LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maricopa Unified School District
CDS Code: 15-63628
School Year: 2025-26
LEA contact information:
Michael Coleman
Superintendent
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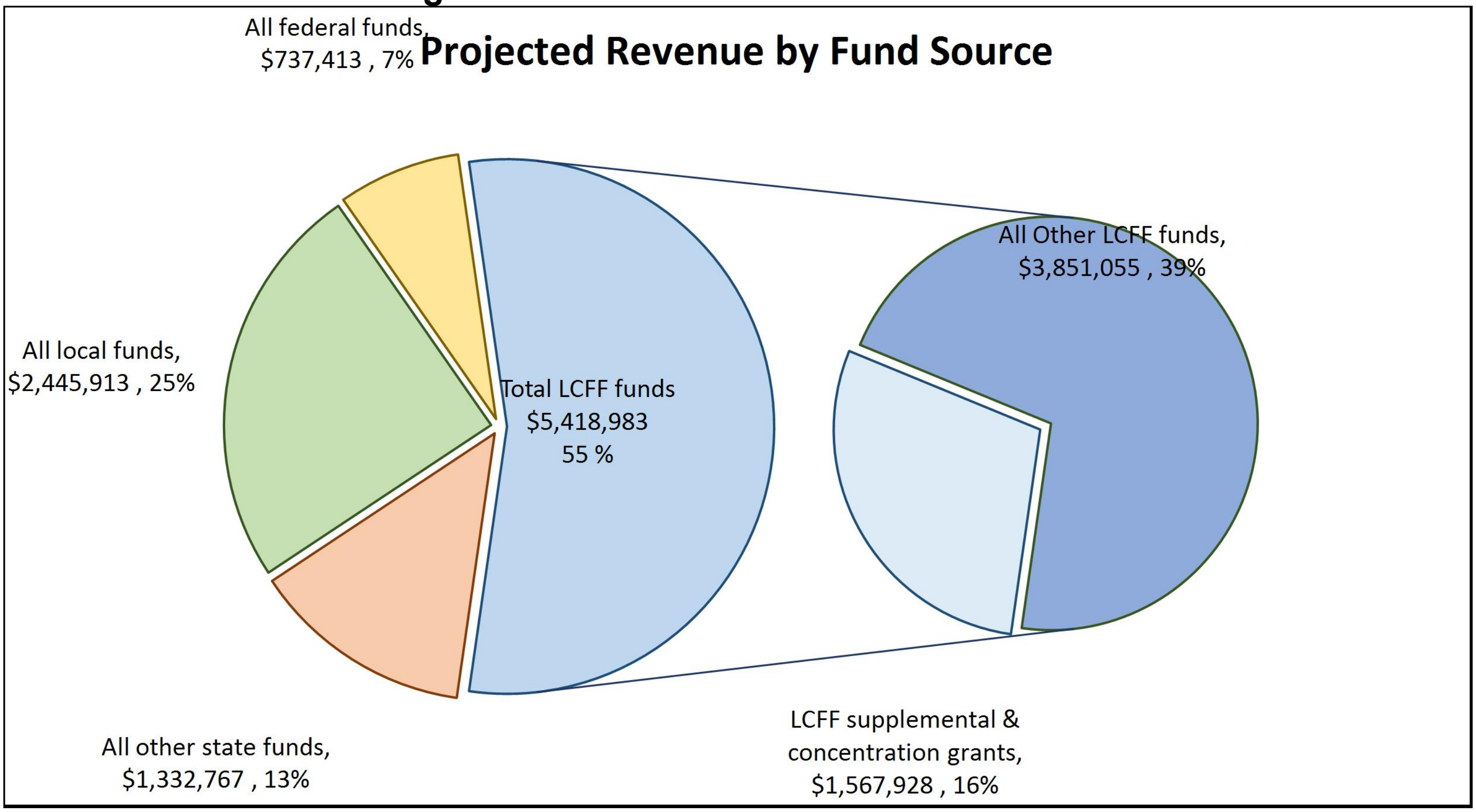
661-769-8231 Ext. 202

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

Budget Overview for the 2025-26 School Year

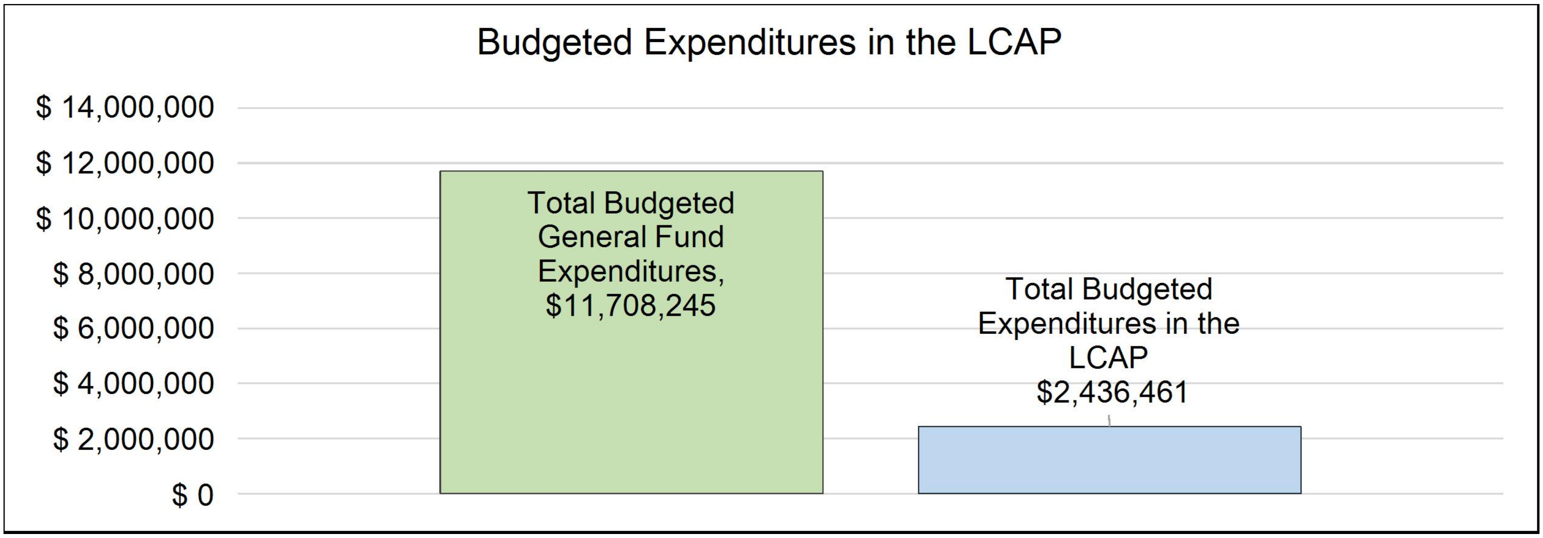


This chart shows the total general purpose revenue Maricopa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Maricopa Unified School District is $9,935,076, of which $5418983 is Local Control Funding Formula (LCFF), $1332767 is other state funds, $2445913 is local funds, and $737413 is federal funds. Of the $5418983 in LCFF Funds, $1567928 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 2025-26. 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 $11708245 for the 2025-26 school year. Of that amount, $2436461 is tied to actions/services in the LCAP and $9,271,784 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The remaining expenditures are for general plant administration and support, plant maintenance, and instructional program.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Maricopa Unified School District is projecting it will receive $1567928 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 $1767946 towards meeting this requirement, as described in the LCAP.

1.1 & 1.2 Professional Development to support Tier I Instruction and effective PLC for teacher collaboration. These actions 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.

1.3 Academic Support. 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 necessary support to their most at-risk students, promoting consistency in educational quality. 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).

1.4 Integration of Supplemental Curriculum. Supplemental materials will provide diverse instructional strategies and resources to meet the varying needs of students, promoting greater engagement and understanding.

1.6 Comprehensive Support for College and Career Readiness. 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.

Engaging families in the educational process is crucial for student success, particularly for low-income and English learner families.

1.7 Technology Support to enhance instruction. Providing supplemental technology resources will address the identified needs through several key activities:

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.

Interactive Learning: Digital platforms and applications that engage students through interactive and personalized learning experiences.

Access to Current Technology: Ensuring all students and staff have access to up-to-date devices and software to support modern educational practices.
Technical Support: Ongoing technical support to maintain and troubleshoot technology issues, ensuring minimal disruption to instruction.

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.

Monitoring Progress: Tools to track student progress and identify areas needing additional support or intervention.

