (Support for New Staff), 1.5 (Supplemental Support Materials), Action 1.12 (Support Staff to improve student outcomes), and 1.11 (Supplemental ELD Support) worked together to effectively support the professional development needs of the Maricopa Staff. Staff Professional Development included Tier I instruction over the past 3 years. 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. Classroom observations are showing new staff having more tools being utilized with classroom management as well as engagement. Our English Learners have made steady progress (ELPI and Reclassification Rate) towards our overall goal which is attributed to our consistent Staff Training and Support for new staff. The amount of "ineffective" staff as defined by those on a PIP or STIP has declined over the 3 year LCAP cycle and we attribute this to the support provided to all new staff. Maricopa Survey Trends over the last 3 years showcase that Staff believe the professional development has supported student learning with 61% 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 70% of staff using the training strategies they received in the Professional Learning over that past few years. While there is yet to be student achievement outcome data on the Ca Dashboard we have an upward trend in local assessments in both ELA and Math. Moving forward in the next LCAP cycle, these actions will remain however the metrics will be adjusted to monitor effectiveness more efficiently.

Action 1.6 (Implementation Effective Academic Interventions and Support Programs), 1.8 (Certificated Staff to Support RTI), 1.9 (Classified Staff and materials to Support RTI), and 1.10 (Additional Support for primary skills) worked together to effectively support students in need of interventions. Over the past 3 years the increase on local assessments in Reading and Math have shown positive trends. These actions working collectively served to provide our English Learners, Low-Income, and most underserved students access to additional learning time to increase literacy and math skills.

Action 1.4 (Technology Hardware and Software) brought about an improved infrastructure for wireless connectivity in order to effectively utilize the purchased technology and software tools and resources. This action was successful in providing the needed network upgrades consisting of the appropriate security measures to protect students and staff, increase speeds, and provide better access than ever before. Maricopa's unduplicated students face economic disadvantages, language barriers, and/or instability from Foster Care, requiring access to modern technology to unlock their full potential on an equitable basis. Without the provision of advanced technological tools and devices, coupled with the necessary infrastructure, these students are at risk of falling significantly behind their peers who have access to these resources. Maricopa's improved student performance on local assessments (see above), and enhanced digital literacy skills of our unduplicated students who would otherwise not have access to such necessity for learning today. District PLC teams collaborated and utilized internal data to inform systems and make regular instructional adjustments for unduplicated student groups first at their sites. Moving forward this action will also include updated metrics to track the effectiveness for the next LCAP cycle.

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.

For the next three-year cycle, Maricopa will focus primarily on including only those actions that are considered to be contributing to increased and improved services for students and those that are funded by Equity Multiplier funds.

Planning changes for the 2024-2027 LCAP Cycle include the following.

Maricopa will be changing Goal 1 to The Maricopa Unified School District is committed to graduating students who are prepared for post-secondary education and the workforce by providing ongoing professional development for educators and implementing effective instructional practices aligned with rigorous curriculum standards. This will narrow achievement gaps, provide targeted interventions for struggling learners, and foster a positive school climate. Metrics will be updated to reflect the data needs of the included actions. In addition, desired outcomes will be updated to reflect appropriate growth from baseline data over the three-year LCAP cycle. State Priority 1C (Facilities) metric will be moved to Goal 2 moving forward as it aligns more with the purpose of Goal 2 (Increasing a Positive Climate and Culture).

Actions that will be removed moving forward:

Action 1.13- Supplemental Programs to support Academic Achievement (Removed 2024 due to lack of effectiveness)

Actions being consolidated within Goal 1 are as follows:

Actions 1.6, 1.8, 1.9, 1.10, and 1.12 will be combined together to focus on Response to Intervention and program monitoring of Tier 1 instruction.

Actions being moved to other LCAP Goals for increased coherence and monitoring of implementation:

Action 1.3-Parent Training to support Academic Achievement (Moving to Goal 2 and changing the metric to monitor effectiveness)

Action 1.7- Reduced Class Size (Moving to Goal 2 changing the metric to monitor effectiveness)

Actions 1.1, 1.4, 1.5 and 1.11 will move forward unchanged in the description for the new LCAP cycle, but will have some updated metrics to monitor progress.

New Actions will include a focused support to Professional Learning Communities (Goal 1, Action 1.2).

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)

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 District will maintain a similar level or increase the number of parent surveys Same Level 20-21 Baseline:	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 • 19 Parent Input Surveys • 27 Staff Members 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 • 103 Parent Input Surveys • 35 Staff Members Input Surveys	Per District 23-24 Local Records: 3. A. # of Parent input in LCAP decision-making 23-24: a) Input Sessions- 4 Input Session with all stakeholders were held this year. b) Surveys • 175 Student Input Surveys • 221 Parent Input Surveys • 38 Staff Members 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 • 28 Parent Input Surveys • 46 Staff Members Input Surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • 14 Input Session with all stakeholders • 149 Student Input Surveys • 28 Parent Input Surveys • 46 Staff Members Input Surveys 		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.	Of the 221 parents responding to the survey, 49.3% agreed and 34.6% strongly agreed (7.4% didn't know) that parents were given opportunities to participate in decision making regarding their students education.	
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 Assemblies, PTO Events, Movie Nights, Sporting Events, Plays, Winter Music Program, Field Trips,	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 Events, Movie Nights, Sporting Events, Field Trips, District Sports Day, Open House, Graduations, Board	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 Events, Movie Nights, Sporting Events, Field Trips, District Sports Day, Open House, Graduations, Board	Per District 23-24 Records: 3. B1. Parent participation. 1) List types of events/activities parents of unduplicated students are invited to attend 23-24 data for: Back to School, Parent Conferences, Parent Math Nights , Quarterly Award Assemblies, PTO Events, Movie Nights, Sporting Events, Field Trips, District Sports Day, Open House,	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 school as measured by attendance rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>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>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>	<p>Graduations, Board mtgs., School Site Council, Student Success Team (SST), IEP's, Classroom Events, Summer lunch program, Summer Pool events, Community School Liaison interaction.</p> <p>Parent Attendance participation is at the initial stage of implementation with less than 10% of our unduplicated parents actively involved.</p>	
<p>State Priority 3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs.</p>	<p>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 events/activities in 3.B. The district provides notifications and information to</p>	<p>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 events/activities in 3.B. The district provides notifications and information to</p>	<p>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 events/activities in 3.B. The district provides notifications and information to</p>	<p>Per District 23-24 Records: 3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs. 23-24 Data: See the listing of events/activities in 3.B. The district provides notifications</p>	<p>3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs. 2023-24 Goal: 2023-24 Goal: Parent Attendance participation by program will increase to 30% of individuals</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 exceptional needs parents are actively involved as we use</p>	<p>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 exceptional needs parents are actively involved.</p>	<p>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 parents actively involved.</p>	<p>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 /Instagram postings, Flyers sent w/students, Flyers/Letters mailed home, Marquee Board, Phone Calls, LCAP town hall, Surveys, 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 parents actively involved.</p>	<p>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
	2021 to establish baseline.				
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	Per District Aeries SIS: 5. A. Attendance Rate (P2) P2 ADA rate 95.14% for 2023-24 As of April 25, 2024 from KiDS data system the current Year to Date Attendance Rate shows: All-92.89% EL-96% SED-94% Foster- 95%	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	The 2023-24 Dashboard shows: All Students- 35.4% Chronically Absent (Red Indicator) English Learners- 33.4% Chronically Absent (Red Indicator) SED-35.5% Chronically Absent (Red Indicator)	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
			<p>SWD- 45.8%</p> <p>As of April 18, 2023 from KiDS data system the current Chronic Absenteeism Rate was 32.22%.</p> <p>English Learner- 32.22%</p> <p>SED- 32.94%</p> <p>Foster- 33.33%</p> <p>SWD-42.33%</p>	<p>Homeless- Not enough students to receive data</p> <p>SWD- 37.5%</p> <p>Chronically Absent (Orange Indicator)</p> <p>Hispanic- 33.8%</p> <p>Chronically Absent (Red Indicator)</p> <p>White- 37.7%</p> <p>Chronically Absent (Red Indicator)</p> <p>As of April 25, 2024 from KiDS data system the current Chronic Absenteeism Rate shows:</p> <p>All-28%</p> <p>EL-19%</p> <p>SED-25%</p> <p>Foster- 67%</p>	
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	Per District 23-24 data: 5. C. Middle School Dropout Rate 23-24 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:	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 0	Per District 23-24 data:	5. D. High School Dropout Rate 2023-24 Goal: Maintain the rate of Zero (+-1%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5. D. High School Dropout Rate 19-20 Baseline: Zero			5. D. High School Dropout Rate 22-23 was 2	
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%.	From 2023-24 Ca Dashboard the Graduation Rate was 91.7%.	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 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%	2023-24 Ca Dashboard shows: All Students- 12.1% Suspension Rate (Red Indicator) English Learners- 12.9% Suspension Rate (Red Indicator) SED-11.9% Suspension Rate (Red Indicator) Homeless- 16.7% Suspension Rate (Not enough students to receive a color) SWD-14.7% Suspension Rate (Red Indicator) Hispanic- 9.4% Suspension Rate (Red Indicator)	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
				<p>White- 15% Suspension Rate (Red Indicator)</p> <p>As of April 25, 2024 from KiDS data system the current Suspension Rate shows:</p> <p>All- 12% EL- 8.6% SED-11.45% Foster- 33.33%</p>	
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	Per district Aeries SIS: 6. B. Expulsion Rate 23-24 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% 3) Staff Survey Results	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 Q3/Q5/Q8/Q11:(Agree) is 67.7%	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	Per District Survey Data: 23-24 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 Q3/Q5/Q6/Q7:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%	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/Q8: (Agree) is 74.33% 2) Parent Survey Results Q3/Q5/Q8/Q11: (Agree) is 84.23% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Agree) is 79.47%	(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%

Goal Analysis

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 2023-24 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. Remaining budget amounts for these steps were moved to action steps 2.9 and 2.12

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 60% of staff stating the district provides professional development to support student learning with 18% disagreeing. While MUSD is trying to increase the adult knowledge of student connectedness, our classroom walkthroughs show 50% of staff using the training strategies they received in the Professional Learning from this past year.

Actions 2.1 MTSS/PBIS Support is being implemented as planned. These actions was majority implemented during the second half of the 2023-2024 year in coordination with a district PBIS team. MUSD intends to have more professional learning with MTSS/PBIS Support in the coming year to maintain positive growth in this program.

Actions 2.4 School Communication (Bilingual Office Support) The continued growth of our bilingual population as well as needed counseling demand continued increases in resources toward these action steps. The District will need to increase resources in the upcoming LCAP plan to continue providing additional personnel support in these goals.

Action 2.5 Counseling: Fully Implemented. The counseling position has been very effective. The position has led to the implementation of counseling groups, college trips, parent groups, etc. The school will need to not only maintain support but look to increase counseling so that the high school can benefit from a true academic counselor.

Actions 2.6 was partially implemented as planned for SEL. Additional focus needs to be provided for Social Emotional Learning. The District has been awarded a five year Community School Grant that will provide a full time Social Worker. This resource will provide focus to the Social Emotional Learning professional development as well as additional interactions with students needing counseling support.

Actions 2.7 Growth Mindset Implemented as planned on an introductory level. Very little implementation happened in the 2023-24 year. A campus wide assembly and staff PD was geared toward Growth Mindset but no metric would be able to gouge the effectiveness of the activity.

Action 2.8 Student Engagement. Implemented as planned. Additional activities were included in the final LCAP year. Additional clubs: cheer club, sports club added to modeling club and weight room club. Athletic programs were expanded to include Spring conditioning, eSports competitions, Junior High expansion to Softball and Cross Country.

Action 2.9 and 2.12 were fully implemented toward the improvement of STEAM and CTE through improved materials, curricula, and labs for the Middle School and High School.

Action 2.11 CTE/Dual Enrollment. Not fully implemented. Credentialing did not allow for dual enrollment opportunities to progress. Concurrent enrollment for welding at the high school was not moved forward as Taft JC did not offer a class during the window of time needed to allow for Core instruction to happen. Junior High CTE programs have not been implemented due to time and personnel issues.

Action 2.13 was not implemented as the Community School Grant provided resources toward this same goal.

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 the 2024-2027 LCAP as we believe the implementation of these actions will help the district achieve the stated goal.

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, Maricopa planned to spend \$635,744 and the estimated actual expenditures were \$795,000. Goal 2 was OVERSPENT by an approximate \$159,256.

The following Goal/Actions explain the material difference as to what was planned and what the estimated actual expenditures:

2.1. MTSS/PBIS Support: 18% of the action step was spent towards this goal. While not spending the entirety of the budget, the district made strides by constituting a committee of classified and certificated toward reviewing, revising, and implementing a PBIS program. This work continues as of the publication of this report and will continue in the upcoming school year.

2.4 School Communication/Bilingual Office Support: The action step is fully implemented and is a valuable resource for communication with students and our parents.

2.5 Counseling Support: 85% of the action step was spent. This action step is fully implemented. The District will need to consider additional counseling support to address increased need due to environmental issues that the students have returned to full time on campus education.

2.6 Professional Support SEL: 8% of this action step was spent. The District struggled to provide additional supports other than what has already been implemented in the three year LCAP. While a curriculum was adopted, continued professional development and personnel resources was not able to be provided due to competing demands on personnel and time to review, schedule, and provide additional professional development.

2.7 Professional Development for Growth Mindset: 29% of the action step was spent. Professional development was provided for the staff through a guest speaker addressing the Growth Mindset topic. The cost of the speaker was the entire expenditure for the action step.

2.8 Student Engagement: 63% of the action step was expended. This action step is considered effective in the current year. The remaining balance was retained for expenditures in other action steps within the goal.

2.9 Supplemental Activities: 162% of the action step was expended. The district targeted expenditures toward off campus trips as well as motivational trips tied to annual testing. The ability to find available trips and means for travel has increased as we move farther away from the COVID pandemic.

2.11 CTE/Dual Enrollment: 53% of the action step was expended. This action step focused on adding an additional exploratory pathway and acquiring needed equipment to bolster the Technology/STEM pathway.

2.12 STEAM Lab: 335% of the action step was expended. This action step included upgrades and acquisition of necessary STEAM labs in both the Middle School and High School labs.

2.13 Family Resource Center. This action used different funding therefore the budgeted amount was not used for this action and moved to another area to meet student needs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 22-23 was 0%.

State Priority 5D-High School Dropout Rate for 22-23 was 2.10%. (based on 95 total enrollment)

State Priority 5E-Graduation Rate for 22-23 on Ca Dashboard was 91.17% a decrease of 3.53% from previous year

State Priority 6B- Expulsion Rate for 22-23 was 0%.

2024 Staff Survey (Majority of Survey questions having positive increases from previous year)

82% of staff Agree/Strongly Agree the district provides a safe campus. Same as last year. However, this year, 5.3% of respondents chose "I don't know" to the question.

87.2% of staff Agree/Strongly Agree the district provides adequate supplies to support student learning. This is an increase from 82% the previous year.

72.6% of staff Agree/Strongly Agree the district is invited to help plan, implement and evaluate instructional materials, strategies, and programs. This is a decrease from 75% the previous year.

2024 Parent Survey

87.75% of parents Agree/Strongly Agree the district provides clean and orderly campus. This is down from 96%,

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

93% of parents Agree/Strongly Agree the district is preparing their student for the next grade level. This is an increase from 90% prior year.

83% of parents Agree/Strongly Agree the district provides high quality resources and programs. This is a decrease from 85% prior year.

83% of parents Agree/Strongly Agree the district provides a high quality education for their student. This is a decrease from 90% prior year.

75% of parents Agree/Strongly Agree the district provides resources and training needed to strengthen student learning at home. This is a reduction from 87% prior year.