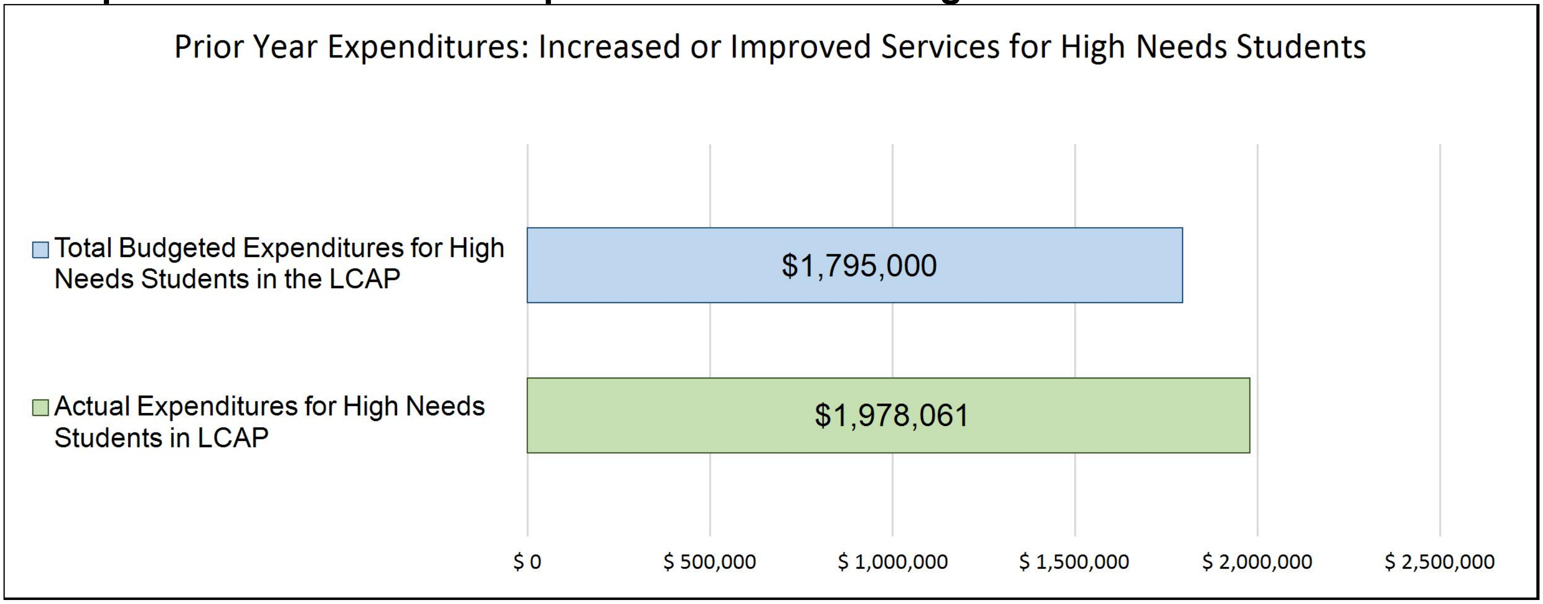
Dedicated Support: Allocating supplemental hours for a staff member dedicated to technology support ensures continuous assistance for both students and staff, facilitating the effective use of technology in the classroom.

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.

2.1 Student Engagement Support. 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.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Maricopa Unified School District's LCAP budgeted $1795000 for planned actions to increase or improve services for high needs students. Maricopa Unified School District actually spent $1978061 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $183,061 had the following impact on Maricopa Unified School District's ability to increase or improve services for high needs students:

The difference was primarily in areas that budgeted for additional supplemental salary for certificated and classified staff for professional development opportunities off campus and for supplemental curriculum adoption. The professional development opportunities were robust this year with the training coming on campus versus off campus. The cost for the trainings were off-set through other non-LCAP based funding. There was minimal impact to the ability of services for the students. The district will continue to review and potentially adopt an EL program that can have meaningful success for the students.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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.

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

Vision
(Promise for Tomorrow-2030 and Beyond)
Maricopa Schools are TEAMS of adaptive learners, ready for future challenges and careers. Using Technology, Engineering, Arts, Mathematics, and the Sciences (TEAMS), our students will solve real-world problems. Through project-based learning, students are engaged, self- motivated, and self-directed. Students will gain technical expertise, balanced with collaborative communication skills to meet the everchanging demands of the future.

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.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

What is the "Nonstability Rate" and Why Does It Matter?
The nonstability rate refers to the percentage of students who do not stay enrolled at the same school for the entire school year. In other words, it tells us how many students leave or transfer during the year. A high nonstability rate often means that many students are facing housing changes, family moves, or other disruptions that make it hard to stay in one school.

Maricopa Middle School was eligible as an Equity Multiplier site in 2024 and is no longer eligible, therefore Maricopa has phased out Goal 3, but has moved the action that focuses on Math for the Middle school to Goal 1, Action 1. Maricopa High School is eligible as an Equity Multiplier site in 2025 and a new Goal 4 was created this year.

At Maricopa High School, the nonstability rate is 27%. That means that more than 1 in 4 students at the school were not enrolled for the full school year.

This matters because students who move schools often face academic and social challenges—they may fall behind in class, struggle to form connections, or miss out on important school supports.

Why Is Maricopa High School an Equity Multiplier School?
Because Maricopa High School has:

A nonstability rate of 27%, and

A socioeconomically disadvantaged student population of 98%,

it qualifies for additional Equity Multiplier funding from the state. This funding is intended to support schools with high needs by addressing challenges like school instability, lack of resources, and academic opportunity gaps.

How Much Funding is Provided and What’s It For?
Maricopa High School will receive $91,088 in additional Equity Multiplier funding. This money must be used to develop specific actions and goals that help improve outcomes for students at the school.

These funds are targeted toward:

Students who perform in the lowest range on the California School Dashboard indicators

Addressing issues such as teacher retention, credentialing gaps, or academic underperformance

Maricopa has a Focus Goal located in Goal 4 with a targeted action to address Math.

Reflections: Annual Performance

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

In reviewing the 2024 California School Dashboard and local data sources (i-Ready assessments, KiDS data), Maricopa Unified School District identified several successes and challenges that will inform the development and implementation of goals and actions for the 2025–26 school year.

Performance Overview:

English Language Arts (ELA): Maricopa Unified maintained performance at 80.8 points below standard (Red Indicator), significantly below the state average. Students with Disabilities (Orange Indicator) and Hispanic (Orange Indicator) showed improvement moving from 113.5 below standard to 95.5 below standard and 84.1 below standard to 79.8 below standard. White (Red Indicator), Socioeconomically Disadvantaged (SED, Red Indicator), and English Learner (EL, Red Indicator) student groups showed slight improvement a decline in performance with Long Term English Learners (LTEL, Red Indicator) showing a significant decline with the current Distance from Standard at 145.4.

Mathematics: The district improved by 8.4 points overall (Orange Indicator) but remains 121.4 points below standard. Students with Disabilities (SWD) made notable gains (+31.3 points). LTEL students, however, experienced a substantial decline in math performance. English Learners, White, and Socioeconomically Disadvantaged all increased in performance and are in the Orange Indicator.

English Learner Progress (ELPI): 48.3% of EL students made progress toward English proficiency (Green Indicator), outperforming the state. Success is attributed to a dedicated EL-certificated teacher and instructional assistant providing consistent support.

Chronic Absenteeism: Maricopa has a Yellow Indicator for Chronic Absenteeism. Although 25.2% of students were chronically absent—double the state average—there was a 10.2% improvement from the prior year, supported by incentives and outreach. All student groups do not have a Red Indicator as demonstrated in the 2023 CA Dashboard and now are in Yellow (SED, Orange (SWD, Hispanic, White), and Green (EL).

Suspension Rate: Suspension rates increased by 2.4% (Red Indicator) with the current rate at 14.5%. Student groups impacted include White (Red, 16.4%), Hispanic (Red, 12.9%), SED (Red, 14.2%), and SWD (Red, 16.3%) students. There were 2 student groups that declined in Suspension Rates, EL(Orange, 8.7%) and L-TEL (Orange, 17.9%), and we attribute some of these gains to family outreach.

Graduation Rate: Graduation rates declined by 11.1% to 77.8%. Small cohort sizes prevent color indicators. Graduation rates declined across Hispanic, SED, and White student groups.

College and Career Indicator (CCI): Only 3.7% of students were considered college or career ready, representing a 3.7% decline.

Needs Identification:

Student groups receiving the lowest performance levels on state indicators include:

Long-Term English Learners (LTELs): Red in both ELA and Math, indicating urgent academic needs.

Students with Disabilities (SWD): Orange in ELA, Math, and Chronic Absenteeism.

Socioeconomically Disadvantaged (SED) and White students: Orange or Red in multiple indicators including Suspension Rate and Chronic Absenteeism.

Maricopa Unified remains eligible for Differentiated Assistance based on the performance of the White and SED student groups.

The Learning Recovery Emergency Block Grant (LREBG) was established by the State of California to provide local educational agencies (LEAs) with targeted funding aimed at addressing the academic, social-emotional, and attendance-related impacts of the COVID-19 pandemic on students. The purpose of the LREBG is to accelerate student learning recovery, mitigate the disproportionate impact on high-need student groups, and expand support systems to re-engage students and families. Maricopa Unified has an estimated $343,310 unexpended LREBG funds and will continue implementing learning recovery actions through 2027–28. For the 2025-26 school year Maricopa plans on spending $207,897 plus indirect cost on Actions in Goal 1. The remaining balance will be expended in subsequent years through 2027-28.

LREBG funds must be used for evidence-based actions aligned with allowable uses including:

Increasing instructional learning time.

Expanding learning recovery programs and academic interventions.

Supporting social-emotional wellness initiatives.

Reducing chronic absenteeism and improving student engagement.

Strengthening staff-to-student ratios to increase direct services.

Maricopa Unified School District plans to use LREBG funds to implement strategies that address the most significant areas of student need identified through Dashboard and local data analysis. These needs include:

-Local and state data highlights foundational skill deficits in ELA and Math, with over 67% of students three or more grade levels behind in math and 47% three or more levels behind in reading.

-Chronic absenteeism remains high among SWD, Homeless, and SED student groups.

-Suspension and graduation rates reflect ongoing needs for targeted supports and student engagement efforts.

-Monitoring progress through the use of PLCs, KiDS data dashboards, professional learning walkthroughs, and targeted educational partner engagement to ensure responsive adjustments to LCAP actions and services.

Actions funded through LREBG focus on closing learning gaps in English Language Arts and Mathematics, improving attendance for students with chronic absenteeism, and enhancing social-emotional supports to foster academic success.

Funded actions align with allowable uses of LREBG, including:

-Academic Support that supports learning recovery and interventions (Goal 1, Action 3) and expending $62,484 plus indirect cost of LREBG funding.
-Supplemental Materials for targeted standards based instruction (Goal 1, Action 4) and expending $62,484 plus indirect cost of LREBG funding.
-Comprehensive Support for College and Career Readiness (Goal 1, Action 6) and expending $62,484 plus indirect cost of LREBG funding.
-Technology Support to enhance Tier 1 instruction (Goal 1, Action 7) and expending $62,484 plus indirect cost of LREBG funding.

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.

What is Differentiated Assistance—and Who Qualifies?
Differentiated Assistance is extra help that schools receive when certain groups of students are not doing well—academically or behaviorally—based on data from the California School Dashboard.

To qualify, a school or district must have at least one student group that:

Scores at the lowest performance level (colored red) on two or more state indicators on the Dashboard (like test scores, suspension rates, or chronic absenteeism).

Why is Maricopa Unified School District Eligible?
MUSD has two student groups that met these criteria:

White students

Had low academic performance on the 2024 CA Dashboard (red indicator)

Had high suspension rates on the 2024 CA Dashboard (red indicator)

Socioeconomically disadvantaged students (a large majority of the school)

Also had low academic scores on the 2024 CA Dashboard

And high suspension rates on the 2024 CA Dashboard

Because both groups had multiple red indicators, Maricopa is eligible for Differentiated Assistance in 2024/25.

Summary of Work Underway

In response to this eligibility, Maricopa Unified has partnered with the Kern County Superintendent of Schools (KCSOS) to strengthen district systems that support high school student outcomes. This includes an updated needs assessment for the district that targets support in the strategic focus areas. The following efforts are currently underway or planned:

1. Strengthening Tier 1 Instruction (Goal 1, Action 1, 3, 4)

A professional development initiative focused on AVID, ELA, science, Math, and intervention strategies has been delivered to all teachers.

Training includes modeling lessons, coaching support, and feedback cycles that support instructional shifts, particularly in math discourse and academic conversations. PLC Data Analysis will be a focus this next year.

Teachers have shown increased confidence in lesson delivery and student engagement has improved in activities such as math talks and collaborative tasks.

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.

2. Expanding and Structuring PLC Practices (Goal 1-Action 2, 4)
High school teams have engaged in regular Professional Learning Communities (PLCs), though meeting logs and protocols need further development.

Next steps include reestablishing structured protocols, consistent use of formative data, and dedicated writing and literacy strategies to support underperforming student groups.

3. Addressing Student Engagement and Behavior (Goal 2-Action 1, 3)
A Multi-Tiered System of Support (MTSS) has been launched, including trauma-informed practices and Positive Behavioral Interventions and Supports (PBIS).

PBIS teams meet regularly and have begun implementing behavior strategies and common expectations.

Although full implementation of signage and consistent reward systems is still pending, leadership teams have prioritized ongoing monitoring and refinement.

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).

4. Academic and Counseling Supports (Goal 1-Action 6)
Additional support personnel, including counselors and a school psychologist, have been hired to address academic and behavioral needs of high-risk students.

The school offers targeted tutoring, A-G counseling workshops, college visits, and one-on-one academic advising.

Implementation challenges remain around CTE course offerings, but the district is actively pursuing credentialed staff or external partnerships.

5. Incentives, Recognition, and Outreach (Goal 2-Action 2, 4)
A robust incentive and recognition system has been implemented, improving student motivation and parent perception of school climate.

An attendance clerk now supports early intervention for chronic absenteeism, a key area of need.

Outreach and communication systems have improved through Parent Square and school events, but staffing gaps have limited year-round engagement capacity.

Maricopa will continue to partner with Kern County Superintendent of Schools to provide a year long professional development program in Tk12 grades focusing on PLC's and Mathematics.

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.

The district will continue to work closely with KCSOS to monitor implementation and measure effectiveness through:

PLC and walkthrough data that reflect Tier 1 instructional fidelity.

Local and state assessment data, with a focus on closing performance gaps for identified student groups.

Behavior and engagement metrics, including suspension rates, office referrals, and chronic absenteeism.

Quarterly progress reviews with school and district leaders to evaluate the effectiveness of strategies and adjust supports as needed.

Feedback loops through student, parent, and staff surveys to ensure ongoing alignment with student needs.

These coordinated efforts—under the guidance of Differentiated Assistance—are designed to build capacity at Maricopa Unified School District, address systemic challenges, and lead to measurable and sustainable improvements in both academic and behavioral outcomes.

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.

A school becomes eligible for CSI if it meets one or more of these federal-defined conditions:

The school is in the lowest-performing 5% of Title I schools across the state (based on overall performance on the California School Dashboard)
-All state indicators at the school level in the Red performance level or,
-All state indicators at the school level in the Red performance level with one any another color or,
-Five or more state indicators at the school level where the majority are at the Red performance level or,
-All state indicators at the school level in the Red and Orange performance level

For High Schools
The school has a graduation rate below 67%, or

The school was previously identified for CSI and did not improve enough during the required time.

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

Maricopa Elementary School (Year 5)

Why is Maricopa Elementary Identified for CSI?
Maricopa Elementary has been identified for CSI because student outcomes on the Dashboard show that the school is not meeting important performance goals. This includes:

English Language Arts (Red on 2024 CA Dashboard) or Math (Red on 2024 CA Dashboard)
Suspension Rate (Red on 2024 CA Dashboard)
Chronic Absenteeism (Orange on 2024 CA Dashboard)
English Learner Progress (Green on the 2024 CA Dashboard)

Eligibility meets the federal defined conditions of Five or more state indicators at the school level where the majority are at the Red performance level.

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 (MUSD) continues to support Maricopa Elementary School in partnership with the Kern County Superintendent of Schools (KCSOS) using the Continuous Improvement Process (CIP). This year, the school will complete its CIP cycle with full implementation of the CSI Action Plan developed in the prior year.

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.

Key supports include:

Professional Learning Communities (PLC): Weekly PLC sessions with structured protocols and support from KCSOS facilitators. PLCs focus on student data analysis, instructional planning, and reflection on effective Tier I practices. Each grade level submits weekly implementation artifacts aligned to student outcomes and PBIS strategies.

Professional Development: A continued partnership with KCSOS to deliver TK–12 professional development on Tier I instruction and classroom management. This includes coaching, on-site modeling, and job-embedded learning designed to strengthen instructional consistency and engagement.

PBIS Expansion: Implementation of a revised PBIS plan with an updated discipline matrix. Grade-level teams review behavioral data and practices during PLC time. Monitoring is supported by the site administration and district team.

Instructional Coaching and Fidelity Reviews: MUSD staff and KCSOS partners conduct regular implementation walkthroughs and utilize the Fidelity Integrity Assessment (FIA) each semester to assess implementation fidelity and track progress.

Resource Allocation: Additional instructional resources, staffing, and targeted funding—including CSI funds—are aligned to support the CSI Action Plan. The LEA provides guidance and oversight on the use of resources to ensure that interventions address root causes of underperformance.

Stakeholder feedback will come from a variety of stakeholder groups who are familiar with addressing the barriers that exist at Maricopa Elementary School. Educational partners 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 updated using 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.

MUSD has established a multi-tiered monitoring system to ensure the plan is evaluated effectively and adapted as needed:

Progress Monitoring: The CSI plan is aligned with the School Plan for Student Achievement (SPSA) and is monitored by site and district staff on a quarterly basis. Interim measures, including local benchmarks, attendance, and behavioral data, are reviewed in conjunction with PLC work and school-level leadership meetings.

FIA Reviews: The Fidelity Integrity Assessment (FIA) is administered twice annually. Results are compared with prior data to assess progress and adjust implementation strategies.