2024 Student Survey

95.3% of students Agree/Strongly Agree the district provides textbooks and learning materials needed at school. A decrease from 97%
90.1% of students Agree/Strongly Agree the district's goal is to prepare them for a successful life, college, and or career. An increase of 10%
82.5% of students Agree/Strongly Agree the district helps make the learning understandable to them by using different strategies to present information. Increase of 10.5%
67.9% of students Agree/Strongly Agree the district is successful in helping them learn the Common Core State Standards in all courses. Increase of 6%

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 afterschool 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 93% of MUSD parents agree/strongly agree the district is preparing their students for their next grade level, while 83% of parents agree/strongly agree the district provides resources and training needed to strengthen student learning at home. These survey questions have held constant or increased in percentage even while increasing total population of survey respondents.

*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 22-23 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. This past year the rate increased to 2% with 2 students dropping out. A negative outcome even though multiple resources were implemented to work with the students and families. 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 91.7% for the 22-23 school year. MUSD had a Graduation Rate of 94.7% for the 21-22 school year, a decrease of 3%. We will continue to look at our Chronic Absenteeism Rates, Suspension Rates, and Survey data from all educational partners to monitor effectiveness. While a

decrease year over year, the small population of students creates a large percentage increase/decrease. MUSD believes that this action is successful given the percentage attained.

*Goal 2, Action 9 Supplemental Activities was implemented successfully in the third year of this LCAP. The primary activities was the full implementation of 2 new athletics opportunities at the high school, a school wide testing incentive trip, and a high school A-G college trip. 92.5% of parents surveyed agreed or strongly agreed that the school programs and activities promote and recognize student success.

*Goal 2, Action 12 STEAM Lab. This action was fully implemented with the commitment to increased Science Lab environment. This improved the overall environment as well as providing increased ability to provide varying ability to present STEAM curriculum. 88.1% of students survey shared they agreed or strongly agreed that the environment was conducive to learning.

Moving forward into the new LCAP, action steps will be either consolidated, moved to other goals, or removed due to lack of the effectiveness. The following actions steps are assigned as follows:

Actions that will be removed moving forward:

Action 2.13 (Removed 2024 due to lack of effectiveness)

Action 2.12 (Removed 2024 due to lack of effectiveness)

Action 2.11 (Removed 2024 due to lack of effectiveness)

Action 2.7 (Removed 2024 due to lack of effectiveness)

Actions being consolidated within Goal 2 are as follows:

Actions 2.1 & 2.5 will be combined together to focus on building a positive Campus Climate.

Actions 2.8 and 2.9 will be combined together to focus on Campus Culture.

Actions being moved to other LCAP Goals for increased coherence and monitoring of implementation:

Action 2.6 -Parent Training to be included in Professional Development (Moving to Goal 1 and changing the metric to monitor effectiveness)

New Actions include a Link Crew Transition Program (Goal 2, Action 2.4) that is intended to leverage peer mentorship to enhance school safety, reduce bullying, increase attendance, decrease discipline referrals, and improve academic performance.

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.

For the next three-year cycle, Maricopa will focus primarily on including only those actions that are considered to be contributing to increased and improved services for students and those that are funded by Equity Multiplier funds.

Planning changes for the 2024-2027 LCAP Cycle include the following:

Maricopa will be changing Goal 2 to MUSD aims to enhance school culture by prioritizing supplemental programs, fostering a positive environment for learning. Emphasizing diverse educational opportunities beyond the core curriculum, it seeks to enrich student experiences and promote engagement. These efforts are geared towards improving outcomes, assessed through state dashboard metrics, demonstrating a commitment to academic advancement and student success. In addition, desired outcomes will be updated to reflect appropriate growth from baseline data over the three-year LCAP cycle.

Actions that will be removed moving forward:

Action 2.13 (Removed 2024 due to lack of effectiveness)

Action 2.12 (Removed 2024 due to lack of effectiveness)

Action 2.11 (Removed 2024 due to lack of effectiveness)

Action 2.7 (Removed 2024 due to lack of effectiveness)

Actions being consolidated within Goal 2 are as follows:

Actions 2.1 & 2.5 will be combined together to focus on building a positive Campus Climate.

Actions 2.8 and 2.9 will be combined together to focus on Campus Culture.

Actions being moved to other LCAP Goals for increased coherence and monitoring of implementation:

Action 2.6 -Parent Training to be included in Professional Development (Moving to Goal 1 and changing the metric to monitor effectiveness)

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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 [2024-25]

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. About 95% of our students are Socioeconomically Disadvantaged, 24% English Learners, and 2% Foster/Homeless.

Maricopa has approximately 26 certificated staff, 14 Classified staff, 1 Superintendent, 2 Counselors, and 1 Student Support Services Administrator.

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.

Maricopa Middle School is eligible as an Equity Multiplier school based on the 2023-24 requirements.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The annual performance on the CA Dashboard showed some successes with positive growth in CAASPP ELA scores. All students showed (+11.3, Orange), Hispanic (+5.9, Orange), White (+20.1, Yellow), Socioeconomic students (+10.4, Orange), and Students with Disabilities (+27, no applicable color because size less than 30). While all students declined in our Chronic Absenteeism Rate (-3.4%) we are heading on a positive trend to reduce our high rates. Our English Learners, Foster Youth, and SED students are showing positive trends in ELA and Chronic Absenteeism Rates.

Throughout the year, educational partners had opportunities to be part of decisions about MUSD through surveys, meetings, and committees. Results of the 2023-24 Parent surveys state 84.23% strongly agree/agree that they feel valued. Additionally, survey results from from students in grades 3-12 report 74.33% strongly agree/agree that staff make them feel valued, supported, preparing students, and safe while at school. Staff surveys results show that 81.88% strongly agree/agree that the district makes them feel valued, supported, prepared, and safe while at school.

Maricopa's Local I-Ready Data for the 2024 School Year indicates:

Reading for All Students (Winter KiDS data)

15% On or above Grade Level

30% One grade level below

20% Two grade levels below

35% Three or More grade levels below

7% Growth from Fall to Winter

Reading for English Learners

10% On or above Grade Level

23% One grade level below

11% Two grade levels below

56% Three or More grade levels below

10% Growth from Fall to Winter

Reading for SED

15% On or above Grade Level

30% One grade level below

21% Two grade levels below
34% Three or More grade levels below

7% Growth from Fall to Winter

Math for All Students (Winter KiDS data)

10% On or above Grade Level
34% One grade level below
18% Two grade levels below
38% Three or More grade levels below

5% Growth from Fall to Winter

Math for English Learners

3% On or above Grade Level
27% One grade level below
12% Two grade levels below
58% Three or More grade levels below

3% Growth from Fall to Winter

Math for SED

10% On or above Grade Level
32% One grade level below
18% Two grade levels below
40% Three or More grade levels below

6% Growth from Fall to Winter

The following data on the 2023 CA Dashboard has a (Red Indicator):

2023 CAASPP ELA

Schools with a Red Indicator on 2023 CAASPP ELA

Maricopa Middle School (-103.7 DFS, Red)

Maricopa Elementary (-84.2, Red)

Maricopa Middle School with Student Group with a Red Indicator:

Hispanic (-114.1, Red)

Socioeconomically Disadvantaged (-103.7, Red)

Maricopa Elementary School with Student Group with a Red Indicator:
Socioeconomically Disadvantaged (-84.2, Red)

Student Groups with a Red Indicator on 2023 CAASPP ELA
English Learners (-110.4 DFS, Red)

Maricopa plans on addressing the needs in ELA with Goal 1: Actions 1.1, 1.2, 1.3, 1.4, and 1.7

These actions working collectively together will increase student achievement in ELA by focusing on Staff professional development to support Tier 1 instruction, Collaboration model of Professional Learning Communities, student support services, Academic support, supplemental curriculum to support standards based instruction, and data integration for staff to intervene when students are not performing at grade level. Maricopa plans on monitoring progress using the following metrics local and state metrics as well as using Professional Learning Community activity logs and data sheets for collaboration.

2023 CAASPP Math
District with a Red Indicator on 2023 CAASPP Math
All Students (-129.8 DFS, Red)

Schools with a Red Indicator on 2023 CAASPP Math
Maricopa Middle School (-155.1 DFS, Red)
Maricopa Elementary (-99.1, Red)

Maricopa Middle School with Student Group with a Red Indicator:
Hispanic (-159.9, Red)
Socioeconomically Disadvantaged (-155.1, Red)

Maricopa Elementary School with Student Group with a Red Indicator:
Socioeconomically Disadvantaged (-99.1, Red)

Student Groups with a Red Indicator on 2023 CAASPP Math
Hispanic (-130.3, Red)
English Learners (-148.5, Red)
Socioeconomically Disadvantaged (-130.9, Red)

Maricopa plans on addressing the needs in Math with Goal 1 and 3: Actions 1.1, 1.2, 1.3, 1.4, 1.7 and 3.1. There is also a Equity Multiplier Goal for Maricopa Middle School that will address the area of Math.

These actions working collectively together will increase student achievement in Math by by focusing on Staff professional development to support Tier 1 instruction, Collaboration model of Professional Learning Communities, student support services, Strategic Math support,

supplemental curriculum to support standards based instruction, and data integration for staff to intervene when students are not performing at grade level. Maricopa plans on monitoring progress using the following metrics local and state metrics as well as using Professional Learning Community activity logs and data sheets for collaboration.

2023 Chronic Absenteeism Rate

District with a Red Indicator on 2023 Ca Dashboard Chronically Absent Rate

All Students (35.4%, Red)

Schools with a Red Indicator on 2023 Ca Dashboard Chronically Absent Rate

Maricopa Middle School (38.6% DFS, Red)

Maricopa Elementary (33.9%, Red)

Maricopa Middle School with Student Group with a Red Indicator:

Hispanic (33.3%, Red)

Socioeconomically Disadvantaged (38.6%, Red)

White (45.2%, Red)

Maricopa Elementary School with Student Group with a Red Indicator:

English Learners (28.8%, Red)

Hispanic (34.3%, Red)

Socioeconomically Disadvantaged (33.9%, Red)

Student Groups with a Red Indicator on 2023 Ca Dashboard Chronically Absent Rate

Hispanic- (33.8%, Red)

White- (37.7%, Red)

English Learners- (33.3%, Red)

Socioeconomic Disadvantaged- (35.5%, Red)

Maricopa plans on addressing the needs in Chronic Absenteeism with Goal 2, Actions 2.1 through 2.5.

These actions working collectively together will decrease Chronic Absenteeism Rate by focusing on parent outreach, student recognitions and celebrations, and various student engagement activities. Maricopa plans on monitoring progress using reduction in Attendance rates, parent outreach communication, and student connectedness surveys.

2023 Suspension Rate

District with a Red Indicator on 2023 Ca Dashboard Suspension Rate

All Students (12.10%, Red)

Schools with a Red Indicator on 2023 Ca Dashboard Suspension Rate

Maricopa Middle School (23.1% DFS, Red)

Maricopa Elementary (9.2%, Red)

Maricopa Middle School with Student Group with a Red Indicator:

Hispanic (23.4%, Red)

Socioeconomically Disadvantaged (23.1%, Red)

White (23.3%, Red)

Maricopa Elementary School with Student Group with a Red Indicator:

Students with Disabilities (16.1%, Red)

Socioeconomically Disadvantaged (8.8%, Red)

White (16.7%, Red)

Student Groups with a Red Indicator on 2023 Ca Dashboard Suspension Rate

Hispanic- (9.4%, Red)

White- (15%, Red)

English Learners- (12.9%, Red)

Socioeconomic Disadvantaged- (11.9%, Red)

Students with Disabilities (14.7%, Red)

Maricopa plans on addressing the needs in Suspension Rate with Goal 2, Actions 2.1 through 2.5.

These actions working collectively together will decrease Suspension Rate by focusing on targeted behavior support, focused support around building and maintaining a positive classroom and school, parent outreach, student recognitions and celebrations, and various student engagement activities. Maricopa plans on monitoring progress using reduction in class referrals, suspension rates, parent outreach communication, and student connectedness surveys.

In addition to all the Red Indicators on the 2023 Dashboard, Maricopa Middle School has been identified as an Equity Multiplier School. Maricopa Middle School was eligible for this funding based on the non-stability rate and percentage of socioeconomically disadvantaged students. Maricopa's non-stability rate was greater than 25% and had students enrolled for less than 245 continuous days between July 1 and June 30 of the prior year or exited from a school between July 1 and June 30 of the prior school year due to truancy, expulsion, or for unknown reasons and without stable enrollment at another school.

Maricopa has created a new Focus Goal (Goal 3) with actions within this goal to address some of Root Causes existing at our Middle School. The Maricopa Middle School math scores are -155.1 DFS, Red. A discussion among staff clearly shared that a focus on math is needed.

Some of the Root Causes we have found was: Staff professional development was lacking in math, students matriculating up to the middle school multiple years below grade level, and an increasing population of students with a language barrier.

Our Educational Partners at Maricopa Middle School has also informed us of that more tutoring and remediation opportunities as well as lower class sizes are needed.

Therefore we have created a new goal within the LCAP with the following actions:

Goal 3, Action 1- Strategic focus on Professional Development in Mathematics for targeted support to Tier 1 standards based instruction.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Maricopa has been identified for Differentiated Assistance this year for the following student groups:

English Learners- Low Academic Performance, High Chronic Absenteeism, and High Suspension Rates

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

White-High Chronic Absenteeism, and High Suspension Rates

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

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).

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

Maricopa's work that will continue to be done in the upcoming year based on being identified for D/A.

*Data review during teacher collaboration once a quarter. TK-3 grade ELA data review on-going to assist with Walk to Learn RTI to address performance gaps in academic achievement (Goal 1, Action 3).

*A focused effort on Teacher collaboration and training on Essential Standards will be a new action this year that will also address performance gaps in academic achievement (Goal 1, Action 1 and 2).

*The problem of Practice with Root Causes was a target related to the Discipline policy and implementation on our campuses. Specifically the target for consistent application of the policy as well as MTSS (Behavior) supports. 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. The intervention we have selected to continue to implement is positive behavior intervention systems. This is an on-going action that will continue into the next year (Goal 2, Action 2 and 3).

Maricopa will continue to partner with Kern County Superintendent of Schools to provide a year long professional development program in Tk12 grades focusing on Classroom Management.

Strategic Actions include continued implementation of MTSS framework, focused in class targeted student connection and positive class environment, student support services, Link Crew, and student engagement support.

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 2024-25 School Year the following schools are eligible for CSI support:

Maricopa Elementary School (Year 4)
Maricopa Middle School (Year 5)

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

* An updated PBIS plan that includes a revised discipline matrix.

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 and Classroom Management. To compliment the year long focus, a district team will complete the process it began last year participate on implementing an effective Professional Learning Community practices to assure that learned practices are implemented and continue. The District will engage with Kern County Superintendent of Schools to provide focused Professional Learning Community implementation with a contract for on-site weekly planning, training, and monitoring of the site PLC groups.