Data Review and Impact Analysis: The district will analyze demographic, outcome, perception, and process data to measure the effectiveness of CSI-funded actions. Metrics will include CAASPP scores, local assessments, chronic absenteeism, suspension rates, and stakeholder surveys.

Stakeholder Engagement: Feedback loops are embedded into CSI implementation. Students, staff, parents, and community partners will continue to provide input through surveys, focus groups, and site council meetings. These insights will be used to refine the problem of practice, confirm or update root causes, and inform resource adjustments.

On-site Feedback and Coaching Logs: Weekly PLC logs and administrative observations will provide real-time insight into implementation status. The district team, in collaboration with KCSOS, will adjust professional development and coaching schedules based on this data.

PBIS Monitoring: School-wide behavior data and implementation checklists are reviewed monthly by the PBIS team and site administration, with findings reported through PLC and CIP channels.

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. -Families consistently praised tutoring and small-group interventions, noting these services helped students keep up with academic expectations. Feedback emphasized the importance of continuing these programs and maintaining small caseloads. -Parents of English Learners (ELs) expressed appreciation for after-school tutoring and targeted instruction. -Parents highlighted the value of counseling sessions, college trips, and FAFSA workshops, and requested more events at the Community Center. -The community appreciated the public recognition of student achievements and supported incentive programs.
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.

Educational Partner(s)	Process for Engagement
	-Students reported greater understanding through small class sizes and extra opportunities such as tutoring and Saturday School -Students reported feeling appreciated and recognized during quarterly awards and through incentives for PBIS and attendance -Students reported wanting more clubs, events, and sports.
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. -Staff affirmed to process and integration of PBIS. They have seen value in the school wide implementation of SPIRIT -Teachers have gained insight and valuable resources from the PD and PLC opportunities given throughout the year. The appreciate the trainings where they come to sight to model, observe, and provide feedback.
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 expended accordingly. The Board considered the report and approved it as recommended. 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. The following timeline for the 2024-2027 LCAP and the 2024-25 Budget adoption was as follows:

Educational Partner(s)	Process for Engagement
	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	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: September 7 Teacher LCAP Input September 14 Teacher LCAP Input September 21 Teacher LCAP Input 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.
Classified Bargaining Unit	The Classified unit at MUSD was engaged through a survey document to allow for all members to provide input.

Educational Partner(s)	Process for Engagement
	The Draft LCAP was presented to the Classified Bargaining Unit leadersip 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.
SELPA Administrator	The Kern County SELPA was engaged for LCAP review and feedback on 12/11/23 as part of a LCAP training Any feedback was included in the draft LCAP prior to being presented to the Board.
Equity Multiplier Engagement for High School	Equity Multiplier funds is a new funding stream for the district. The funds are targeted to the High school. The High 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.
Parent Advisory Committee	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 three (3) 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. The committee also included 2 students from our high school are representatives. The student PAC members are serving a renewable term of one full school year. Any feedback was considered when developing the goals and embedded actions steps. The parent committee appreciates the opportunities to be involved and their main focus is keeping the students safe while meeting academic and social emotional needs.
District English Learner Advisory Committee	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

Educational Partner(s)	Process for Engagement
	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. Any feedback was considered when developing the goals and inbedded actions steps. -Parents reported wanting a strong English Language Learner program and more opportunities to be involved.