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 in progress from prior year, 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. The PBIS team that began work under the CIP process will implement a plan that includes an updated discipline matrix. The monitoring of the PBIS program will be on-going by administration and the CIP team. Specifically, through the weekly late start for PLC time, the PBIS program will be included in the grade level meetings that allow for not only administrative review but peer review of the plan and implementation. A weekly submitted on-going assessment will be provided as part of the PLC work product of each grade level.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	The process for engaging parents was primarily through parent surveys. The surveys were made available at the beginning of the year and made available at parent events such as back to school night, AVID family nights, school carnivals, etc. A survey collection week was held in the Spring by which students brought home a survey and those students who returned a parent completed survey were given an incentive. As well, our School Site Counsel and Community Schools liason promoted parent input through the year.
Students	Students were engaged through a survey document as well as through informal discussions with ASB at the middle school and high school level. A survey collection week was completed in early Spring of 2024 for grades 3-12.
Teachers	The teachers group was engaged through a survey as well as monthly meetings. The entire staff was engaged in the Fall to discuss testing outcomes and then discussed supports for the current year and ideas for future years.
Principals/Admin	The MUSD has one Principal/Administration for the 2023-2024 school year. The Principal/Administration also has the responsibility to write the LCAP document. The feedback recieved from all Stakeholder groups was considered.
Other School Personnel	The MUSD LCAP review and development began in earnest in February, 2024 with the presentation of the 2023-2024 LCAP Mid Year report. This report included a review of each of the Goals Action steps to share the progress made to date (updated metrics) and funds

Educational Partner(s)	Process for Engagement
	<p>expended accordingly. The Board considered the report and approved it as recommended.</p> <p>The 2024-2027 LCAP timeline continued from the Mid-Year update to the completion of the End of Year Update. This update allowed the District to gain an understanding of what action steps were not considered effective. From this determination, a review of the Stakeholder feedback data allowed for a draft LCAP plan with new Goals and updated actions within the Goals.</p> <p>The following timeline for the 2024-2027 LCAP and the 2024-25 Budget adoption was as follows:</p> <ul style="list-style-type: none"> August 31 Back to School Night. LCAP parent input/Information forum September 7 Teacher LCAP Input September 14 Teacher LCAP Input September 21 Teacher LCAP Input Feb 7 Differentiated Assistance/ LCAP Feb 9 LCAP Student Surveys (HS, Middle School, Elementary) Feb 16 LCAP Parent Surveys Due March 7 Parent Night / LCAP forum March 12 Parent Forum - LCAP Input March 14 Board - LCAP input, Survey reviews March 15 - May 16: LCAP writing May 21 DRAFT LCAP to Teachers/Classified May 21 DRAFT LCAP to School Site Council June 10 LCAP 1st Reading at Board Meeting (Public Hearing) June 13 LCAP Adoption
Certificated Bargaining Unit	<p>The teachers unit at MUSD is small and therefore allows us to meet as a complete group which helped gain an understanding of the teachers wants and suggestions. The teachers group was engaged on the following dates:</p>

Educational Partner(s)	Process for Engagement
	<p>September 7 Teacher LCAP Input September 14 Teacher LCAP Input September 21 Teacher LCAP Input</p> <p>The Draft LCAP was presented to the Certificated Bargaining Unit on May 21, 2024. Any feedback was acknowledged and the draft amended where appropriate prior to the presentation to the Board at the public hearing.</p>
Classified Bargaining Unit	<p>The Classified unit at MUSD was engaged through a survey document to allow for all members to provide input.</p> <p>The Draft LCAP was presented to the Classified Bargaining Unit leadership on May 21, 2024. Any feedback was acknowledged and the draft amended where appropriate prior to the presentation to the Board at the public hearing.</p>
SELPA Administrator	<p>The Kern County SELPA was engaged for LCAP review and feedback on 12/11/23 as part of a LCAP training</p> <p>Any feedback was included in the draft LCAP prior to being presented to the Board.</p>
Equity Multiplier Engagement for Maricopa Middle School	<p>Equity Multiplier funds is a new funding stream for the district. The funds are targeted to the Middle school. The Middle School staff was engaged to determine a consensus on area of need. The district dashboard was also considered. The outcome of the engagement was to utilize Equity Multiplier funding toward a Math focus goal.</p>
Parent Advisory Committee	<p>The parent advisory and DELAC committees are imbedded with the School Site Council due to the district's size ability to constitute the committees. The combined committees met five (5) times over the course of the school year. During these meetings, the combined committees considered current LCAP reports including mid-year reports and engaged for feedback toward the 2024-27 LCAP.</p> <p>Any feedback was considered when developing the goals and imbedded actions steps.</p>

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee	<p>The parent advisory and DELAC committees are imbedded with the School Site Council due to the district's size ability to constitute the committees. The combined committees met five (5) times over the course of the school year. During these meetings, the combined committees considered current LCAP reports including mid-year reports and engaged for feedback toward the 2024-27 LCAP.</p> <p>Any feedback was considered when developing the goals and inbedded actions steps.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The following changes were made to the 2024-2027 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 2024-27 LCAP with some strong recommendations through stakeholder engagement that included a focus on academic achievement. Specifically, early literacy efforts and a focus on Math was deemed a critical focus. Many of the actions located in the goals have been influenced by the input provided by administration during our feedback sessions this year. Administrators also recommended the continued implementation of MTSS & SEL. 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 2024-27 LCAP with some strong recommendations through stakeholder engagement that included a focus on staff support and training. Many of the actions located in this LCAP that speak specifically to professional development have been influenced by the input provided by teachers and other staff during our feedback sessions this year. Educational Partner feedback state an emphasis on implementation of MTSS & SEL, which aligns with creating a supportive environment through smaller class sizes and targeted support. Staff collaboration focusing on continuous learning for adults and students was recommended by Educational Partner feedback.

Local Bargaining Units

Local Bargaining Units influenced the 2024-2027 LCAP with some recommendations through stakeholder engagement that included a focus on staff support and training. Many of the actions located in this LCAP that speak specifically to professional development have been influenced by the input provided by teachers and other staff during our feedback sessions this year. Classified bargaining unit was engaged through staff survey. The survey influenced the LCAP actions that relate to continued campus safety, cleanliness, and professional development.. 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 2024-27 LCAP with some strong recommendations through stakeholder engagement that included a focus on providing a safe environment and engagement of all students. Many of the actions located in the LCAP such as tutoring, zero/8th period, and counseling have been influenced by the input provided by Parents during our feedback sessions this year. Parents stressed the importance of a safe environment and engagement, directly influencing the decision to reduce class sizes for better individual attention and support. Targeted Support for students and the importance of on campus positive relationships was valued and seen as a need for students, especially underserved students from Educational Partner feedback. Parents and community included the need for the school to provide a comprehensive program including counseling and additional tutoring time. Parents stressed the importance of academic support services such as tutoring and counseling.

Students

Students influenced the 2024-27 LCAP with some strong recommendations through stakeholder engagement that included a focus on extracurricular activities, campus safety, and academic counseling. Students expressed a need for academic counseling and support for college and career readiness. Students also state the importance of extracurricular activities and a positive school environment, supporting the use of incentives and recognition to encourage engagement and attendance. 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 2024-27 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 were influenced by the committee.

SELPA Administrator

SELPA influenced the 2024-27 LCAP with some strong recommendations through stakeholder engagement that included a focus on continued professional development of the special education staff. A focus on academic achievement and providing a response to intervention for all students including students with a disability continues to be a focus in the LCAP.

Maricopa Middle School (Equity Multiplier Site)

The Middle School staff was engaged to determine a consensus on area of need. The district dashboard was also considered. The outcome of the engagement was to utilize Equity Multiplier funding toward a Math focus goal. Actions within Goal 3 were influenced and shared by the Middle School Educational Partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Maricopa Unified School District is committed to graduating students who are prepared for post-secondary education and the workforce by providing ongoing professional development for educators and implementing effective instructional practices aligned with rigorous curriculum standards. This will narrow achievement gaps, provide targeted interventions for struggling learners, and foster a positive school climate.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data, local assessments, and educational partner feedback indicated a critical need to enhance support in both academic and socio-emotional areas, particularly for the most vulnerable student groups.

Key Data Points and Identified Needs:
 Performance in CAASPP ELA, Math, and Science:

2023 CA Dashboard Data
 1) CAASPP ELA- Grades (3-8 & 11)
 Status:
 All Students: Orange
 English Learners: Red
 Hispanic: Orange
 SED: Orange
 White: Yellow

Distance from Standard
 ALL STUDENTS (-79)

English Learners (-110.4)
Hispanic (-84.1)
SED (-80)
White (-69.1)

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

Status:

All Students: Red

English Learners: Red

Hispanic: Red

SED: Red

White: Orange

Distance from Standard

ALL STUDENTS (-129.8)

English Learners (-148.5)

Hispanic (-130.3)

SED (-10.9)

White (-127.5)

3) CAST Science-Grade (5/8/10) 8.11% Met or Exceed Standard for Science

English Learners- 0%

Met/Exceeded Levels

Socioeconomically Disadvantaged- 8.11%

Met/Exceeded Levels

Homeless/Foster Youth- 0% Met/Exceeded Levels

2023 Ca Dashboard Data show 22.2% for all students who completed A-G requirements.

Per 2023 Ca Dashboard:

Percentage of English learners who make progress toward English proficiency was 42.3%. (Orange)

2023 Ca District Dashboard Metrics

CCI Indicators:

ALL students: 7.4% (One Bar)

White Students: 5.9% (One Bar)

SED Students: 7.4% (One Bar)

Students completing AP Exams- 0%

Students completing Baccalaureate Exams- 0%

Students completing at least 1 CTE pathway- 0%

Students completing A-G Requirements- 22.2%, SED-22.2%

Students completing A-G requirements and at least one pathway- 0%

Students completing College Credit Courses- 0%

Local I-Ready Data show A significant proportion of students are performing below grade level in both reading and math.

These data points highlight significant achievement gaps, particularly among Socioeconomically Disadvantaged and English Learner students.

Input from Educational Partners:

During the Local Control and Accountability Plan (LCAP) development process, educational partners identified several critical needs:

Ongoing instructional support for ELA and Math.

Increased collaboration time for teachers to plan and implement effective instructional practices.

Targeted assistance for low-income and English learner families to support their children's education at home.

Expanded learning opportunities for underperforming student groups, including after-school tutoring and weekend programs.

Access to educational resources at home for low-income students.

Supportive learning environments for foster youth and other vulnerable students.

The comprehensive approach of Maricopa Unified School District, encompassing targeted academic support, professional development for educators, and active family engagement, aims to prepare all students for post-secondary education and the workforce. By focusing on narrowing achievement gaps, providing targeted interventions, MUSD is committed to creating a supportive educational environment for all its students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Ineffective Teachers as measured by the number of	2022-23 DataQuest TAMO Report			Maricopa will have 3 out of 26 Certificated Staff on a PIP or STIP.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Certificated Staff on a PIP or STIP.</p> <p>Source: 2022-23 CDE TAMO Report (Data Quest) and 2023-2024 Local Data</p> <p>Priority 1A. The degree to which teachers are appropriately assigned fully credentialed in the subject area and for the students they are teaching</p>	<p>Maricopa has 39.5% ineffective teachers as defined by CDE.</p> <p>Maricopa also has 2.6% of staff that are classified as interns as defined by CDE.</p> <p>2023-2024 Local Data Maricopa has 7 out of 26 Certificated Staff on a PIP or STIP. There are a total of 3 Certificated Staff that are an intern.</p> <p>27% of staff identified as "ineffective"</p>			<p>There will be a total of 3 Certificated Staff that are an intern.</p> <p>Maricopa will have a 15% ineffective teacher as defined by CDE.</p> <p>Maricopa will have 5% of staff classified as interns as defined by the CDE.</p>	
1.2	<p>% of students with access of their own copy of standards-aligned instructional material to use at home and at school.</p> <p>Source: 2023-24 Williams Site Visit Report</p> <p>Priority 1B. The degree every student has sufficient access to standards-aligned instructional materials</p>	<p>2023-24 The annual Williams visit has 100% of students with access to standards-aligned instructional materials to use at home and at school.</p>			<p>The FIT report generated for the annual Williams visit will report 100% of students with access to standards-aligned instructional materials to use at home and at school.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	<p>% of teams utilizing PLC Implementation Logs</p> <p>Source: 2023-24 Local Data Collection for PLC Implementation Logs</p> <p>Priority 2A. Implementation of state board adopted academic content and performance standards for all students</p>	<p>2023-24</p> <p>The baseline number for staff using PLC implementation logs is new with no baseline. Therefore the base line will be 0%.</p>			<p>The % of teams using PLC Implementation Logs will be 100%. All teams will use a district approved log to record PLC activities.</p>	
1.4	<p>% of teams utilizing PLC Data Logs to discuss English Learner Progress on Common Core State Standards and ELD standards</p> <p>Source: 2023-24 Local Data Collection for PLC Data Logs</p> <p>Priority 2B. How programs and services will enable English learners to access the Common Core State Standards and the ELD standards for purposes of gaining Academic content knowledge and English language proficiency.</p>	<p>2023-2024</p> <p>The baseline number of teams using PLC data logs to discuss English Learner Progress on Common Core State Standards and ELD standards is new with no baseline. Therefore the base line is 0%</p>			<p>The baseline number of teams using PLC data logs to discuss English Learner Progress on Common Core State Standards and ELD standards is 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>% of parents on local surveys who agree/strongly agree school and district value parents as important partners and have opportunities to make decisions within the school.</p> <p>Source: 2023-24 Local Surveys</p> <p>Priority 3A. Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site</p>	<p>2023-24 Parent surveys completed during 2023-2024 school year show that 83.5% agree or strongly agree that the school and district values parents as important partners in their child's education. Parents have opportunities to take part in decisions made within the school and district.</p>			<p>90% of parents who complete the annual survey will agree or strongly agree that the school and district values parents as important partners in their child's education. Parents have opportunities to take part in decisions made within the school and district.</p>	
1.6	<p>Attendance Rate of Low-Income Families attending school events.</p> <p>Source: 2023-24 Local Data</p> <p>Priority 3B. How the LEA will promote parental participation in programs for low income, English learner and foster youth students</p>	<p>2023-24 The District will take attendance at all parent invited activities targeting low income, English learner and foster youth students. The baseline for this metric is -0-</p>			<p>The District will promote parental participation in programs for low income, English learner, and foster youth students with attendance at all parent invited activities with an average of 25 parents per attendance sheets.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	<p>Attendance Rate of student with disabilities Families attending school events.</p> <p>Source: 2023-24 Local Data</p> <p>Priority 3C. How the LEA will promote parental participation in programs for students with disabilities.</p>	<p>2023-24 The District will take attendance at all parent invited activities targeting students with disabilities. The baseline for this metric is -0-</p>			<p>The District will promote parental participation in programs for students with disabilities with attendance at all parent invited activities with an average of 15 parents per attendance sheets.</p>	
1.8	<p>Student performance on CAASPP ELA & Math (DFS) Student performance on CAST</p> <p>Source: 2023 CA Dashboard</p> <p>Priority 4A. Academic Indicator</p>	<p>2023 CA Dashboard Data show 1) CAASPP ELA- Grades (3-8 &11)</p> <p>Status: All Students: Orange English Learners: Red Hispanic: Orange SED: Orange White: Yellow</p> <p>Distance from Standard ALL STUDENTS (-79) English Learners (-110.4) Hispanic (-84.1) SED (-80) White (-69.1)</p> <p>Schools with a Red Indicator on 2023 CAASPP ELA</p>			<p>2026 CA Dashboard Data show 1) CAASPP ELA- Grades (3-8 &11)</p> <p>Status: All Students: Yellow English Learners: Yellow Hispanic: Yellow SED: Yellow White: Yellow</p> <p>Distance from Standard ALL STUDENTS (-70) English Learners (-90) Hispanic (-70) SED (-65)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Maricopa Middle School (-103.7 DFS, Red) Maricopa Elementary (-84.2, Red)</p> <p>Maricopa Middle School with Student Group with a Red Indicator: Hispanic (-114.1, Red) Socioeconomically Disadvantaged (-103.7, Red)</p> <p>2) CAASPP Math-Grades (3-8 & 11)</p> <p>Status: All Students: Red English Learners: Red Hispanic: Red SED: Red White: Orange</p> <p>Distance from Standard ALL STUDENTS (-129.8) English Learners (-148.5) Hispanic (-130.3) SED (-130.9) White (-127.5)</p> <p>Schools with a Red Indicator on 2023 CAASPP Math Maricopa Middle School (-155.1 DFS, Red)</p>			<p>White (-55)</p> <p>Reduce distance from standard for all groups by 10% or more</p> <p>2026 CAASPP ELA for schools will no longer be Red: Maricopa Middle School (-70 DFS, Yellow) Maricopa Elementary (-70, Yellow)</p> <p>2026 CAASPP ELA for schools with student groups will no longer be Red: Maricopa Middle School Hispanic (-70, Orange) Socioeconomically Disadvantaged (-70, Orange)</p> <p>2) CAASPP Math-Grades (3-8 & 11)</p> <p>Status:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Maricopa Elementary (-99.1, Red)</p> <p>Maricopa Middle School with Student Group with a Red Indicator: Hispanic (-159.9, Red) Socioeconomically Disadvantaged (-155.1, Red)</p> <p>Maricopa Elementary School with Student Group with a Red Indicator: Socioeconomically Disadvantaged (-99.1, Red)</p> <p>3) CAST Science-Grade (5/8/10) 8.11% Met or Exceed Standard for Science</p> <p>English Learners- 0% Met/Exceeded Levels Socioeconomically Disadvantaged- 8.11% Met/Exceeded Levels Homeless/Foster Youth- 0% Met/Exceeded Levels</p>			<p>All Students: Yellow English Learners: Yellow Hispanic: Yellow SED: Yellow White: Yellow</p> <p>Distance from Standard ALL STUDENTS (-95) English Learners (-95) Hispanic (-95) SED (-95) White (-95) Reduce distance from standard for all groups by 10% or more</p> <p>2026 CAASPP Math for schools with student groups will no longer be Red:</p> <p>Maricopa Middle School (-95, Yellow) Maricopa Elementary (-95, Yellow)</p> <p>Maricopa Middle School with</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Student Group with a Red Indicator in 2023: Hispanic (-95, Yellow) Socioeconomically Disadvantaged (-95, Yellow)</p> <p>Maricopa Elementary School with Student Group with a Red Indicator in 2023: Socioeconomically Disadvantaged (-80, Yellow)</p> <p>3) CAST Science-Grade (5/8/10) 25% will Meet or Exceed Standard for Science</p> <p>English Learners- 15% will Meet/Exceeded Levels Socioeconomically Disadvantaged- 25% will Meet/Exceeded Levels Homeless/Foster Youth- 15% will Meet/Exceeded Levels</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	<p>Percentage of pupils who have successfully completed all A-G requirements for admission to a UC or CSU school</p> <p>Source: 2023 CA Dashboard</p> <p>Priority 4B. College Readiness</p>	<p>2023 CA Dashboard Data show 22.2% for all students and 22.2 for SED students who completed A-G requirements.</p>			<p>2026 CA Dashboard Data will show 40% for all students and 30% for SED students who completed A-G requirements.</p>	
1.10	<p>Percentage of pupils who have successfully completed at least one Career Technical Education (CTE) Pathway</p> <p>Source: 2023 CA Dashboard</p> <p>Priority 4C College Readiness</p>	<p>2023 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%.</p>			<p>2026 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 will be 10%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	<p>Percentage of students who have successfully completed both types of courses described above in (B) and (C)</p> <p>Source: 2023 CA Dashboard</p> <p>Priority 4D. College Readiness</p>	<p>2023 CA Dashboard 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 were 0.</p>			<p>2026 CA Dashboard 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 will be 10%.</p>	
1.12	<p>Percentage of English learner students who make progress toward English proficiency as measured by ELPAC (ELPI Rate)</p> <p>Source: 2023 CA Dashboard</p> <p>Priority 4E. English Learner Progress</p>	<p>2023 CA Dashboard: Percentage of English learners who make progress toward English proficiency was 42.3%. (Orange)</p>			<p>2026 CA Dashboard: Percentage of English learners who make progress toward English proficiency will increase by 15% or Yellow</p>	
1.13	<p>% English Learners Reclassified</p> <p>Source: 2021 Data Quest and 2023-24 Kern Integrated Data Systems (KiDS)</p>	<p>Per District Summative ELPAC found on Data Quest: 2021-2022 EL reclassification rate 7.14%</p> <p>Per reclassification rate on KiDS as of April 25, 2024:</p>			<p>Per District Summative ELPAC found on Data Quest: 2025-2026 EL reclassification rate will be 12%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4F. English Learner Reclassification Rate	15.15%			Per reclassification rate on KiDS the rate will be 20%	
1.14	The Percentage of Students who pass AP exams with a score of 3 or higher Source: 2023 CA Dashboard Priority 4G. College Readiness	2023 CA Dashboard the percentage of who have passed an advanced placement examination with a score of 3 or higher was 0.			2026 CA Dashboard the percentage of who have passed an advanced placement examination with a score of 3 or higher will be 5%	
1.15	The percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness Source: 2023 CA Dashboard Priority 4H. College Readiness	2023 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.			2026 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 will be 5%	
1.16	% of students having access to a broad course of study Source: 2023-24 Local Data	2023-24 local SIS master schedule shows 100% of students have access to the following courses: English language arts			2026 local SIS master schedule shows 100% of students have access to the following courses:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 7A. A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable;	<p>mathematics</p> <p>social science/history</p> <p>science</p> <p>physical education</p>			<p>English language</p> <p>arts</p> <p>mathematics</p> <p>social</p> <p>science/history</p> <p>science</p> <p>physical education</p>	
1.17	<p>% of English Learners, low income, and foster youth have programs and services integrated and designated within the school day.</p> <p>Source: 2023-24 Local Data</p> <p>Priority 7B. Programs and services developed and provided to low income, English learner and foster youth students</p>	<p>2023-24 local SIS master schedule shows</p> <p>100% English Learners have access to ELD support</p> <p>100% of low-income students have access to intervention support as needed</p> <p>100% of Foster Youth students have access to intervention support as needed</p>			<p>2026 local SIS master schedule shows</p> <p>100% English Learners have access to ELD support</p> <p>100% of low-income students have access to intervention support as needed</p> <p>100% of Foster Youth students have access to intervention support as needed</p>	
1.18	<p>% of Students with exceptional needs have programs and services integrated and designated within the school day.</p>	<p>2023-24 local SIS master schedule shows</p> <p>100% Students with Exceptional Needs have access to</p>			<p>2026 local SIS master schedule shows</p> <p>100% Students with Exceptional Needs have</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023-24 Local Data Priority 7C. Programs and services developed and provided to students with exceptional needs	programs and services based on state standards, student needs, and as indicated by the Individualized Education Plan (IEP).			access to programs and services based on state standards, student needs, and as indicated by the Individualized Education Plan (IEP).	
1.19	% of students meeting CCI requirements Source: 2023 CA Dashboard Priority 8. Other pupil outcomes available in the subject areas described in 51210 and 51220(a)(i) as applicable CCI Indicator	2023 Ca District Dashboard Metrics CCI Indicators: ALL students: 7.4% (One Bar) White Students: 5.9% (One Bar) SED Students: 7.4% (One Bar)			2026 Ca District Dashboard Metrics CCI Indicators: The percentages will be ALL students: 12% (One Bar) White Students: 9% (One Bar) SED Students: 12% (One Bar)	
1.20	% students on or above grade level for ELA and Math (Local Assessment I-Ready data) Source: 2023-24 Local Data Priority 8. Other pupil outcomes available in the subject areas	Local I-Ready Data for the 2024 School Year indicates: Reading for All Students (Winter KiDS data) 15% On or above Grade Level 30% One grade level below 20% Two grade levels below			Local I-Ready Data for the 2027 School Year will indicate: Reading for All Students (Winter KiDS data) 25% On or above Grade Level 40% One grade level below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>35% Three or More grade levels below</p> <p>Reading for English Learners</p> <p>10% On or above Grade Level</p> <p>23% One grade level below</p> <p>11% Two grade levels below</p> <p>56% Three or More grade levels below</p> <p>Reading for Hispanic Learners</p> <p>15% On or above Grade Level</p> <p>27% One grade level below</p> <p>20% Two grade levels below</p> <p>38% Three or More grade levels below</p> <p>Reading for SED</p> <p>15% On or above Grade Level</p> <p>30% One grade level below</p> <p>21% Two grade levels below</p> <p>34% Three or More grade levels below</p> <p>Math for All Students (Winter KiDS data)</p>			<p>15% Two grade levels below</p> <p>20% Three or More grade levels below</p> <p>Reading for English Learners</p> <p>25% On or above Grade Level</p> <p>25% One grade level below</p> <p>10% Two grade levels below</p> <p>30% Three or More grade levels below</p> <p>Reading for SED</p> <p>30% On or above Grade Level</p> <p>35% One grade level below</p> <p>20% Two grade levels below</p> <p>15% Three or More grade levels below</p> <p>Math for All Students (Winter KiDS data)</p> <p>25% On or above Grade Level</p> <p>35% One grade level below</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>10% On or above Grade Level 34% One grade level below 18% Two grade levels below 38% Three or More grade levels below</p> <p>Math for English Learners 10% On or above Grade Level 29% One grade level below 21% Two grade levels below 40% Three or More grade levels below</p> <p>Math for Hispanic Learners 10% On or above Grade Level 23% One grade level below 11% Two grade levels below 56% Three or More grade levels below</p> <p>Math for SED 10% On or above Grade Level 32% One grade level below</p>			<p>25% Two grade levels below 15% Three or More grade levels below</p> <p>Math for English Learners 25% On or above Grade Level 25% One grade level below 25% Two grade levels below 25% Three or More grade levels below</p> <p>Math for SED 25% On or above Grade Level 35% One grade level below 20% Two grade levels below 20% Three or More grade levels below</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% Two grade levels below 40% Three or More grade levels below				
1.21	% of Classroom walk-throughs showing implementation of strategies showcased from Professional Development focus Source: 2023-24 Local Data Priority 8- Other Student Outcomes	2024 0% of classroom formal walkthroughs showed full implementation of learned strategies of Site Professional Development. This is a new metric.			100% of classroom formal walkthroughs showed full implementation of learned strategies of Site Professional Development.	
1.22	% of graduates who enroll in college or choose a career path after high school. Source: 2023-24 Local Data Priority 8- Other Student Outcomes	2024 Local Data 0% of graduates enrolled in college or a career path after high school. This is a new metric and has not been monitored.			30% of graduates enrolled in college or a career path after high school. This is a new metric and has not been monitored.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development Initiative to support Tier 1 Instruction	<p>Professional Development will involve a series of workshops, collaborative planning sessions, and peer observations aimed at providing teachers with the tools and strategies necessary to excel in their respective subjects. The professional development activities will be facilitated by expert educators and instructional coaches. Professional development ensures that intervention staff and tutors are prepared to meet the specific needs of their students, leading to more effective instruction and better student outcomes.</p> <p>Professional Development will include External Educational Consultants who will conduct training sessions on the effective use of instructional strategies in the area of AVID, ELA, Intervention Programs, Teacher Induction and Science. The training will be for all teachers and instructional staff across all grade levels.</p> <p>Professional Development Includes: Site Stipends Sub Release Time Consultant Training Fees Material and Supplies Supplemental Hourly Wages</p>	\$51,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action addresses the red performance indicators on the CA Dashboard for the following:</p> <p>ELA Student Groups: English Learners Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p> <p>Math Student Groups: English Learners, Hispanic, SED Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p>		
1.2	Professional Learning Communities (PLCs)	<p>PLCs will meet bi-weekly to analyze student data, share effective instructional strategies, and plan interventions for struggling learners. Special focus will be given to data-driven decision-making to tailor instruction that meets the diverse needs of students, particularly those in identified subgroups.</p> <p>PLCs will include teachers, Coaches, and Administrators focused on learning what students should be expected to learn and do, how students will learn using common formative assessments, what staff will do when students do not learn essential standards, and what staff will do when students do learn essential standards. Teams will identify trends, celebrate successes, and develop action plans for areas needing improvement.</p> <p>Professional Learning Communities will include: Site Stipends Sub Release Time for Data Teams Sub Release Time for Staff to attend training Consultant Training Fees Material and Supplies</p>	\$75,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Supplemental Hourly Wages</p> <p>This action addresses the red performance indicators on the CA Dashboard for the following:</p> <p>ELA Student Groups: English Learners Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p> <p>Math Student Groups: English Learners, Hispanic, SED Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p>		
1.3	Academic Support	<p>Academic Support will be provided to students identified as performing in the lowest academic categories. These specialists will provide small group and one-on-one instruction focused on closing achievement gaps in ELA and Math.</p> <ul style="list-style-type: none"> Specialist will include 1 teacher and 5 Classified Personnel to offer in class support. <p>Student Support Services will be provided alignment of all district wide assessments, coordinating data collection, visualization efforts and leading the data pieces of District PLC events. This position will create graphic displays that monitored the progress of unduplicated student groups versus all student groups with regard to projected CAASPP data via local benchmark assessments. The role of this position will be to build the capacity of the data collection and visualization system using screener data at the various levels of the system (district, school site, grade level, and individual teacher) to support targeted universal instruction.</p> <ul style="list-style-type: none"> Student Support Services includes 1 Administrative Position 	\$389,068.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>MUSD will implement tutoring programs that offer additional instruction in ELA and Math during and outside regular school hours. These programs will be staffed by qualified teachers and trained volunteers who will provide focused academic support to students needing the most help.</p> <p>Academic Support will include: Salaries for 1 teacher (10%), 4 classified, 1 High School TOSA support (1 administrator salary)</p> <p>Sub Release Time for Staff to attend training Consultant Training Fees Material and Supplies Supplemental Hourly Wages for Tutoring (Certificated and Classified)</p> <p>This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p> <p>Math Student Groups: English Learners, Hispanic, SED Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p>		
1.4	Integration of Supplemental Curriculum	The district will select supplemental materials that align with state standards and support differentiated instruction. These resources will be integrated into existing curriculum to enhance Tier 1 instruction, providing additional practice and enrichment opportunities for students.	\$266,030.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Integration of Supplemental Curriculum will include:</p> <ul style="list-style-type: none"> • Summer Program/Sat School • Online programs • Materials and supplies <p>This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p> <p>Math Student Groups: English Learners, Hispanic, SED Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p>		
1.5	Supplemental support for English Learners and Long Term English Learners	<p>Maricopa Unified School District will provide supplemental support specifically designed for English Learners (ELs) for English language acquisition and grade-level standards mastery. These resources will be integrated into the existing curriculum to enhance Tier 1 instruction, providing additional practice and enrichment opportunities tailored to the unique needs of English Learners.</p> <p>Supplemental support for English Learners will include:</p> <ul style="list-style-type: none"> • Additional Staffing to support English Learners (2 Classified Aides) • Additional Staffing to support English Learners (2 Certificated Teachers) • 30% funded Certificated Staff 	\$179,903.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 20% funded Certificated staff • Supplemental Materials and Supplies • Supplemental Curriculum <p>This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners</p> <p>Math Student Groups: English Learners</p>		
1.6	Comprehensive Support for College and Career Readiness	<p>Implementation of a comprehensive support program to prepare students for college and career readiness. This support will include mentorship, academic support, college readiness activities, goal setting, and counseling support focused on increasing A-G completion rates. The initiative will ensure that students graduate with the skills and knowledge necessary to succeed in post-secondary education and the workforce.</p> <p>Support will include:</p> <p>Personalized Guidance: Pair students with mentors who provide personalized academic and career guidance, helping them navigate their educational paths and set achievable goals. Offer tutoring and supplemental instruction to help students succeed in challenging courses, particularly those required for A-G completion. Conduct workshops to teach effective study habits and time management skills.</p> <ul style="list-style-type: none"> • Stipends for Staff to support students • Supplemental hours <p>Increased CTE offerings and Credit Recovery (potential AP Course included here) : An additional course will be offered</p>	\$114,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>College Visits and Fairs: Organize college visits and fairs to expose students to post-secondary options and requirements.</p> <p>Test Preparation: Provide preparation for standardized tests such as the SAT and ACT.</p> <p>Counseling Support for A-G Completion: Increase access to guidance counselors who specialize in college and career planning. Develop individual academic plans that outline the steps needed to achieve college and career goals. Schedule regular check-ins with students to monitor progress and adjust plans as needed</p> <ul style="list-style-type: none"> • 1 FTE Counselor <p>Workshops for Parents and Students: Offer workshops to educate parents and students about A-G requirements and the importance of meeting these standards.</p> <ul style="list-style-type: none"> • Materials and Supplies 		
1.7	Technology Support to enhance Tier 1 instruction	<p>Maricopa Unified School District will enhance Tier 1 instruction by providing comprehensive technology support that aligns with state standards and supports differentiated instruction. This initiative includes integrating technology resources into the existing curriculum, offering additional practice and enrichment opportunities for students, updating software and hardware for staff and students, implementing data platforms to support informed decision-making during team meetings, and allocating supplemental hours for a staff member dedicated to technology support.</p> <p>Technology Support includes: Supplemental Hours for Technology Support Staff Integration into Existing Curriculum Operating a student club "Nerd Herd" that supports use of technology at the district Software Programs and Hardware updates</p>	\$109,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Data Platforms to be used at the district to monitor student progress</p> <p>This action addresses the red performance indicators on the CA Dashboard for the following:</p> <p>ELA Student Groups: English Learners Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p> <p>Math Student Groups: English Learners, Hispanic, SED Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	MUSD aims to enhance school culture by prioritizing supplemental programs, fostering a positive environment for learning. Emphasizing diverse educational opportunities beyond the core curriculum, it seeks to enrich student experiences and promote engagement. These efforts are geared towards improving outcomes, assessed through state dashboard metrics, demonstrating a commitment to academic advancement and student success.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data, local assessments, and educational partner feedback indicated a critical need to enhance support in both academic and socio-emotional areas, particularly for the most vulnerable student groups.