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 High School (Equity Multiplier Site)
The High 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 High 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	2024-25 Local data shows that 24% of ineffective teachers as		Maricopa will have 3 out of 26 Certificated Staff on a PIP or STIP.	Baseline for ineffective teachers was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Certificated Staff on a PIP or STIP. Source: 2022-23 CDE TAMO Report (Data Quest) and 2023-2024 Local Data Priority 1A. The degree to which teachers are appropriately assigned fully credentialed in the subject area and for the students they are teaching	Maricopa has 39.5% ineffective teachers as defined by CDE. Maricopa also has 2.6% of staff that are classified as interns as defined by CDE. 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. 27% of staff identified as "ineffective"	defined by the CDE Maricopa has 1.6% of staff that are classified as interns Maricopa has 4 Interns and 0 teachers on a PIP or STIP. 1 teacher on GLAP out of 25 total teachers		There will be a total of 3 Certificated Staff that are an intern. Maricopa will have a 15% ineffective teacher as defined by CDE. Maricopa will have 5% of staff classified as interns as defined by the CDE.	39.5% to 24% difference of 15.5 Baseline for interns was 2.6% to 1.6% difference of 1
1.2	% of students with access of their own copy of standards-aligned instructional material to use at home and at school. Source: 2023-24 Williams Site Visit Report Priority 1B. The degree every student has sufficient access to standards-aligned instructional materials	2023-24 The annual Williams visit has 100% of students with access to standards-aligned instructional materials to use at home and at school.	2024-2025 The annual Williams visit has 100% of students with access to standards-aligned instructional materials to use at home and at school.		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.	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	% of teams utilizing PLC Implementation Logs Source: 2023-24 Local Data Collection for PLC Implementation Logs Priority 2A. Implementation of state board adopted academic content and performance standards for all students	2023-24 The baseline number for staff using PLC implementation logs is new with no baseline. Therefore the base line will be 0%.	2024-2025 PLC Implementation Logs show 18 sessions that has taken place from August 2024 through December 2024. This represents 82% of this year that staff has been utilizing Professional Learning Teams to implement state board adopted academic content and performance standards for all students.		The % of teams using PLC Implementation Logs will be 100%. All teams will use a district approved log to record PLC activities.	Baseline was 0 to 18 the difference is +18 Baseline was 0% of PLC Implementation to 82% of staff utilizing PLC the difference is +82%
1.4	% of teams utilizing PLC Data Logs to discuss English Learner Progress on Common Core State Standards and ELD standards Source: 2023-24 Local Data Collection for PLC Data Logs Priority 2B. How programs and services will enable English learners to access the	2023-2024 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%	2024-2025 PLC data logs to discuss student group performance, including English Learners, show 10 sessions that has taken place from August 2024 through May 2025 This represents 55% of this year that staff has been		The baseline number of teams using PLC data logs to discuss English Learner Progress on Common Core State Standards and ELD standards is 100%	Baseline was 0 to 10 sessions the difference is +10 This represents that 55% if the time PLC's were using data to discuss English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Common Core State Standards and the ELD standards for purposes of gaining Academic content knowledge and English language proficiency.		utilizing Professional Learning Teams utilizing data to discuss English Learners and access to Common Core State Standards and the ELD Standards to gain Academic content knowledge and English language proficiency			
1.5	% 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. Source: 2023-24 Local Surveys Priority 3A. Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site	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.	2024-25 Parent surveys completed during 2024-2025 school year show that 79% 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.		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.	Baseline was 83.5 to 79 the difference is -4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Attendance Rate of Low-Income Families attending school events. Source: 2023-24 Local Data Priority 3B.How the LEA will promote parental participation in programs for low income, English learner and foster youth students	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-	2024-25 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.		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.	Baseline was 0 to 25 parents per event the difference being +25
1.7	Attendance Rate of student with disabilities Families attending school events. Source: 2023-24 Local Data Priority 3C. How the LEA will promote parental participation in programs for students with disabilities.	2023-24 The District will take attendance at all parent invited activities targeting students with disabilities. The baseline for this metric is -0-	2024-25 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.		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.	Baseline was 0 to 15 the difference being +15
1.8	Student performance on CAASPP ELA & Math (DFS) Student performance on CAST Source: 2023 CA Dashboard	2023 CA Dashboard Data show 1) CAASPP ELA-Grades (3-8 &11) Status: All Students: Orange English Learners: Red	2024 CA Dashboard Data show 1) CAASPP ELA-Grades (3-8 &11) Status: All Students: Red		2026 CA Dashboard Data show 1) CAASPP ELA-Grades (3-8 &11) Status:	Difference from Baseline for ELA • All students from Orange to Red the difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4A. Academic Indicator	Hispanic: Orange SED: Orange White: Yellow Distance from Standard ALL STUDENTS (-79) English Learners (-110.4) Hispanic (-84.1) SED (-80) White (-69.1) Schools with a Red Indicator on 2023 CAASPP ELA Maricopa Middle School (-103.7 DFS, Red) Maricopa Elementary (-84.2, Red) Maricopa Elementary SED (-84.2, Red) Maricopa Middle School with Student Group with a Red Indicator: Hispanic (-114.1, Red)	English Learners: Orange Hispanic: Orange SED: Red White: Red New Metric Baseline for: LTEL-Red (-145.4) SWD- Orange (-95.5) Distance from Standard ALL STUDENTS (-80.8) English Learners (-101.8) Hispanic (-79.8) SED (-80.6) White (-84.5) Schools with a Red Indicator on 2024 CAASPP ELA Maricopa Middle School (-86.1 DFS, Orange Maricopa Elementary (-99.2, Red) Maricopa Elementary SED (-99.2, Red)		All Students: Orange English Learners: Yellow Hispanic: Yellow SED: Yellow White: Yellow New 3 Year Target established in 2024 LCAP for: LTEL-Orange (-100) SWD- Yellow (-69) Distance from Standard ALL STUDENTS (-70) English Learners (-90) Hispanic (-70) SED (-65) White (-55) Reduce distance from standard for all groups by 10% or more 2026 CAASPP ELA for schools will no longer be Red:	being -1 band -EL from Red to Orange the difference being +1 band -Hispanic Orange to Orange (No Change from baseline) -SED from Orange to Red difference being -1 band -White from Yellow to Red the difference being -2 -LTEL No Baseline in 2023, new baseline set in 2024 -SWD- No Baseline in 2023, new baseline set in 2024 -DFS All students from -79 to -80.8 the difference of maintained with slight increase by 1.8 EL- from -110.4 to -101.8 difference increasing by 8.6 -Hispanic from -84.1 to -79.8 increase by 4.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (-103.7, Red) 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 (-130.9) White (-127.5) 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:	Maricopa Elementary Hispanic (-93.4, Red) Maricopa Middle School with Student Group with a Orange Indicator: Hispanic (-85.6, Orange) Socioeconomically Disadvantaged (-86.6, Orange) 2) CAASPP Math- Grades (3-8 & 11) Status: All Students: Orange English Learners: Orange Hispanic: Orange SED: Orange White: Orange LTEL: RED Distance from Standard		Maricopa Middle School (-70 DFS, Yellow) Maricopa Elementary (-70, Yellow) 2026 CAASPP ELA for schools with student groups will no longer be Red: Maricopa Middle School Hispanic (-70, Orange) Socioeconomically Disadvantaged (-70, Orange) 2) CAASPP Math- Grades (3-8 & 11) Status: All Students: Yellow English Learners: Yellow Hispanic: Yellow SED: Yellow White: Yellow	-SED from -80 to -80.6 the difference of maintained with slight increase by 0.6 -White from -69.1 to -84.5 declined by 14.9 LTEL- from -111.3 to -145.4 declined significantly by 34.1 SWD- from -113.5 to -95.5 increased significantly by 18 Maricopa Middle School went from Red -103.7 DFS to Orange -86.1 Increased Significantly by 17.6 Maricopa Elementary went from Red -84.2 DFS to Red -99.2 declined by 15 Maricopa Elementary SED went from Red -84.2 DFS to Red -99.2 declined by 15 Maricopa Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic (-159.9, Red) Socioeconomically Disadvantaged (-155.1, Red) Maricopa Elementary School with Student Group with a Red Indicator: Socioeconomically Disadvantaged (-99.1, Red) 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	ALL STUDENTS (-121.4) English Learners (-142.9) Hispanic (-121.6) SED (-121.3) White (-122.9) LTEL (-213.8) Schools with a Red Indicator on 2024 CAASPP Math Maricopa Middle School (-143.3 DFS, Orange) Maricopa Elementary (-104.2, Red) Maricopa Middle School with Student Group with a Red Indicator 2023 Hispanic (-121.6 Orange) Socioeconomically Disadvantaged (-121.3, Orange) Maricopa Elementary School		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 2026 CAASPP Math for schools with student groups will no longer be Red: Maricopa Middle School (-95, Yellow) Maricopa Elementary (-95, Yellow) Maricopa Middle School with Student Group with a Red Indicator in 2023: Hispanic (-95, Yellow)	School no longer has a red indicator for student groups labeled Hispanic-DFS went from -114.1 to -85.6 Increased Significantly by 28.6 SED-DFS went from -103.7 to -86.6 Increased Significantly by 17.1 2)Baseline for Math -All student Red to Orange difference of +1 band -EL Red to Orange difference of +1 band -Hispanic Red to Orange difference +1 band -SED Red to Orange difference of +1 band -White Orange to Orange difference +0 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with Student Group with a Red Indicator: Socioeconomically Disadvantaged (-104.2, Red) Hispanic (-108.1, Red) 3) CAST Science-Grade (5/8/10) 12.5% Met or Exceed Standard for Science English Learners- 0% Met/Exceeded Levels Socioeconomically Disadvantaged- 13.12% Met/Exceeded Levels Homeless/Foster Youth- N/A Met/Exceeded Levels		Socioeconomically Disadvantaged (-95, Yellow) Maricopa Elementary School with Student Group with a Red Indicator in 2023: Socioeconomically Disadvantaged (-80, Yellow) 3) CAST Science-Grade (5/8/10) 25% will Meet or Exceed Standard for Science English Learners- 15% will Meet/Exceeded Levels Socioeconomically Disadvantaged- 25% will Meet/Exceeded Levels Homeless/Foster Youth- 15% will Meet/Exceeded Levels	All Students -129.8 to -121.4 difference of an increase 8.4 EL -148.5 to -142.9 difference of an increase 5.7 Hispanic -130.3 to -121.6 difference of an increase 8.7 SED -130.9 to -121.3 difference of an increase 9.7 White -127.5 to -122.9 difference of an increase 4.6 Maricopa Middle went from Red -155.1 DFS to Orange -143.3 Increase by 11.8 Maricopa Elementary Red -99.1 to -104.2 declined by 5.1 Maricopa Middle Hispanic group went from Red -159.9 to Orange -121.6 increase by 38.3 SED group went from -155.1, Red to -143.8 increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						by 11.3 Maricopa Elementary stayed in the Red with SED and went from -99.1 to -104.2 declined by 5.1 CAST Science testing went from 8.11% meeting to exceeding to 12.5% difference of +4.39% EL- no change SED- went from 8.11% to 12.5% difference of +4.39% Homeless/Foster- no change
1.9	Percentage of pupils who have successfully completed all A-G requirements for admission to a UC or CSU school Source: 2023 CA Dashboard	2023 CA Dashboard Data show 22.2% for all students and 22.2 for SED students who completed A-G requirements.	2024 CA Dashboard Data show 11.1% for all students and 11.1 for SED students who completed A-G requirements.		2026 CA Dashboard Data will show 40% for all students and 30% for SED students who completed A-G requirements.	Baseline was 22.2% to 11.4% difference of -10.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4B. College Readiness					
1.10	Percentage of pupils who have successfully completed at least one Career Technical Education (CTE) Pathway Source: 2023 CA Dashboard Priority 4C College Readiness	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%.	2024 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%.		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%.	No Change from Baseline
1.11	Percentage of students who have successfully completed both types of courses described above in (B) and (C) Source: 2023 CA Dashboard Priority 4D. College Readiness	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.	2024 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		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	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CTE sequences were 0.		CTE sequences will be 10%.	
1.12	Percentage of English learner students who make progress toward English proficiency as measured by ELPAC (ELPI Rate) Source: 2023 CA Dashboard Priority 4E. English Learner Progress	2023 CA Dashboard: Percentage of English learners who make progress toward English proficiency was 42.3%. (Orange)	2024 CA Dashboard: Percentage of English learners who make progress toward English proficiency was 48.3%. (Green) Percentage of Long-Term English learners who make progress toward English proficiency was 50%. (Yellow)		2026 CA Dashboard: Percentage of English learners who make progress toward English proficiency will increase by 15% or Yellow Percentage of Long-Term English learners who make progress toward English proficiency will increase by 15% or Yellow	Baseline was 42.3 Orange to 48.3 Green difference +6.1 for English Learners N/A for Long-Term English Learners as Baseline was established this year.
1.13	% English Learners Reclassified Source: 2021 Data Quest and 2023-24 Kern Integrated Data Systems (KiDS) Priority 4F. English Learner Reclassification Rate	Per District Summative ELPAC found on Data Quest: 2021-2022 EL reclassification rate 7.14% Per reclassification rate on KiDS as of April 25, 2024: 15.15%	Per District Summative ELPAC found on Data Quest:2 23-24 EL reclassification rate 8.22% Per reclassification rate on KiDS as of March 24, 2025 is 1.14%		Per District Summative ELPAC found on Data Quest: 2025-2026 EL reclassification rate will be 12% Per reclassification rate on KiDS the rate will be 20%	Baseline went from 7.14% to 8.22% difference of +1.08% As to date the redesignation rate according to KiDS was 15.5% to 1.14% difference of -14.36%
1.14	The Percentage of Students who pass AP	2023 CA Dashboard The Percentage of Students who pass AP	2024 CA Dashboard		2026 CA Dashboard the percentage of who	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exams with a score of 3 or higher Source: 2023 CA Dashboard Priority 4G. College Readiness	exams with a score of 3 or higher was 0	The Percentage of Students who pass AP exams with a score of 3 or higher was 0		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.	2024 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%	No Change from Baseline
1.16	% of students having access to a broad course of study Source: 2023-24 Local Data Priority 7A. A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study	2023-24 local SIS master schedule shows 100% of students have access to the following courses: English language arts mathematics social science/history science physical education	2024-25 local SIS master schedule shows 100% of students have access to the following courses: English language arts mathematics social science/history science		2026 local SIS master schedule shows 100% of students have access to the following courses: English language arts mathematics social science/history science	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for grades 7 to 12, as applicable;		physical education		physical education	
1.17	% of English Learners, low income, and foster youth have programs and services integrated and designated within the school day. Source: 2023-24 Local Data Priority 7B. Programs and services developed and provided to low income, English learner and foster youth students	2023-24 local SIS master schedule shows 100% English Learners have access to ELD support 100% of low-income students have access to intervention support as needed 100% of Foster Youth students have access to intervention support as needed	2024-245 local SIS master schedule shows 100% English Learners have access to ELD support 100% of low-income students have access to intervention support as needed 100% of Foster Youth students have access to intervention support as needed		2026 local SIS master schedule shows 100% English Learners have access to ELD support 100% of low-income students have access to intervention support as needed 100% of Foster Youth students have access to intervention support as needed	No Change from Baseline
1.18	% of Students with exceptional needs have programs and services integrated and designated within the school day. Source: 2023-24 Local Data Priority 7C. Programs and services developed	2023-24 local SIS master schedule shows 100% Students with Exceptional Needs have access to programs and services based on state standards, student needs, and as indicated by the Individualized Education Plan (IEP).	2024-25 local SIS master schedule shows 100% Students with Exceptional Needs have access to programs and services based on state standards, student needs, and as indicated by the		2026 local SIS master schedule shows 100% Students with Exceptional Needs have access to programs and services based on state standards, student needs, and as indicated by the	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and provided to students with exceptional needs		Individualized Education Plan (IEP).		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)	2024 Ca District Dashboard Metrics CCI Indicators: ALL students: 3.7% (no performance color White Students: 8.3% (no performance color) SED Students: 3.7% (no performance color)		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)	All students 7.4% to 3.7% difference -3.7% White 5.9% to 8.3% difference +2.5 SED 7.4 % to 3.7% difference - 3.7%
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 (grades 1-8) 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	Local I-Ready (grades 1-8) Data for the 2024-2025 School Year indicates: Reading All Students (Winter KiDS data) 14% On or above Grade Level 32% One grade level below 17% Two grade levels below 38% Three or More 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 15% Two grade levels below 20% Three or More grade levels below	Difference based on KiDS Winter Data Difference Reading All Students -1% On or above Grade Level 2% One grade level below -3% Two grade levels below 3% Three or More grade levels below Difference Reading for EL's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Reading for Hispanic Learners 15% On or above Grade Level 27% One grade level below 20% Two grade levels below 38% Three or More grade levels below 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	Reading for English Learners 5% On or above Grade Level 28% One grade level below 19% Two grade levels below 46% Three or More grade levels below Reading for Long Term English Learners (New Baseline) 7% On or above Grade Level 0% One grade level below 7% Two grade levels below 86% Three or More grade levels below Reading for Hispanic Learners 12% On or above Grade Level 36% One grade level below 17% Two grade levels below		Reading for English Learners 25% On or above Grade Level 25% One grade level below 10% Two grade levels below 30% Three or More grade levels below Reading for Long Term English Learners (New Baseline) 20% On or above Grade Level 10% One grade level below 7% Two grade levels below 63% Three or More grade levels below Reading for Hispanic Learners 25% On or above Grade Level 37% One grade level below 10% Two grade levels below 28% Three or More grade levels below	-5% On or above Grade Level 5% One grade level below 8% Two grade levels below -10% Three or More grade levels below Reading for Long Term English Learners (New Baseline Established) Difference Reading for Hispanic -3% On or above Grade Level 9% One grade level below -3% Two grade levels below -3% Three or More grade levels below Difference Reading for SED -1% On or above Grade Level 2% One grade level below -3% Two grade levels below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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 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	35% Three or More grade levels below Reading for SED 14% On or above Grade Level 32% One grade level below 18% Two grade levels below 37% Three or More grade levels below Math for All Students (Winter KiDS data) 11% On or above Grade Level 40% One grade level below 19% Two grade levels below 30% Three or More grade levels below Math for English Learners 6% On or above Grade Level 42% One grade level below 21% Two grade levels below		Reading for SED 30% On or above Grade Level 35% One grade level below 20% Two grade levels below 15% Three or More grade levels below Math for All Students (Winter KiDS data) 25% On or above Grade Level 35% One grade level below 25% Two grade levels below 15% Three or More grade levels below 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	3% Three or More grade levels below Difference Math for All Students 1% On or above Grade Level 6% One grade level below 1% Two grade levels below -8% Three or More grade levels below Difference Math for EL's -4% On or above Grade Level 13% One grade level below 0% Two grade levels below -8% Three or More grade levels below Math for Long Term English Learners (New Baseline Established) Difference Math for Hispanic 1% On or above Grade Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	32% Three or More grade levels below Math for Long Term English Learners 22% On or above Grade Level 7% One grade level below 4% Two grade levels below 68% Three or More grade levels below Math for Hispanic Learners 11% On or above Grade Level 42% One grade level below 18% Two grade levels below 29% Three or More grade levels below Math for SED 11% On or above Grade Level 40% One grade level below 19% Two grade levels below		Math for Long Term English Learners 30% On or above Grade Level 10% One grade level below 4% Two grade levels below 56% Three or More grade levels below Math for Hispanic Learners 25% On or above Grade Level 25% One grade level below 25% Two grade levels below 25% Three or More grade levels below 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	19% One grade level below 7% Two grade levels below -27% Three or More grade levels below Difference Math for SED 1% On or above Grade Level 8% One grade level below 1% Two grade levels below -10% Three or More grade levels below 19% Two grade levels below 30% Three or More grade levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			30% 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.	Academic Conversations walkthroughs 9 days of of classroom walkthroughs showed initial implementation of learned strategies. 30% of staff of demonstrating fidelity to implementation of Academic Conversations.		100% of classroom formal walkthroughs showed full implementation of learned strategies of Site Professional Development.	Went from 0 days of formal walkthroughs to 9 difference of +9 0 to 30% implementation of of Academic Conversations difference of +30 %
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.	2025 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.	No Change from Baseline