Key Data Points and Identified Needs:
 The district's chronic absenteeism rate stands at 35.4%, a Red Indicator, signaling a significant issue that requires attention. Specific schools such as Maricopa Middle School (38.6%) and Maricopa Elementary (33.9%) show high chronic absenteeism rates. Targeted student groups with Red Indicators include Hispanic students, socioeconomically disadvantaged students, English Learners, and White students, all with rates ranging from 28.8% to 45.2%.

Suspension Rates:
 The district also faces high suspension rates, with a district-wide rate of 12.1% marked as a Red Indicator. Particularly high rates are seen at Maricopa Middle School (23.1%) and Maricopa Elementary (9.2%). Student groups with Red Indicators include Hispanic students, White students, English Learners, socioeconomically disadvantaged students, and students with disabilities, with suspension rates from 9.4% to 23.4%.

Parent surveys indicate a high level of satisfaction, with 84.23% feeling valued. Student surveys report that 74.33% feel valued, supported, prepared, and safe at school. Staff surveys show that 81.88% feel valued, supported, prepared, and safe.

**Comprehensive Data can be found in the Reflections: Annual Performance

Our team conducted a root cause analysis to determine the root causes for higher rates of chronic absenteeism. It was determined that lack of school connectedness was one of the causes of chronic absenteeism.

During the district’s educational partner engagement process, families suggested the enhancement of school culture, student engagement, and student and staff support at school sites were needed in order for more students to feel connected to school.

To ensure that students grow and are prepared for college and careers, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through smaller class sizes for as well as increasing engagement opportunities, we expect students to feel more connected to school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>% of parents who agree/strongly agree that district gives opportunities to participate in decision making regarding their students education on local climate survey.</p> <p>Source: 2023-24 Local Surveys</p> <p>3A. Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site</p>	<p>2023-24 84% of Parents Agree/Strongly Agree that Maricopa gives opportunities to participate in decision making regarding their students education.</p>			<p>2026-27 90% of Parents will Agree/Strongly Agree that Maricopa gives opportunities to participate in decision making regarding their students education.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	<p># of parents from low-income, English Learners, and Foster youth students attending district invited events.</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 3B. How the LEA will promote parental participation in programs for low income, English learner and foster youth students</p>	<p>2023-24</p> <p>The District will take attendance at all parent invited activities targeting low income, English learner and foster youth students. The baseline for this metric is -0-</p>			<p>2026-27</p> <p>The District will take attendance at all parent invited activities targeting low income, English learner and foster youth students. The baseline for this metric will be 25 parents average attendance.</p>	
2.3	<p># of parents from students with disabilities attending district invited events.</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 3C. How the LEA will promote parental participation in programs for students with disabilities.</p>	<p>2023-24</p> <p>The District will take attendance at all parent invited activities targeting students with disabilities. The baseline for this metric is -0-</p>			<p>2026-27</p> <p>The District will take attendance at all parent invited activities targeting students with disabilities. The baseline for this metric will be an average of 3 parents of students in programs for student with disabilities.</p>	
2.4	<p>School Attendance Rates</p> <p>Source: 2023-24 Local Data</p>	<p>Per District Aeries SIS: 5. A. Attendance Rate (P2)</p> <p>P2 ADA rate 95.14% for 2023-24</p>			<p>2026-27 Per District Aeries SIS: 5. A. Attendance Rate (P2)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 5A: Attendance	As of April 25, 2024 from KiDS data system the current Year to Date Attendance Rate shows: All-92.89% EL-96% SED-94% Foster- 95%			P2 ADA rate will be 96% for 2026-2027	
2.5	Chronic Absenteeism Rates Source: 2023 CA Dashboard State Priority 5B	The 2023 CA Dashboard shows: All Students- 35.4% Chronically Absent (Red Indicator) English Learners- 33.4% Chronically Absent (Red Indicator) SED-35.5% Chronically Absent (Red Indicator) Homeless- Not enough students to receive data SWD- 37.5% Chronically Absent (Orange Indicator) Hispanic- 33.8% Chronically Absent (Red Indicator) White- 37.7% Chronically Absent (Red Indicator) As of April 25, 2024 from KiDS data system the current Chronic			The 2026 CA Dashboard will show: All Students- 25% Chronically Absent, or Yellow indicator. English Learners- 23% Chronically Absent or Yellow indicator. SED-25.5% Chronically Absent or Yellow Indicator. Homeless- Not enough students to receive data SWD- 29% Chronically Absent or Yellow indicator Hispanic- 23.8% Chronically Absent or Yellow indicator	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Absenteeism Rate shows:</p> <p>All-28% EL-19% SED-25% Foster- 67%</p> <p>Schools with Chronic Absenteeism Rate Indicator in the Red: Maricopa Elementary- 33.9% (Red) Maricopa Middle School-38.6% (Red)</p> <p>Schools with Student Groups that have Chronic Absenteeism Rate Indicator in the Red Maricopa Elementary: SED-33.9% (Red) EL's-28.8% (Red) Hispanic- 34.3% (Red)</p> <p>Maricopa Middle School: Hispanic- 33.3% (Red) SED-38.6% (Red) White- 45.2% (Red)</p>			<p>White- 27.7% Chronically Absent or Yellow indicator.</p> <p>Schools with Chronic Absenteeism Rate Indicator in the Red: Maricopa Elementary- 20% or Lower (Yellow) Maricopa Middle School-20% or Lower (Yellow)</p> <p>Schools with Student Groups that have Chronic Absenteeism Rate Indicator in the Red Maricopa Elementary: SED- 20% or Lower (Yellow) EL's- 20% or Lower (Yellow) Hispanic- 20% or Lower (Yellow)</p> <p>Maricopa Middle School: Hispanic- 20% or Lower (Yellow) SED- 20% or Lower (Yellow)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					White- 20% or Lower (Yellow)	
2.6	Middle School Dropout Rate Source: 2023-24 Local Data State Priority 5C	2023-24 Middle School Dropout Rate is Zero			2026-27 Middle School Dropout Rate is Zero	
2.7	High School Dropout Rate Source: 2023-24 Local Data State Priority 5D	2023-24 High School Dropout Rate 22-23 was 2			2026-27 High School Dropout Rate 25-26 will be 1	
2.8	Graduation Rate Source: 2023 CA Dashboard State Priority 5E	2023 CA Dashboard Graduation Rate was 91.7%.			2026 CA Dashboard the Graduation Rate will be 97%.	
2.9	Suspension Rate Source: 2023 CA Dashboard State Priority 6A	2023 CA Dashboard shows: All Students- 12.1% Suspension Rate (Red Indicator) English Learners- 12.9% Suspension Rate (Red Indicator) SED-11.9% Suspension Rate (Red Indicator) Homeless- 16.7% Suspension Rate (Not			2026 CA Dashboard shows: All Students- 8% Suspension Rate English Learners- 8% Suspension Rate SED-8% Suspension Rate Homeless- 8% Suspension Rate SWD-8% Suspension Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>enough students to receive a color) SWD-14.7% Suspension Rate (Red Indicator) Hispanic- 9.4% Suspension Rate (Red Indicator) White- 15% Suspension Rate (Red Indicator)</p> <p>As of April 25, 2024 from KiDS data system the current Suspension Rate shows:</p> <p>All- 12% EL- 8.6% SED-11.45% Foster- 33.33%</p> <p>Schools with Suspension Rate Indicator in the Red: Maricopa Elementary- 9.2 (Red) Maricopa Middle School- 23.1% (Red)</p> <p>Schools with Student Groups that have Suspension Rate Indicator in the Red Maricopa Elementary: SED-8.8% (Red) SWD- 16.1% (Red) White- 16.7% (Red)</p>			<p>Hispanic- 8% Suspension Rate White- 8% Suspension Rate</p> <p>As of April, 2027 from KiDS data system the current Suspension Rate shows:</p> <p>All- 6% or less EL- 6% or less SED- 6% or less Foster- 6% or less</p> <p>Schools with Suspension Rate Indicator in the Red: Maricopa Elementary- 6% or lower (Yellow) Maricopa Middle School- 6% or lower (Yellow)</p> <p>Schools with Student Groups that have Suspension Rate Indicator in the Red Maricopa Elementary: SED- 6% or lower (Yellow)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maricopa Middle School: Hispanic- 23.4% (Red) SED- 23.1% (Red) White- 23.3% (Red)			SWD- 6% or lower (Yellow) White- 6% or lower (Yellow) Maricopa Middle School: Hispanic- 6% or lower (Yellow) SED- 6% or lower (Yellow) White- 6% or lower (Yellow)	
2.10	Expulsion Rate Source: 2023-24 Local Data State Priority 6B	23-24 Data was Zero			2026-27 data will show Zero	
2.11	School Connectedness Surveys Source: 2023-24 Local Data State Priority 6C	Per District Survey Data: 23-24 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 Q3/Q5/Q6/Q8: (Agree) is 74.33% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree) is 84.23%			2026-27 Per District Survey Data: The 26-27 School Climate-District Identified Surveys Questions that include how they feel valued, supported, preparing students, safe, and other culture and climate questions will show:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3) Staff Survey Results Q3/Q5/Q6/Q7: (Agree) is 79.47%			1) Student Survey Results (Agree) is 85% 2) Parent Survey Results (Agree) is 85% 3) Staff Survey Results: (Agree) is 85%	
2.12	# of Office Behavior Referrals Source: 2023-24 Local Data State Priority 8- Other Pupil Outcomes:	2024 KiDS local data reports 472 Incidents of students being referred to the office for discipline. Student Groups EL's- 92 discipline Incidents Low-Income- 427 discipline Incidents Schools: Maricopa Elementary- 249 discipline Incidents Maricopa Middle School- 81 discipline Incidents Maricopa High School- 142 discipline Incidents Schools with Student Group Incidents: Maricopa Elementary			2026-27 KiDS local data reports will reduce behavior incidents of students being referred to the office for discipline down to 420 or lower. Student Groups EL's- 50 or lower discipline Incidents Low-Income- 400 or lower discipline Incidents Schools: Maricopa Elementary- 200 or lower discipline Incidents Maricopa Middle School- 40 or lower discipline Incidents	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>EL's- 43 discipline Incidents Low-Income- 247 discipline Incidents</p> <p>Maricopa Middle School EL's- 45 discipline Incidents Low-Income- 105 discipline Incidents</p> <p>Maricopa High School EL's- 4 discipline Incidents Low-Income- 74 discipline Incidents</p>			<p>Maricopa High School- 100 or lower discipline Incidents</p> <p>Schools with Student Group Incidents:</p> <p>Maricopa Elementary EL's- 20 or lower discipline Incidents Low-Income- 200 or lower discipline Incidents</p> <p>Maricopa Middle School EL's- 20 or lower discipline Incidents Low-Income- 60 or lower discipline Incidents</p> <p>Maricopa High School EL's- 4 or lower discipline Incidents Low-Income- 40 or lower discipline Incidents</p>	
2.13	# of outreach activities/logs to parents of low-income, English Learners, and Foster	<p>2023-24</p> <p>The number of outreach/logs (Phone</p>			2026-27 The number of outreach/logs (Phone calls,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>youth students to attend district invited events.</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 3B.How the LEA will promote parental participation in programs for low income, English learner and foster youth students</p>	<p>calls, emails, invitations) sent to parents was not monitored. This metric benchmark is -0-. It will be monitored as part of the LCAP.</p>			<p>emails, invitations) sent to parents will be an average of 8 per month.</p>	
2.14	<p>% of positive Feedback from Staff and students on the impact of student and staff recognition activities.</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 8- Other Pupil Outcomes</p>	<p>2023-24</p> <p>Local Data of Positive feedback from Staff and students regarding public recognition was 0%. This is a new metric that will be monitored as part of the LCAP</p>			<p>2026-27 Local Data of Positive feedback from Staff and students regarding public recognition will be 75%.</p>	
2.15	<p># of regular scheduled meetings with Leadership team to discuss progress and interventions for students who need support in attendance, behavior and academic performance.</p>	<p>2023-24</p> <p>Local Data shows 0 amount of meetings occurred with Leadership team to discuss progress and interventions for students. This is a new metric that will be</p>			<p>2026-27 Local Data will show 10 (1 per month) meetings occurred with Leadership team to discuss progress and interventions for students. This is a new metric that will</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023-24 Local Data State Priority 8- Other Pupil Outcomes	monitored as part of the LCAP			be monitored as part of the LCAP	
2.16	1-5 Rubric measure on the FIT report Source: 2023-24 FIT Report Priority 1C- The degree school facilities are maintained in good repair.	23-24 School facilities are maintained in good repair. "Exemplary Status"			2026-27 School facilities are maintained in good repair. Exemplary, based on FIT/SARC Reports	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Engagement Support	<p>Enhance school culture by reducing class sizes and providing targeted engagement support for student groups identified with the lowest performance indicators (Red Indicators), thereby improving attendance, behavior, and academic outcomes.</p> <p>The class sizes directly addresses the unique educational needs of the district's unduplicated students by creating an environment where students can receive the personalized attention and relational support necessary to thrive at school. This is essential for fostering educational opportunities and enhancing the overall quality of instruction in environments where students face various challenges by ensuring class size maintains below contracted levels.</p> <p>Family Outreach: Conducting regular workshops and meetings with families to involve them in their children's education and address barriers to regular attendance. Regular Outreach to parents will include family nights, Library Nights, Celebration of student success, meetings with staff, and parent information meetings regarding student engagement and addressing barriers.</p> <p>Student Engagement Support includes: 5.3 FTE Certificated Staff Salaries Materials and Supplies Supplemental Hourly Wages for Parent Outreach and Parent Events (Certificated and Classified)</p> <p>This action addresses the red performance indicators on the CA Dashboard for the following: Chronic Absenteeism Student Groups: English Learners, Hispanic, SED, White Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance</p>	\$513,085.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Maricopa Elementary: SED, English Learners, Hispanic Maricopa Middle: Hispanic, SED, White</p> <p>Suspension Rate Student Groups: English Learners, Hispanic, SED, White, SWD Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED, SWD, White Maricopa Middle: Hispanic, SED, White</p>		
2.2	Incentive and Recognition Support	<p>Maricopa plans to enhance school culture by providing incentives and recognition for students and staff, fostering a positive learning environment and promoting academic achievement, attendance, and engagement.</p> <p>Recognizing student success with medals, plaques, t-shirts, school polo shirts, recognition luncheons, and field trips will encourage students to be more intentional about coming to school. Acknowledge staff contributions through similar recognition to foster a supportive and appreciative school culture. Maricopa will hold quarterly assemblies to celebrate student achievements in academics, attendance, and behavior. Activities will include award ceremonies, special performances, and recognition speeches. Maricopa will also use an online software platform, to track and reward positive student behaviors, streamline communication, and provide real-time data on behavior trends.</p> <p>Maricopa will also staff 1 Classified Attendance Clerk to monitor student attendance, identifying patterns of absenteeism, and coordinating with families and support services to address attendance issues.</p> <p>Incentive and Recognition Support Includes:</p> <ul style="list-style-type: none"> • Student and Staff Incentives for public recognition • Field Trips that promote a healthy school culture • 1 Classified Attendance Clerk • Materials and Supplies • Software System to Monitor positive student behavior 	\$16,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action addresses the red performance indicators on the CA Dashboard for the following:</p> <p>Chronic Absenteeism Student Groups: English Learners, Hispanic, SED, White Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED, English Learners, Hispanic Maricopa Middle: Hispanic, SED, White</p> <p>Suspension Rate Student Groups: English Learners, Hispanic, SED, White, SWD Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED, SWD, White Maricopa Middle: Hispanic, SED, White</p>		
2.3	Multi-Tiered System of Support for Student Engagement	<p>Maricopa will implement a comprehensive Multi-Tiered System of Supports (MTSS) to foster a positive school culture, enhance student engagement, and improve academic and behavioral outcomes.</p> <p>This will include continuing our leadership team at both district and school levels to guide implementation, monitor progress, and provide ongoing support. The Leadership team will provide ongoing professional development for teachers and staff on MTSS behavior strategies including behavior management and data-driven decision making.</p> <p>1 additional school Counselor and 1 School Psychologist will provide additional support for students, addressing academic, social, and emotional needs, particularly for those with high rates of absenteeism and disciplinary issues.</p> <p>Multi-Tiered System of Support for Student Engagement includes: Site Stipends Sub Release Time</p>	\$161,666.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Consultant Training Fees Material and Supplies Supplemental Hourly Wages 1 Additional School Counselor 1 School Psychologist</p> <p>This action addresses the red performance indicators on the CA Dashboard for the following: Chronic Absenteeism Student Groups: English Learners, Hispanic, SED, White Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED, English Learners, Hispanic Maricopa Middle: Hispanic, SED, White</p> <p>Suspension Rate Student Groups: English Learners, Hispanic, SED, White, SWD Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED, SWD, White Maricopa Middle: Hispanic, SED, White</p>		
2.4	Link Crew Transition Program	<p>Implement the Link Crew high school transition program to welcome freshmen and support their successful integration into high school life. This program leverages peer mentorship to enhance school safety, reduce bullying, increase attendance, decrease discipline referrals, and improve academic performance.</p> <p>The program trains juniors and seniors to become Link Crew Leaders, who serve as mentors and positive role models for freshmen. The program comprises four key components: High School Orientation, Academic Follow-Ups, Social Follow-Ups, and Leader-Initiated Contacts.</p> <p>Link Crew includes: Professional Development Materials and Supplies</p>	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Sub Release Time Consultant Training Fees Material and Supplies Supplemental Hourly Wages</p> <p>This action addresses the red performance indicators on the CA Dashboard for the following: Chronic Absenteeism Schools: Maricopa Middle School Schools with Student Group performance Maricopa Middle: Hispanic, SED, White</p> <p>Suspension Rate Schools: Maricopa Middle School Schools with Student Group performance Maricopa Middle: Hispanic, SED, White</p>		
2.5	Student Engagement through Sports, Student Clubs, and Educational Experiences	<p>Maricopa will continue to build a comprehensive program of sports and student clubs across grades TK-12 to improve student connectedness, engagement, and overall school culture.</p> <p>A variety of high-interest clubs, such as Esports, chess club, and other student-driven clubs, will cater to diverse interests and encourage greater school involvement. These clubs will be offered at all grade levels.</p> <p>Maricopa's athletics program including intramural sports during and after school, as well as team competitive sports aims to engage students in physical activities, promoting health and teamwork. Providing necessary athletic resources and equipment to ensure all students, especially those from unduplicated groups, have access to sports programs is essential. This includes maintaining and updating equipment to ensure safety and engagement.</p> <p>Maricopa will provide students the opportunity to attend Camp Keep, an outdoor science program located on the California coast.</p>	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Student Engagement through Sports and Student Clubs include: Material and Supplies Sporting Equipment Supplemental Hourly Wages for staff to assist in programs Registration Fees for student events Transportation Cost including Additional Bussing for taking students on bus routes not normally scheduled Cost for Staff and Students to attend Camp Keep</p> <p>This action addresses the red performance indicators on the CA Dashboard for the following: Chronic Absenteeism Student Groups: English Learners, Hispanic, SED, White Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED, English Learners, Hispanic Maricopa Middle: Hispanic, SED, White</p> <p>Suspension Rate Student Groups: English Learners, Hispanic, SED, White, SWD Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED, SWD, White Maricopa Middle: Hispanic, SED, White</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	From July 1, 2024, to June 30, 2027, Maricopa Middle School aims to boost math competency, using state test scores as the metric. Despite past challenges in State dashboard performance, the focus is on enhancing math education through innovative teaching methods, curriculum enhancements, and professional development initiatives, ensuring students excel in mathematical proficiency, comprehension, and real-world applications.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Maricopa Middle School, identified as an Equity Multiplier School, has prioritized a new Focus Goal (Goal 3) in response to significant challenges highlighted in the 2023 CA Dashboard. This decision is rooted in comprehensive data analysis and extensive consultation with educational partners. The goal aims to address the root causes of underperformance, with a holistic approach to maximizing student outcomes through strategic use of LCFF and Equity Multiplier funds.