Goal Analysis [2024-25]

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.

During the 2024–25 school year, the LEA made substantial progress in implementing the actions tied to this goal. Of the seven actions, three were fully implemented, while four were partially implemented due to staffing, scheduling, or procurement constraints. All actions were monitored for fidelity through multiple data points including PLC logs, CAASPP results, local assessments, and stakeholder surveys. Each action contributed to strategic efforts to improve Tier 1 instruction and support for unduplicated pupils.

Fully Implemented Actions (1.1, 1.3, 1.7): These actions were implemented as planned. Professional development (Action 1.1) led to observable classroom shifts and increased teacher confidence. Academic support services (Action 1.3) received positive feedback from families and demonstrated positive trends in small group instruction. Technology integration (1.7) was robust, driven by strong student involvement.

Implementation Successes:

Professional Development (Action 1.1) was broadly successful, with all staff participating and feedback indicating increased teacher confidence and observable instructional shifts. Instructional coaching, particularly in science and math, was well received, and classroom walkthroughs confirmed the application of learned strategies.

Academic Support (Action 1.3) was another strong area, with successful tutoring groups leading to student growth in reading and math benchmarks. Parents and students expressed appreciation for the responsiveness and accessibility of intervention supports.

Technology Integration (Action 1.7) was fully implemented and expanded beyond initial expectations. The student-led "Nerd Herd" club enhanced campus tech support and created a hands-on learning environment that boosted digital literacy across grade levels.

Partially Implemented Actions (1.2, 1.4, 1.5, 1.6): PLC work (1.2) occurred regularly, but documentation through logs needs refinement. Supplemental curriculum integration (1.4) was limited by the inability to find a suitable program. Support for English Learners (1.5) was effective in practice, with improved ELPAC and CAASPP outcomes, but lacked adopted curriculum. College/career readiness initiatives (1.6) were constrained by credentialing issues that limited additional CTE/AP course offerings.

Implementation Challenges and Differences from Plan:

Professional Learning Communities (Action 1.2) were conducted, but data logs were inconsistently used. Staff were engaged in data conversations, yet consistent tracking of team outcomes remains an area for growth.

Supplemental Curriculum (Actions 1.4 and 1.5) faced procurement barriers. Although phonemic awareness programs were adopted in K–3, the district could not identify a suitable supplemental curriculum for afterschool and EL programs. This impacted the full implementation of literacy and language development strategies.

College and Career Readiness (Action 1.6) saw enthusiastic counselor engagement, including parent workshops and FAFSA support. However, the lack of credentialed staff prevented the addition of new CTE/AP offerings. This, coupled with scheduling misalignment with Taft College, affected student access.

Substantive differences in implementation were primarily due to delayed hiring (e.g., social worker, counselor training), limited availability of supplemental curriculum, and higher-than-anticipated program costs for technology and software. Despite these challenges, measurable successes include improvements in English Learner outcomes and increased use of academic strategies aligned with professional development.

Overall, the district demonstrated strong implementation capacity and a commitment to continuous improvement. The analysis of this year's actions will inform refinements to enhance fidelity and impact, particularly in areas where curriculum adoption and structured documentation were identified as needs.

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.

A review of budgeted versus estimated actual expenditures revealed several material differences across actions, largely due to staffing, procurement timelines, and implementation variables. These differences did not significantly alter the scope of services but highlighted operational adjustments that occurred during the year. The budgeted expenditures and the Estimated Actual expenditures for Goal 1, Maricopa planned to spend $1,185,075 and the estimated actual expenditures were $747,241. There was an approximate unspent planned amount of $437,834 for Goal 1.

Action 1.2 (PLCs) and 1.1 (Professional Development): Both actions came in under budget by approximately $10,500 combined. This was due to PLC sessions being facilitated by on-site leadership rather than external consultants and reduced need for supplemental pay. Despite these savings, professional development participation was high and implementation effective.

Action 1.4 (Supplemental Curriculum) and 1.5 (EL Support): Combined underspent by over $130,000 due to the district's inability to identify and adopt appropriate supplemental curricula. While 95% Group materials were used in early grades, materials for afterschool and EL instruction were not procured, limiting full rollout.

Action 1.6 (College & Career Readiness): Came in under budget by $10,000. However, this action faced constraints due to credentialing limitations that prevented the addition of a planned AP/CTE course, which would have increased associated costs.

Action 1.7 (Technology): This action exceeded the budget by approximately $125,000 due to unexpected costs associated with equipment and software licensing. The overage was offset by underexpenditures in other areas and reflected increased district investment in infrastructure.

In summary, while several actions had expenditures that varied from initial projections, the differences were generally due to strategic savings, delayed hiring, or unavoidable cost escalations. These did not result in reduced service levels for unduplicated pupils, but rather reflected implementation realities such as internal capacity-building (e.g., local PLC facilitation) or external market factors (e.g., software costs). The overall percentage of increased or improved services remained consistent with the intent and proportionality obligations outlined in the LCAP and the material difference does not represent the total LCAP carry-over funding amount.

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

The implemented actions under this goal collectively advanced Maricopa's efforts to strengthen Tier 1 instruction, improve academic outcomes, and provide targeted support to unduplicated student groups. Effectiveness was assessed using multiple local and state metrics, community feedback, and implementation monitoring. These data sources confirmed that most actions led to measurable improvements in instruction and targeted support, especially for unduplicated pupils.

Action 1.1 (Professional Development) was highly effective. Staff participation was universal, and instructional shifts—such as increased academic discourse, integration of AVID strategies, and improved science instruction—were observed and documented through walkthroughs. PLC participation increased substantially, with 82% of staff utilizing PLC logs, a notable increase from the prior year.

Effectiveness was high, supported by:
-Metric 1.21 (Classroom Walk-through Rubric): Nine formal walkthroughs documented increased use of academic conversations and math discourse routines (e.g., Estimation180).
-Metric 1.3 (PLC Implementation Logs): 82% staff usage, a marked increase from the prior year.
-Metric 1.8 (State Assessments): Math scores increased across all student groups.
-Metric 1.20 (Local Assessments): Math benchmark growth noted; reading benchmarks declined. Teachers reported increased confidence, and consultants confirmed strong instructional application in science and math.

Action 1.2 (PLCs) showed moderate effectiveness. Teachers demonstrated more intentional data use and collaboration around IABs and formative assessments. However, inconsistent use of PLC logs limited full visibility into team progress. Reestablishing clear protocols will increase the impact next year.

Effectiveness was moderate:
-Metric 1.3 and 1.4 (PLC Logs and Data Logs): Logs were established but inconsistently used.
-Metric 1.8: ELA state performance declined; math improved.
-Metric 1.21: Classroom walkthroughs showed increased collaborative planning and alignment to essential standards. Staff became more intentional in data use, especially using Interim Assessment Blocks (IABs), but future improvement will depend on consistent log usage and writing focus.

Action 1.3 (Academic Support) proved to be a key driver in student growth. Targeted small-group instruction and tutoring were well-received by families and staff. Although material usage was less than planned, staffing enabled widespread student access to intervention, and benchmark results reflected improvement in reading and math.

Strongly effective based on:
-Metric 1.20 (Local Assessments): Positive gains in reading groups and small-group math instruction.
-Metric 1.8 (CAASPP): Growth in math for unduplicated pupils.
-Metric 1.21 (Walkthroughs): Effective use of support staff in intervention settings. Tutoring and caseload supports were well-implemented and positively received by the community, with small-group intervention driving academic growth.

Effectiveness was moderate:
-Metric 1.3 and 1.4 (PLC Logs and Data Logs): Logs were established but inconsistently used.

Action 1.4 (Supplemental Curriculum) was partially effective. The use of the 95% Group in early grades supported phonemic awareness and foundational literacy. However, the lack of a broader supplemental curriculum limited expansion across grade levels and intervention timeframes, which narrowed overall impact.

Partially effective due to:
-Metric 1.20: K–3 showed improved phonemic awareness using 95 Percent Group materials.
-Metric 1.8: Literacy gaps persisted in upper grades.
-Metric 1.21: Teachers demonstrated skills learned in PD, but curriculum gaps limited expansion. The absence of a districtwide supplemental curriculum constrained broader academic impact, though early literacy efforts were strong.

Effectiveness was moderate:
-Metric 1.3 and 1.4 (PLC Logs and Data Logs): Logs were established but inconsistently used.

Action 1.5 (Support for English Learners and LTELs) was effective based on student outcomes. English Learners advanced one performance level in both ELA and Math CAASPP, and the ELPI moved from Orange to Green. A 1.08% increase in reclassification rate further affirmed growth. Despite not adopting a supplemental curriculum, classroom integration of EL strategies was evident in all observed rooms.

Effective based on English Learner progress:
-Metric 1.8 (CAASPP): ELs improved from Red to Orange in ELA and Math, with +8.6 and +5.7 point gains, respectively.
-Metric 1.12 (ELPI Rate): Improved from Orange to Green, with +6.1 point growth.
-Metric 1.13 (Reclassification Rate): Increased from 7.14% to 8.22%.
-Metric 1.21 (Walkthroughs): 100% of classrooms showed evidence of EL strategies. Despite lacking supplemental curriculum, embedded instructional practices and focused staff training drove significant progress.

Action 1.6 (College & Career Readiness) showed mixed effectiveness. Individualized support from counselors was robust and positively received, especially FAFSA workshops and A-G tracking. However, the inability to offer a new CTE or AP course limited opportunities. The A-G completion rate dropped from 22.2% to 11.4%, and the College/Career Indicator also declined.

Mixed effectiveness:
-Metric 1.19 (CCI Indicator): Dropped from 7.4% to 3.7%.

-Metric 1.9 (A-G Completion): Declined from 22.2% to 11.4%.
-Metric 1.10/1.11 (AP/CTE Participation): No new courses added due to credentialing gaps.
-Stakeholder Feedback: Strong parent engagement in FAFSA and counseling events. Counseling support was robust, but the inability to expand course offerings limited opportunities for students.

Action 1.7 (Technology Integration) was highly effective. Investments in devices, software, and student tech leadership (via the "Nerd Herd") improved digital readiness and instructional access. Teachers reported improved engagement and academic performance from students with regular tech support.

Highly effective:
-Metric 1.8 (CAASPP): Correlation observed between tech-supported tutoring and improved student performance.
-Metric 1.20: Teachers reported increased engagement among students with access to digital tools.
-Anecdotal Evidence: "Nerd Herd" student tech team enhanced support sitewide. Despite higher costs, this action contributed to equitable access and strengthened instruction across content areas.

Effectiveness was moderate:
-Metric 1.3 and 1.4 (PLC Logs and Data Logs): Logs were established but inconsistently used.

In summary, Actions 1.1, 1.3, 1.5, and 1.7 showed high effectiveness, especially in terms of math growth and EL outcomes. Actions 1.2 and 1.4 revealed areas for improvement in fidelity and curriculum alignment. Action 1.6 requires strategic staffing to expand postsecondary access. Metrics validate strong implementation, particularly in math and digital integration, and guide priorities for sustained support and instructional equity.

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.

The 2025 LCAP has a new Action for LTELs added (Action 1.8). All actions that have personnel also have adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, and or decreases in overall budget allotment for each action that the district has adjusted due to decrease in LCFF funding. Actions 1.3, 1.4, 1.6, and 1.7 all have LREBG funding tied to these actions.