The school shows a Red Indicator in both English Language Arts (ELA) and Mathematics, with particularly low scores among socioeconomically disadvantaged students. Specifically, ELA scores are -103.7 DFS overall and socioeconomically disadvantaged students at -103.7 DFS. In Math, the scores are low with an overall score for all students and socioeconomically disadvantaged students at -155.1 DFS. This indicates significant gaps in foundational academic skills.

Maricopa Middle School has a chronic absenteeism rate of 38.6%, which is high. High absenteeism is a critical factor contributing to poor academic outcomes and must be addressed to improve overall student performance. The school’s suspension rate stands at 23.1%. High suspension rates can disrupt learning and contribute to a negative school climate, further exacerbating academic and social challenges.

Maricopa Middle School’s non-stability rate exceeds 25%, indicating a high turnover of students due to truancy and other factors leading to unstable enrollment. This instability disrupts student learning continuity and adversely affects educational outcomes.

Maricopa has engaged in consultations with parents, teachers, community members, and other stakeholders to identify key issues and develop the Focus Goal. Feedback from these consultations has highlighted the need for targeted interventions to support the most vulnerable student groups.

These consultations emphasized the importance of addressing absenteeism and suspensions, as well as improving academic support for Hispanic and socioeconomically disadvantaged students.

Maricopa feels that it is supporting chronic absenteeism and suspensions in Goal 2, therefore the Focus Goal (Goal 3) aims to tackle the underlying issues contributing to low academic performance. By targeting this areas, the school can create a more supportive and stable learning environment. The Equity Multiplier funding provides a unique opportunity to implement comprehensive interventions. The focus will be on deploying additional resources and support mechanisms to address the specific needs of mathematics at the middle school. Addressing issues related to subject matter preparation is critical and ensuring that teachers are well-prepared and supported will directly impact the quality of instruction and student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Student performance on CAASPP Math (DFS)</p> <p>Source: 2023 CA Dashboard</p> <p>State Priority 4A</p>	<p>2023 CA Dashboard</p> <p>2) CAASPP Math-Grades (3-8 & 11)</p> <p>School with a Red Indicator on 2023 CAASPP Math</p> <p>Maricopa Middle School (-155.1 DFS, Red)</p> <p>Maricopa Middle School with Student Group with a Red Indicator: Hispanic (-159.9, Red) Socioeconomically Disadvantaged (-155.1, Red)</p>			<p>2026 CA Dashboard</p> <p>2) CAASPP Math-Grades (3-8 & 11)</p> <p>2026 CAASPP Math for schools with student groups will no longer be Red:</p> <p>Maricopa Middle School (-95, Yellow)</p> <p>Maricopa Middle School with Student Group with a Red Indicator in 2023: Hispanic (-95, Yellow)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Socioeconomically Disadvantaged (-95, Yellow)	
3.2	Local Assessment Math I-Ready Source: 2023-24 Local Data for Maricopa Middle School State Priority 8	<p>Math for Maricopa Middle School (Spring KiDS data) 19% On or above Grade Level 19% One grade level below 14% Two grade levels below 48% Three or More grade levels below</p> <p>Math for English Learners 12% On or above Grade Level 11% One grade level below 9% Two grade levels below 68% Three or More grade levels below</p> <p>Math for SED 19% On or above Grade Level 19% One grade level below 14% Two grade levels below 48% Three or More grade levels below</p>			<p>Math for Maricopa Middle School (Spring KiDS data) 35% On or above Grade Level 15% One grade level below 10% Two grade levels below 40% Three or More grade levels below</p> <p>Math for English Learners 30% On or above Grade Level 5% One grade level below 5% Two grade levels below 60% Three or More grade levels below</p> <p>Math for SED 35% On or above Grade Level 15% One grade level below 10% Two grade levels below</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					40% Three or More grade levels below	
3.3	<p>% of teams utilizing PLC Implementation Logs</p> <p>Source: 2023-24 Local Data for Maricopa Middle School</p> <p>Priority 2A. Implementation of state board adopted academic content and performance standards for all students</p>	<p>2023-2024</p> <p>The baseline number for staff using PLC implementation logs is new with no baseline. Therefore the base line will be 0%.</p>			<p>2026-27</p> <p>The number for staff using PLC implementation logs will be 100%</p>	
3.4	<p>% of teams utilizing PLC Data Logs to discuss English Learner Progress on Common Core State Standards and ELD standards</p> <p>Source: 2023-24 Local Data for Maricopa Middle School</p> <p>Priority 2B. How programs and services will enable English learners to access the Common Core State Standards and the ELD</p>	<p>2023-2024</p> <p>The baseline number of teams using PLC data logs to discuss English Learner Progress on Common Core State Standards and ELD standards is new with no baseline. Therefore the base line is 0%</p>			<p>2026-27</p> <p>The baseline number of teams using PLC data logs to discuss English Learner Progress on Common Core State Standards and ELD standards will be 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards for purposes of gaining Academic content knowledge.					

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Targeted Support for Math	Professional Development will involve a series of workshops, collaborative planning sessions, and peer observations aimed at providing teachers with the tools and strategies necessary to excel in their respective subjects. The professional development activities will be facilitated by expert educators and instructional coaches. Professional development ensures that intervention staff and tutors are prepared to meet the specific needs of	\$169,666.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>their students, leading to more effective instruction and better student outcomes.</p> <p>Professional Development will include External Educational Consultants who will conduct training sessions on the effective use of instructional strategies in the area of Math. The training will be for all teachers and instructional staff across all grade levels.</p> <p>Professional Development Includes: Site Stipends Sub Release Time Consultant Training Fees Material and Supplies Supplemental Hourly Wages</p> <p>This action addresses the red performance indicators on the CA Dashboard for the following: Math School: Maricopa Middle School Schools with Student Group performance Maricopa Middle: Hispanic, SED</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1600866	\$247888

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
43.109%	0.000%	\$0.00	43.109%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development Initiative to support Tier 1 Instruction</p> <p>Need: English Learners, Socioeconomically Disadvantaged students, and Foster Youth require tailored instructional approaches to bridge achievement gaps and improve engagement. As a District, English Learners are performing in the lowest category identified</p>	<p>These workshops will equip teachers with specific strategies to effectively support these student groups, improving their academic outcomes. Equipping educators with the latest teaching strategies will enhance the quality of instruction and better support struggling learners.</p> <p>Comprehensive training ensures consistency in instructional quality and equity across the district and are being provided on a LEA-wide bases because all students can benefit from high quality</p>	<p>PLC Implementation Logs (Metric 1.3) Local Assessments (Metric 1.20) Classroom Walk-through Rubric (Metric 1.21) State Assessments (Metric 1.8)</p>

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	<p>on the CA Dashboard in ELA and Math (Red Performance). Our Low Income students at performing in the lowest category on the CA Dashboard in ELA and Math (Red Performance) as well as Maricopa Elementary and Middle School having low performance in this area.</p> <p>Educational Partner Feedback from our staff feel that they need a high quality professional development program to stay current in the pedagogy to allow them to provide a quality instructional program. Educational Partners wanted to ensure that staff receive the necessary training to improve their instructional practices.</p> <p>All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP.</p> <p>Scope: LEA-wide</p>	<p>teaching staff that have learned impactful strategies to support student learning. This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area on the Ca Dashboard (ELA and Math).</p>	
<p>1.2</p>	<p>Action: Professional Learning Communities (PLCs)</p> <p>Need: Continuous monitoring and data-driven decision-making are essential to identify struggling learners and adjust instruction accordingly. Students in these subgroups show significant achievement gaps and need targeted instructional strategies to improve their academic performance. English</p>	<p>By focusing on data analysis and sharing best practices, PLCs will enable teachers to design and implement effective interventions tailored to the specific needs of these students. Regular data reviews ensure timely identification of issues and allow for prompt intervention, improving student outcomes.</p> <p>Continuous monitoring ensures that interventions are effective and resources are being utilized efficiently.</p>	<p>PLC Implementation Logs (Metric 1.3) Local Assessments (Metric 1.20) Classroom Walk-through Rubric (Metric 1.21) State Assessments (Metric 1.8) PLC Data Logs (Metric 1.4)</p>

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	<p>Learners, Socioeconomically Disadvantaged students, and Foster Youth require tailored instructional approaches to bridge achievement gaps and improve engagement. As a District, English Learners are performing in the lowest category identified on the CA Dashboard in ELA and Math (Red Performance). Our Low Income students at performing in the lowest category on the CA Dashboard in ELA and Math (Red Performance) as well as Maricopa Elementary and Middle School having low performance in this area.</p> <p>Educational Partner Feedback from our staff include a clear want for efficient time using our PLC time. The amount of staff turn over share that a notable amount of staff would benefit from a clear and effective PLC process. Staff collaboration focusing on continuous learning for adults and students was recommended by Educational Partner feedback.</p> <p>All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP.</p> <p>Scope: LEA-wide</p>	<p>Ensuring that all teachers across the district are equipped with the skills to support diverse learners and raise overall student achievement for all students is why we will be using this action LEA-Wide. A unified approach to data analysis promotes consistency and accountability across the district. This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area on the Ca Dashboard (ELA and Math).</p>	
<p>1.3</p>	<p>Action: Academic Support</p> <p>Need:</p>	<p>Intervention specialists will deliver personalized instruction tailored to the needs of each student, helping to close learning gaps and improve academic performance. Intervention specialists district-wide ensures that all schools can provide</p>	<p>PLC Implementation Logs (Metric 1.3) Local Assessments (Metric 1.20)</p>

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	<p>Students in these groups are significantly below grade level and require intensive, targeted support to address their specific learning needs. English Learners, Socioeconomically Disadvantaged students, and Foster Youth require tailored instructional approaches to bridge achievement gaps and improve engagement. As a District, English Learners are performing in the lowest category identified on the CA Dashboard in ELA and Math (Red Performance). Our Low Income students at performing in the lowest category on the CA Dashboard in ELA and Math (Red Performance) as well as Maricopa Elementary and Middle School having low performance in this area.</p> <p>Educational Partner Feedback from our parents and community include the need for the school to provide a comprehensive program including counseling and additional tutoring time. Parents stressed the importance of academic support services such as tutoring and counseling.</p> <p>Educational Partner Feedback from our students include the want for more tutoring options and availability of both educational and emotional support counseling.</p> <p>All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP.</p>	<p>necessary support to their most at-risk students, promoting consistency in educational quality. Consistent training across the district ensures all staff are equipped to provide high-quality support, promoting uniformity in the effectiveness of interventions. Data analysis allows for timely identification of issues and necessary adjustments to instruction and improving student outcomes. These actions directly address the achievement gaps by providing personalized instruction to students performing below grade level.</p> <p>This action is being provided on an LEA-wide basis because all students can benefit from additional support when they struggle academically. This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area on the Ca Dashboard (ELA and Math).</p>	<p>Classroom Walk-through Rubric (Metric 1.21) State Assessments (Metric 1.8) PLC Data Logs (Metric 1.4)</p>

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	<p>Effective implementation of intervention and tutoring programs requires staff who are well-trained in delivering targeted support to students.</p> <p>Scope: LEA-wide</p>		
1.4	<p>Action: Integration of Supplemental Curriculum</p> <p>Need: Many students are performing below grade level in Math and ELA. Subgroups such as English Learners and Socioeconomically Disadvantaged students require targeted support to close achievement gaps. Performance in CAASPP ELA and Math: ELA: Socioeconomically Disadvantaged students at Maricopa Elementary (-84.2, Red). Math: All students (-129.8, Red) and English Learners (-148.5, Red). Local I-Ready Data: Reading Proficiency: Only 15% of all students and 10% of English Learners are on or above grade level. Math Proficiency: Only 10% of all students and 3% of English Learners are on or above grade level.</p> <p>Educational Partner Feedback from our parents and community include a desire for a Summer program.</p>	<p>Supplemental materials will provide diverse instructional strategies and resources to meet the varying needs of students, promoting greater engagement and understanding.</p> <p>By enhancing Tier 1 instruction Maricopa can ensure the following: Alignment with State Standards: Ensures that all students have access to high-quality instructional materials that meet rigorous academic standards. Differentiation: Supports teachers in meeting the diverse learning needs of their students by providing resources for various levels of understanding and skill. Additional Practice and Enrichment: Offers students additional opportunities to practice and deepen their understanding of core concepts, which is crucial for students performing below grade level.</p> <p>Supplemental materials also support struggling learners by providing:</p> <p>Targeted Support: Materials can be tailored to provide extra practice for students who are behind and enrichment for those who need more challenging work.</p>	<p>PLC Implementation Logs (Metric 1.3) Local Assessments (Metric 1.20) Classroom Walk-through Rubric (Metric 1.21) State Assessments (Metric 1.8) PLC Data Logs (Metric 1.4)</p>

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	<p>Educational Partner Feedback from our staff include a need for extended opportunities for instruction and remediation. Students expressed a need for academic counseling and support for college and career readiness.</p> <p>All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP.</p> <p>There is a clear need for enhanced instructional support to address significant achievement gaps in ELA and Math, particularly among Socioeconomically Disadvantaged and English Learner students. The local I-Ready data further emphasizes the need for differentiated instruction to support students performing below grade level.</p> <p>Scope: LEA-wide</p>	<p>Engagement: Engages students with diverse learning resources, helping to maintain their interest and motivation in learning.</p> <p>Ensuring all classrooms have access to high-quality supplemental materials will support consistent and impactful instruction across the district. All students can benefit from supplemental materials when struggling to meet grade level standards and have access to resources that support their academic growth. Enhancing Tier 1 instruction improves the overall quality of education, benefiting all students in the classroom.</p> <p>This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area on the Ca Dashboard (ELA and Math).</p>	
1.6	<p>Action: Comprehensive Support for College and Career Readiness</p> <p>Need: This action is in direct response to the significant needs identified through the 2023 CA District Dashboard Metrics, which highlight critical gaps in college and career readiness among Maricopa students:</p> <p>College/Career Indicator (CCI) Performance:</p>	<p>By implementing a comprehensive support program that includes mentorship, academic support, college readiness activities, goal setting, and counseling for A-G completion, Maricopa Unified School District aims to significantly improve college and career readiness among its students. This action addresses the critical needs identified in the district's performance data, ensuring that all students have the resources and guidance necessary to succeed in their post-secondary endeavors.</p>	<p>Student Performance Data: CCI Indicator (Metric 1.19) A-G Completion Rates: Monitor the percentage of students completing A-G requirements (Metric 1.9)</p> <p>AP and CTE Pathway Participation: Track the number of students taking AP exams, completing CTE pathways, and</p>

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	<p>All Students: 7.4% (One Bar) Socioeconomically Disadvantaged (SED) Students: 7.4% (One Bar)</p> <p>Completion Rates:</p> <p>AP Exams: 0% Baccalaureate Exams: 0% CTE Pathway Completion: 0% A-G Requirements Completion: All-22.2%, SED-22.2% A-G and Pathway Completion: 0% College Credit Courses: 0%</p> <p>Educational Partner Feedback from our parents and community include the need for the school to provide effective educational counseling for their students.</p> <p>Educational Partner Feedback from our students include the need to have programs that provide readiness for college and post graduate opportunities.</p> <p>The data clearly indicates that Maricopa students, particularly White and SED students, are not adequately prepared for post-secondary success. The lack of AP exam participation, CTE pathway completion, and low A-G completion rates demonstrate the need for a comprehensive support system to enhance college and career readiness.</p> <p>All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP.</p>	<p>Engaging families in the educational process is crucial for student success, particularly for low-income and English learner families.</p> <p>This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators Performance Area on the Ca Dashboard (CCI).</p> <p>This action is being used on a School-wide basis because it will ensure all students, especially those from disadvantaged backgrounds, receive the support they need to succeed. This action will increase College and Career Readiness and prepare all students for the demands of post-secondary education and the workforce, increasing their chances of success.</p>	<p>earning college credits (Metric 1.10 and 1.11)</p> <p>Post-Graduation Outcomes (Metric 1.22) College Enrollment and Persistence Rates: Monitor the rates at which students enroll in and persist through college. Career Placement: Track the number of students entering the workforce in their chosen career fields.</p>

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	<p>Scope: Schoolwide</p>		
<p>1.7</p>	<p>Action: Technology Support to enhance Tier 1 instruction</p> <p>Need: Low performance in CAASPP ELA and Math for all students, with particularly low scores for English Learners, Socioeconomically Disadvantaged students, and other subgroups.</p> <p>College and Career Readiness indicators show that students are not adequately prepared for post-secondary success, highlighting the need for improved instructional support and resources.</p> <p>Many students are performing below grade level in Math and ELA. Subgroups such as English Learners and Socioeconomically Disadvantaged students require targeted support to close achievement gaps.</p> <p>Performance in CAASPP ELA and Math: ELA: Socioeconomically Disadvantaged students at Maricopa Elementary (-84.2, Red). Math: All students (-129.8, Red) and English Learners (-148.5, Red).</p> <p>Local I-Ready Data: Reading Proficiency: Only 15% of all students and 10% of English Learners are on or above grade level.</p>	<p>Providing supplemental technology resources will address the identified needs through several key activities:</p> <p>Differentiated Instruction: Technology tools that allow teachers to tailor instruction to meet the diverse needs of students, including those who are struggling and those who need enrichment.</p> <p>Interactive Learning: Digital platforms and applications that engage students through interactive and personalized learning experiences.</p> <p>Access to Current Technology: Ensuring all students and staff have access to up-to-date devices and software to support modern educational practices.</p> <p>Technical Support: Ongoing technical support to maintain and troubleshoot technology issues, ensuring minimal disruption to instruction.</p> <p>Informed Decision-Making: Implementing data platforms that provide real-time insights into student performance, helping educators make informed decisions during team meetings and planning sessions.</p> <p>Monitoring Progress: Tools to track student progress and identify areas needing additional support or intervention.</p>	<p>PLC Implementation Logs (Metric 1.3) Local Assessments (Metric 1.20) State Assessments (Metric 1.8)</p>

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	<p>Math Proficiency: Only 10% of all students and 3% of English Learners are on or above grade level.</p> <p>College/Career Indicator (CCI) Performance:</p> <p>All Students: 7.4% (One Bar) Socioeconomically Disadvantaged (SED) Students: 7.4% (One Bar)</p> <p>Completion Rates:</p> <p>AP Exams: 0% Baccalaureate Exams: 0% CTE Pathway Completion: 0% A-G Requirements Completion: All-22.2%, SED-22.2% A-G and Pathway Completion: 0% College Credit Courses: 0%</p> <p>Educational Partner Feedback from our parents and community include the want to maintain the district 1:1 technology program.</p> <p>Educational Partner Feedback from our staff include the want to continue to be technologically relevant in the educational program.</p> <p>Educational Partner Feedback from our students include the want to maintain the 1:1 technology program.</p> <p>All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP.</p>	<p>Dedicated Support: Allocating supplemental hours for a staff member dedicated to technology support ensures continuous assistance for both students and staff, facilitating the effective use of technology in the classroom.</p> <p>This action is being used on a LEA-wide basis because it will ensures all students, especially those from disadvantaged backgrounds, receive the support they need to succeed. Technology also engages all students with interactive and personalized learning experiences that can increase motivation and reduce absenteeism. When students are present in school they are supported in differentiated instruction, allowing students to learn at their own pace and level, which can improve overall academic performance.</p>	

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	<p>There is a clear need for enhanced instructional support to address significant achievement gaps in ELA and Math, particularly among Socioeconomically Disadvantaged and English Learner students. The local I-Ready data further emphasizes the need for differentiated instruction to support students performing below grade level.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Student Engagement Support</p> <p>Need: Student Groups with a Red Indicator on 2023 Ca Dashboard Chronically Absent Rate All Students (35.4%, Red) English Learners- (33.3%, Red) Socioeconomic Disadvantaged- (35.5%, Red)</p> <p>2023 Ca Dashboard Suspension Rate All Students (12.10%, Red) English Learners- (12.9%, Red) Socioeconomic Disadvantaged- (11.9%, Red)</p> <p>Educational Partner feedback state an emphasis on implementation of MTSS & SEL, which aligns with creating a supportive environment through smaller class sizes and targeted support. Parents stressed the importance of a safe environment and engagement, directly influencing the decision</p>	<p>Smaller class sizes allow teachers to provide more individualized attention and support to each student, enhancing overall academic performance and engagement. Additionally, smaller classes can help build stronger relationships between teachers and students, fostering a positive environment helps all students feel safe and supported, which is crucial for reducing absenteeism and suspensions. When students feel valued and engaged, they are more likely to attend school regularly and participate actively.</p> <p>This action is being provided on an LEA-wide basis because all students can benefit from additional support in improving attendance, behavior, and academic outcomes. All students can also benefit from a supportive and engaging school culture. This holistic approach aims to improve the overall educational experience, which can positively impact school-wide metrics on the state dashboard. All students at Maricopa also exhibit high rates of chronic absenteeism and suspensions, indicating a need for greater</p>	<p>Staff, Parent, and Student Connectedness Surveys (Metric 2.11)</p> <p>Parent Outreach Logs (Metric 2.13) Attendance Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.5) Suspension Rate (Metric 2.9) Office Referrals (Metric 2.12) Staff and Student Connectedness Surveys (Metric 2.11) Parent Outreach Attendance Logs (Metric 2.2)</p>

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	<p>to reduce class sizes for better individual attention and support.</p> <p>These groups exhibit high rates of chronic absenteeism and suspensions, indicating a need for greater engagement, individualized attention, and supportive learning environments.</p> <p>Scope: LEA-wide</p>	<p>engagement, individualized attention, and supportive learning environments.</p> <p>This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area on the Ca Dashboard (Chronic Absenteeism and Suspension Rate).</p>	
<p>2.2</p>	<p>Action: Incentive and Recognition Support</p> <p>Need: High rates of chronic absenteeism and suspensions among all students, with particularly high rates in targeted student groups.</p> <p>District with a Red Indicator on 2023 Ca Dashboard Chronically Absent Rate All Students (35.4%, Red) English Learners- (33.3%, Red) Socioeconomic Disadvantaged- (35.5%, Red)</p> <p>District with a Red Indicator on 2023 Ca Dashboard Suspension Rate All Students (12.10%, Red) English Learners- (12.9%, Red) Socioeconomic Disadvantaged- (11.9%, Red)</p>	<p>Incentivizing academic achievement and positive engagement can motivate students to strive for higher performance and sustained effort. Recognition of student and staff achievements fosters a positive school environment and reinforces the value of hard work and dedication. It can also improve self-esteem and motivation among students and staff, contributing to better academic and behavioral outcomes.</p> <p>Proactive management of attendance can identify and mitigate barriers to regular attendance, particularly for students facing socio-economic challenges or instability. Maricopa's Attendance Clerk plays a vital role in monitoring student attendance, identifying patterns of absenteeism, and coordinating with families and support services to address attendance issues.</p> <p>This action is being provided on an LEA-wide basis because all students can benefit from additional support in improving attendance,</p>	<p>Parent Outreach Logs (Metric 2.13) Parent Survey (Metric 2.1) Parent Attendance at District Events (Metric 2.2 and 2.3) Chronic Absenteeism Rate (Metric 2.5) Suspension Rate (Metric 2.9) Student and Parent Feedback on impact of recognition events (Metric 2.14)</p>

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	<p>Educational Partner feedback state the importance of extracurricular activities and a positive school environment, supporting the use of incentives and recognition to encourage engagement and attendance. Parents and administrators encouraged a positive and supportive environment at school which is the purpose of Goal 2.</p> <p>Scope: LEA-wide</p>	<p>behavior, and academic outcomes. All students can also benefit from positive recognition. The inclusive nature of recognition and incentive initiatives ensures all students benefit from an enriched school culture. Improved attendance and academic performance contribute to a more positive and productive learning environment for the entire student body.</p> <p>All students at Maricopa also exhibit high rates of chronic absenteeism and suspensions, indicating a need for greater engagement, individualized attention, and supportive learning environments.</p> <p>This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area on the Ca Dashboard (Chronic Absenteeism and Suspension Rate).</p>	
2.3	<p>Action: Multi-Tiered System of Support for Student Engagement</p> <p>Need: High rates of chronic absenteeism and suspensions among all students, with particularly high rates in targeted student groups.</p> <p>District with a Red Indicator on 2023 Ca Dashboard Chronically Absent Rate All Students (35.4%, Red) English Learners- (33.3%, Red) Socioeconomic Disadvantaged- (35.5%, Red)</p>	<p>MTSS provide a structured framework to address behavioral and academic challenges. Leadership support ensures the program is effectively managed and adapted to school-specific needs. The Leadership team will ensure that the initiatives are aligned with district goals and tailored to meet the specific needs of each school. Professional Development will equip all staff with the knowledge and skills needed to create a more consistent and supportive school environment. A school counselor will offer targeted interventions, counseling, and support services that address the underlying causes of absenteeism and behavior issues, helping students to stay engaged and succeed academically.</p>	<p>Parent Outreach Logs (Metric 2.13) Office Referrals (Metric 2.12) Attendance Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.5) Suspension Rate (Metric 2.9) Parent Outreach Attendance Logs (Metric 2.2) Regular meeting and progress reports of</p>

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	<p>District with a Red Indicator on 2023 Ca Dashboard Suspension Rate All Students (12.10%, Red) English Learners- (12.9%, Red) Socioeconomic Disadvantaged- (11.9%, Red)</p> <p>Educational Partner feedback strongly support the implementation of MTSS which influences the enhancement of school culture, engagement, and academic outcomes. Targeted Support for students and the importance of on campus positive relationships was valued and seen as a need for students, especially underserved students from Educational Partner feedback.</p> <p>Scope: Schoolwide</p>	<p>While targeting high-need groups, the inclusive nature of MTSS benefits all students by creating a positive school climate and consistent behavioral expectations.</p> <p>Improved behavior and engagement across the student body contribute to a more conducive learning environment for everyone.</p>	<p>Leadership Team (Metric 2.15) Staff and Student Connectedness Surveys (Metric 2.11) Middle and High School Dropout Rate (Metric 2.6 and 2.7) High School Graduation Rate (Metric 2.8)</p>
2.4	<p>Action: Link Crew Transition Program</p> <p>Need: High rates of chronic absenteeism and suspensions among all students, with particularly high rates in targeted student groups.</p> <p>District with a Red Indicator on 2023 Ca Dashboard Chronically Absent Rate All Students (35.4%, Red) English Learners- (33.3%, Red) Socioeconomic Disadvantaged- (35.5%, Red)</p>	<p>Link Crew directly addresses the challenges freshmen face in transitioning to high school, helping to reduce feelings of being overwhelmed and increasing their chances of success. By providing peer mentors, Link Crew ensures that freshmen have positive role models who can guide them through academic and social challenges. Link Crew's focus on building connections and promoting anti-bullying education contributes to a safer school environment and a positive school climate. The support and engagement provided by Link Crew are expected to increase attendance rates and decrease discipline referrals, addressing two critical areas of need for Maricopa Unified School District.</p>	<p>Office Referrals (Metric 2.12) Attendance Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.5) Suspension Rate (Metric 2.9) Staff and Student Connectedness Surveys (Metric 2.11) Middle and High School Dropout Rate (Metric 2.6 and 2.7) High School Graduation Rate (Metric 2.8)</p>

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	<p>District with a Red Indicator on 2023 Ca Dashboard Suspension Rate All Students (12.10%, Red) English Learners- (12.9%, Red) Socioeconomic Disadvantaged- (11.9%, Red)</p> <p>Students and Parent feedback on the importance of a positive and safe school environment supports the Link Crew program's focus on mentoring and reducing bullying. Both Educational Partners emphasized engagement and a supportive environment, aligning with the goals of the Link Crew program.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis because Link Crew fosters a more inclusive and supportive environment, benefiting the entire student body by promoting positive interactions and reducing incidents of bullying. Link Leaders also develop leadership skills, self-esteem, and character, which can enhance their own academic and social experiences. Freshmen receive direct support and guidance, easing their transition and increasing their engagement and academic success.</p>	<p>Student and Parent Feedback on impact of recognition events (Metric 2.14)</p>
<p>2.5</p>	<p>Action: Student Engagement through Sports, Student Clubs, and Educational Experiences</p> <p>Need: High rates of chronic absenteeism and suspensions among all students, with particularly high rates in targeted student groups.</p> <p>District with a Red Indicator on 2023 Ca Dashboard Chronically Absent Rate All Students (35.4%, Red) English Learners- (33.3%, Red) Socioeconomic Disadvantaged- (35.5%, Red)</p>	<p>By offering a variety of clubs and sports programs, students will have more opportunities to engage with their peers and develop a sense of belonging within the school community. This increased engagement is expected to improve attendance and reduce behavioral issues. A comprehensive program of sports and clubs contributes to a positive school culture by promoting inclusivity, teamwork, and school pride. Engaged students are more likely to attend school regularly and exhibit positive behaviors, leading to a reduction in absenteeism and suspensions.</p> <p>Camp KEEP provides students with valuable opportunities to explore and learn in a natural setting, fostering their academic growth and personal development.</p>	<p>Parent Outreach Logs (Metric 2.13) Office Referrals (Metric 2.12) Attendance Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.5) Suspension Rate (Metric 2.9) Parent Outreach Attendance Logs (Metric 2.2) Staff and Student Connectedness Surveys (Metric 2.11)</p>

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	<p>District with a Red Indicator on 2023 Ca Dashboard Suspension Rate All Students (12.10%, Red) English Learners- (12.9%, Red) Socioeconomic Disadvantaged- (11.9%, Red)</p> <p>English learners, foster youth, and socioeconomically disadvantaged students often have fewer opportunities to participate in extracurricular activities outside of school. By providing these programs at school, Maricopa ensures that all students have equal access to the benefits of sports and clubs, including physical fitness, teamwork, leadership skills, and academic motivation. Because Maricopa is located in a rural location without student access to parks and recreation, the access to sports and clubs are limited.</p> <p>Unduplicated students (English learners, foster youth, and socioeconomically disadvantaged students) often lack access to enriching educational experiences outside of school.</p> <p>Educational Partner feedback state there needs to be an emphasis on extracurricular activities directly supports the creation of diverse sports and student clubs to enhance engagement and school culture.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis because all students will benefit from the increased variety of activities and the enhanced school environment. Sports and clubs provide avenues for personal growth, social interaction, and the development of life skills.</p>	<p>Middle and High School Dropout Rate (Metric 2.6 and 2.7) High School Graduation Rate (Metric 2.8)</p>
<p>3.1</p>	<p>Action: Targeted Support for Math</p>	<p>These workshops will equip teachers with specific strategies to effectively support these student</p>	<p>PLC Implementation Logs (Metric 3.3)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Maricopa Middle School shows a Red Indicator in Mathematics, with particularly low scores among socioeconomically disadvantaged students. Specifically Math, the scores are low with an overall score for all students (-155.1 DFS, Red), Hispanic (-159.9, Red), and Socioeconomically Disadvantaged (-155.1, Red). This indicates significant gaps in foundational academic skills.</p> <p>Maricopa Middle School's non-stability rate exceeds 25%, indicating a high turnover of students due to truancy and other factors leading to unstable enrollment. This instability disrupts student learning continuity and adversely affects educational outcomes.</p> <p>Educational Partner Feedback from Maricopa Middle School feel that they need a high quality professional development program to stay current in the pedagogy to allow them to provide a quality instructional program.</p> <p>All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP.</p> <p>Scope: Schoolwide</p>	<p>groups, improving their academic outcomes. Equipping educators with the latest teaching strategies will enhance the quality of instruction and better support struggling learners.</p> <p>Comprehensive training ensures consistency in instructional quality and equity across the district and are being provided on a LEA-wide bases because all students can benefit from high quality teaching staff that have learned impactful strategies to support student learning. This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area on the Ca Dashboard Math.</p>	<p>Local Assessments (Metric 3.2) PLC Data Logs (Metric 3.4) State Assessments (Metric 3.1)</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.5</p>	<p>Action: Supplemental support for English Learners and Long Term English Learners</p> <p>Need: This action responds to the significant needs identified through the analysis of district performance data and stakeholder feedback. The data indicates that English Learners (ELs) require targeted support to improve their academic performance and English proficiency:</p> <p>Performance Data from CAASPP:</p> <p>ELA: English Learners scored significantly below standard (-110.4, Red). Math: English Learners also performed poorly (-148.5, Red). Local I-Ready Data:</p> <p>Reading Proficiency: Only 10% of English Learners are on or above grade level, with 56% three or more grade levels below. Math Proficiency: Only 3% of English Learners are on or above grade level, with 58% three or more grade levels below.</p> <p>English Learners face dual challenges: acquiring English language skills and mastering grade-level academic standards. The data highlights the urgent need for</p>	<p>Enhance Tier 1 Instruction:</p> <p>Language Acquisition Support: Materials designed to improve English proficiency, including vocabulary development, reading comprehension, and writing skills. Alignment with Grade-Level Standards: Ensures that ELs can access the same rigorous academic content as their peers while receiving language support. Differentiated Instruction: Resources tailored to varying levels of English proficiency, allowing for personalized learning experiences.</p> <p>Targeted Practice: Provides additional practice opportunities that focus on both language skills and content knowledge. Enrichment Opportunities: Engages ELs in meaningful activities that enhance their understanding and use of English in academic contexts. Cultural Relevance: Materials that reflect diverse cultures and experiences, making learning more relatable and engaging for ELs.</p> <p>Improved Language Skills: Helps ELs progress in their English language acquisition, which is critical for academic success. Academic Achievement: Supports ELs in meeting grade-level standards, reducing achievement gaps between ELs and their peers.</p>	<p>PLC Implementation Logs (Metric 1.3) Local Assessments (Metric 1.20) Classroom Walk-through Rubric (Metric 1.21) State Assessments (Metric 1.8) PLC Data Logs (Metric 1.4) ELPAC Rate (Metric 1.12) EL Reclass Rate (Metric 1.13)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>supplemental materials that address both these areas to help ELs achieve academic success.</p> <p>Educational Partner Feedback from our parents and community include the need for bilingual support for both student instruction and parent to school communication.</p> <p>Educational Partner Feedback from our staff include the need for bilingual communication.</p> <p>Educational Partner Feedback from our students include</p> <p>All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP. This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area for English Learners on the Ca Dashboard (ELA and Math).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Confidence and Engagement: Boosts ELs' confidence in using English and increases their engagement in classroom activities.</p>	

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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 additional concentration grant add-on funding will be used to increase the number of staff (Action 1.3) providing direct services to students through increases in certificated teachers by keeping teacher ratio low and providing single classroom instruction as opposed to potential combination classes at all school sites. Maintaining classified paraprofessionals so that Tk-3 can maintain a focus on early literacy and reducing the adult to student ratio is a focus that is being targeted as a priority and therefore use of concentration grant funding. 306 district enrollment, 26 cert staff; 14 aides

Staff-to-student ratios by type of school and concentration of unduplicated students	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		1:22
Staff-to-student ratio of certificated staff providing direct services to students		1:12

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3713505	1600866	43.109%	0.000%	43.109%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,795,000.00	\$377,686.00	\$0.00	\$75,556.00	\$2,248,242.00	\$1,761,659.00	\$486,583.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development Initiative to support Tier 1 Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$9,000.00	\$42,000.00	\$51,000.00				\$51,000.00	
1	1.2	Professional Learning Communities (PLCs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$7,500.00	\$68,000.00	\$39,500.00	\$18,000.00		\$18,000.00	\$75,500.00	
1	1.3	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$368,568.00	\$20,500.00	\$331,512.00	\$0.00		\$57,556.00	\$389,068.00	
1	1.4	Integration of Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$223,530.00	\$42,500.00	\$73,700.00	\$192,330.00			\$266,030.00	
1	1.5	Supplemental support for English Learners and Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$127,403.00	\$52,500.00	\$174,283.00	\$5,620.00			\$179,903.00	
1	1.6	Comprehensive Support for College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Maricopa Middle and High School 6-12	2024-2025	\$95,741.00	\$18,500.00	\$74,871.00	\$39,370.00			\$114,241.00	
1	1.7	Technology Support to enhance Tier 1 instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$33,000.00	\$76,333.00	\$109,333.00				\$109,333.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Student Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$510,585.00	\$2,500.00	\$513,085.00				\$513,085.00	
2	2.2	Incentive and Recognition Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$16,250.00	\$16,250.00				\$16,250.00	
2	2.3	Multi-Tiered System of Support for Student Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Maricopa Middle and High School 6-12	2024-2025	\$113,666.00	\$48,000.00	\$161,666.00				\$161,666.00	
2	2.4	Link Crew Transition Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$1,000.00	\$1,500.00	\$2,500.00				\$2,500.00	
2	2.5	Student Engagement through Sports, Student Clubs, and Educational Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$135,000.00	\$65,000.00	\$200,000.00				\$200,000.00	
3	3.1	Targeted Support for Math	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Maricopa Middle School Maricopa Middle School 6-8		\$136,666.00	\$33,000.00	\$47,300.00	\$122,366.00			\$169,666.00	

2024-25 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
3713505	1600866	43.109%	0.000%	43.109%	\$1,795,000.00	0.000%	48.337 %	Total:	\$1,795,000.00
								LEA-wide Total:	\$1,336,880.00
								Limited Total:	\$174,283.00
								Schoolwide Total:	\$283,837.00

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	Professional Development Initiative to support Tier 1 Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,000.00	
1	1.2	Professional Learning Communities (PLCs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,500.00	
1	1.3	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$331,512.00	
1	1.4	Integration of Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,700.00	
1	1.5	Supplemental support for English Learners and Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$174,283.00	
1	1.6	Comprehensive Support for College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maricopa Middle and High School 6-12	\$74,871.00	

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	Technology Support to enhance Tier 1 instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,333.00	
2	2.1	Student Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$513,085.00	
2	2.2	Incentive and Recognition Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,250.00	
2	2.3	Multi-Tiered System of Support for Student Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maricopa Middle and High School 6-12	\$161,666.00	
2	2.4	Link Crew Transition Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.5	Student Engagement through Sports, Student Clubs, and Educational Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
3	3.1	Targeted Support for Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maricopa Middle School 6-8	\$47,300.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,948,044.00	\$1,781,293.00

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	102158
1	1.2	Support for New Staff	Yes	\$40,000.00	28000
1	1.3	Parent Training to support Academic Achievement	Yes	\$12,000.00	1140
1	1.4	Technology Hardware and Software	Yes	\$200,000.00	130000
1	1.5	Supplemental Support Materials and Training	Yes	\$45,000.00	35000
1	1.6	Implementation Effective Academic Interventions and Support Programs	Yes	\$95,000.00	60000
1	1.7	Reduced Class size	Yes	\$362,500.00	393068
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	\$92,800.00	5000
1	1.10	Additional Support for primary skills	Yes	\$102,500.00	102500
1	1.11	Supplemental ELD Support	Yes	\$66,000.00	66000

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	1.12	Support Staff to improve student outcomes	Yes	\$163,000.00	151506
1	1.13	Supplemental Programs to support Academic Achievement	Yes	\$7,500.00	350
2	2.1	MTTS/PBIS Support	Yes	\$55,000.00	11370
2	2.4	School Communication (Bilingual Office Support)	Yes	\$56,000.00	56000
2	2.5	Counseling Support	Yes	\$130,000.00	105471
2	2.6	Professional Development for Social Emotional Learning	Yes	\$47,500.00	4000
2	2.7	Professional Development for staff with Growth Mindset	Yes	\$17,500.00	5000
2	2.8	Student Engagement	Yes	\$150,512.00	95000
2	2.9	Supplemental Activities	Yes	\$72,489.00	308160
2	2.11	CTE Pathways and Dual enrollment	Yes	\$38,000.00	16327
2	2.12	STEAM Lab	Yes	\$53,743.00	69243
2	2.13	Family Resource Center	Yes	\$15,000.00	0

2023-24 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)
1556076	\$1,948,044.00	\$1,781,293.00	\$166,751.00	0.000%	0.000%	0.000%

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	102158		
1	1.2	Support for New Staff	Yes	\$40,000.00	28000		
1	1.3	Parent Training to support Academic Achievement	Yes	\$12,000.00	1140		
1	1.4	Technology Hardware and Software	Yes	\$200,000.00	130000		
1	1.5	Supplemental Support Materials and Training	Yes	\$45,000.00	35000		
1	1.6	Implementation Effective Academic Interventions and Support Programs	Yes	\$95,000.00	60000		
1	1.7	Reduced Class size	Yes	\$362,500.00	393068		
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	\$92,800.00	5000		
1	1.10	Additional Support for primary skills	Yes	\$102,500.00	102500		
1	1.11	Supplemental ELD Support	Yes	\$66,000.00	66000		
1	1.12	Support Staff to improve student outcomes	Yes	\$163,000.00	151506		

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	1.13	Supplemental Programs to support Academic Achievement	Yes	\$7,500.00	350		
2	2.1	MTTS/PBIS Support	Yes	\$55,000.00	11370		
2	2.4	School Communication (Bilingual Office Support)	Yes	\$56,000.00	56000		
2	2.5	Counseling Support	Yes	\$130,000.00	105471		
2	2.6	Professional Development for Social Emotional Learning	Yes	\$47,500.00	4000		
2	2.7	Professional Development for staff with Growth Mindset	Yes	\$17,500.00	5000		
2	2.8	Student Engagement	Yes	\$150,512.00	95000		
2	2.9	Supplemental Activities	Yes	\$72,489.00	308160		
2	2.11	CTE Pathways and Dual enrollment	Yes	\$38,000.00	16327		
2	2.12	STEAM Lab	Yes	\$53,743.00	69243		
2	2.13	Family Resource Center	Yes	\$15,000.00	0		

2023-24 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)
3708508	1556076	4.68	46.640%	\$1,781,293.00	0.000%	48.033%	\$0.00	0.000%

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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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