Action 1.1 has an increase in cost from previous year due to increase in cost for teacher induction program and more teachers needing to participate due to staff still needing this program. Action 1.1 also has some new Professional Development planned this year that will be an additional cost. The professional development will still be in the area of academic achievement for staff.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development Initiative to support Tier 1 Instruction	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. Professional Development will include External Educational Consultants who will conduct training sessions on the effective use of instructional strategies in the area of AVID, Math, ELA, Intervention Programs, Teacher Induction and Science. The training will be for all teachers and instructional staff across all grade levels. Professional Development Includes: Site Stipends Sub Release Time Consultant Training Fees Material and Supplies Supplemental Hourly Wages This action addresses the red performance indicators on the 2023 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 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	$129,817.06	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Learning Communities (PLCs)	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. 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. 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 Supplemental Hourly Wages This action addresses the red performance indicators on the 2023 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 Math Student Groups: English Learners, Hispanic, SED Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED	$75,500.01	Yes

Action #	Title	Description	Total Funds	Contributing
		Maricopa Middle: Hispanic, SED		
1.3	Academic Support	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. -Specialist will include 1 teacher and 5 Classified Personnel to offer in class support. 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. -Student Support Services includes 1 Administrative Position 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. Academic Support will include: Salaries for 1 teacher (10%), 4 classified, 1 High School TOSA support (1 administrator salary) Sub Release Time for Staff to attend training Consultant Training Fees Material and Supplies Supplemental Hourly Wages for Tutoring (Certificated and Classified)	$576,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is also supported by Learning Recovery Emergency Block Grant (LREBG) funds. Academic Support will be provided to students identified as performing in the lowest academic categories. Specialists, including 1 teacher and 5 classified personnel, will deliver targeted instruction through small group and one-on-one support focused on closing achievement gaps in English Language Arts (ELA) and Mathematics. Additionally, Student Support Services will include 1 administrative position responsible for coordinating the alignment of district-wide assessments, managing data collection and visualization systems, and leading data discussions at District PLC events. These efforts support improved monitoring of unduplicated student group progress toward ELA and Math proficiency using local benchmarks and projected CAASPP outcomes. Research Base: This action is supported by Tier 1 evidence-based practices outlined in the ESSA Evidence-Based Practices organized by LREBG Allowable Use resource. Specifically, research from the National Student Support Accelerator and the Wallace Foundation supports the effectiveness of small-group instruction and tutoring in accelerating student learning and addressing unfinished learning in ELA and Math. Monitoring Metrics: The impact of this action will be monitored using: -Local benchmark data aligned to CAASPP proficiency indicators in ELA and Math. -Participation rates and academic growth of students receiving tutoring. Dashboard performance for unduplicated student groups. Funding Details: This action is supported in part by LREBG funds in the amount of $62,484. These funds will specifically support tutoring programs and the purchase of supplemental academic supplies. This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners		

Action #	Title	Description	Total Funds	Contributing
		Schools: Maricopa Elementary and Maricopa Middle School Schools with Student Group performance Maricopa Elementary: SED Maricopa Middle: Hispanic, SED 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		
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. Integration of Supplemental Curriculum will include: -Summer Program/Sat School -Online programs -Materials and supplies This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. The district will select and implement supplemental curriculum materials aligned with California state standards to support differentiated instruction in core academic subjects. These resources will be integrated into Tier 1 instruction to enhance classroom learning by offering students additional practice, scaffolding, and enrichment opportunities, particularly in ELA and Math. The action includes implementation of: Summer Programs and Saturday School targeting students needing academic intervention or enrichment.	$138,603.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Online learning platforms to provide self-paced, adaptive content in alignment with grade-level standards. Instructional materials and supplies that support diverse learners and reinforce classroom instruction. Research Base: This action is supported by Tier 1 evidence-based practices outlined in the ESSA Evidence-Based Practices organized by LREBG Allowable Use resource. Studies such as Getting to Work on Summer Learning (Wallace Foundation) and the National Student Support Accelerator emphasize that integration of standards-aligned supplemental resources and extended learning time are effective strategies for addressing learning gaps and accelerating academic progress. Monitoring Metrics: The effectiveness of this action will be evaluated through: -Student participation and performance in summer and Saturday programs -Growth on local benchmark assessments in ELA and Math -Usage and engagement data from online learning platforms -CAASPP proficiency trends for all students and unduplicated student groups Funding Details: LREBG funds in the amount of $4,000 will be used to support this action, specifically for the acquisition of supplemental online programs and instructional materials used during Tier 1 instruction and extended learning opportunities (summer and Saturday programs). This action addresses the red performance indicators on the 2023 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		

Action #	Title	Description	Total Funds	Contributing
		Maricopa Middle: Hispanic, SED 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		
1.5	Supplemental support for English Learners	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. Supplemental support for English Learners will include: -Additional Staffing to support English Learners (1 Classified Aide, 50%) -Additional Staffing to support English Learners (1 Certificated Teachers, 14%) -Release time extra Duty for classified and certificated -Supplemental Materials and Supplies -Supplemental Curriculum This action addresses the red performance indicators on the 2023 CA Dashboard for the following: ELA Student Groups: English Learners Math Student Groups: English Learners	$80,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Comprehensive Support for College and Career Readiness	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. Support will include: 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. -Stipends for Staff to support students -Supplemental hours Increased CTE offerings and Credit Recovery (potential AP Course included here) : An additional course will be offered College Visits and Fairs: Organize college visits and fairs to expose students to post-secondary options and requirements. Test Preparation: Provide preparation for standardized tests such as the SAT and ACT. 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 -1 FTE Counselor	$227,870.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Workshops for Parents and Students: Offer workshops to educate parents and students about A-G requirements and the importance of meeting these standards. -Materials and Supplies This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. The district will implement a comprehensive support program designed to increase college and career readiness, particularly targeting students at risk of not meeting A-G requirements. The initiative integrates academic counseling, mentorship, skill-building workshops, and expanded access to Career Technical Education (CTE) and credit recovery opportunities to ensure all students graduate with the skills and knowledge required for post-secondary success. Support components include: Personalized academic and career guidance through mentorships and increased access to a dedicated full-time counselor (1 FTE). Tutoring and supplemental instruction for A-G and AP courses, with stipends and supplemental hours provided to staff supporting students outside of regular instructional time. College readiness activities such as test prep (SAT/ACT), college fairs, and campus visits. Increased course access including CTE pathways, credit recovery, and an additional AP course offering. Parent and student workshops to improve understanding of A-G requirements and long-term academic planning. Materials and supplies to support all facets of the program. Research Base: This action is aligned with Tier 1 evidence-based practices identified in the ESSA Evidence-Based Practices organized by LREBG		

Action #	Title	Description	Total Funds	Contributing
		Allowable Use guide. Research from Jobs for the Future, National Student Support Accelerator, and The College Board supports the effectiveness of integrated mentoring, academic guidance, and early exposure to college and career pathways. These strategies have been shown to improve graduation rates, A-G course completion, and college enrollment for historically underserved student populations. Monitoring Metrics: To evaluate the impact of this action, the district will monitor: -A-G completion rates (overall and for unduplicated student groups) -Student participation in mentoring, counseling, and academic support sessions -College entrance exam participation and performance (SAT/ACT) -Enrollment in CTE, AP, and credit recovery courses -Attendance at college/career events and parent workshops -Graduation rates and post-secondary enrollment rates Funding Details: This action is supported by LREBG funds in the amount of $95,413. These funds specifically support: -Additional counselor salary (1 FTE) -Stipends and supplemental hourly pay for staff mentoring/tutoring -College readiness materials, test preparation resources, and workshop supplies -Expanded course offerings in CTE/AP and credit recovery pathways		

Action #	Title	Description	Total Funds	Contributing
1.7	Technology Support to enhance Tier 1 instruction	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. 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 Data Platforms to be used at the district to monitor student progress This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Maricopa Unified School District will enhance Tier 1 instruction by providing targeted technology support aligned with California content standards. This action will integrate updated technology into classroom instruction to support differentiated learning, increase student engagement, and enable real-time data-informed instructional decisions by educators. Key components of this action include: Integration of technology resources into existing curriculum to support personalized learning and enrichment opportunities. Supplemental hours for a dedicated staff member to support instructional technology integration, troubleshooting, and staff training. Implementation of “Nerd Herd,” a student-led technology club that promotes digital literacy and student tech support. Acquisition and replacement of hardware and software, ensuring students and staff have access to reliable, modern learning tools.	$197,935.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Deployment of a district-wide data platform to monitor academic progress and inform decisions during professional learning communities (PLCs) and instructional team meetings. Research Base: This action is supported by Tier 1 evidence as identified in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. Studies, including those from the Alliance for Excellent Education and EdTech Evidence Exchange, support the integration of educational technology to personalize instruction and increase student achievement. Furthermore, research from The Wallace Foundation and U.S. Department of Education highlights that well-implemented technology initiatives—paired with educator support—enhance learning outcomes, especially for students requiring differentiated instruction. Monitoring Metrics: The district will evaluate the effectiveness of this action using: -Student performance on local benchmark assessments and formative measures in ELA and Math -Technology usage logs and access data -Teacher and student participation in “Nerd Herd” and instructional tech integration -Staff surveys on perceived usefulness of technology tools in supporting differentiation -Progress monitoring data generated from the new data platform Funding Details: This action is supported by LREBG funds in the amount of $45,000, which will be used for: -Supplemental pay for a designated technology support staff member -Hardware and software upgrades		

Action #	Title	Description	Total Funds	Contributing
		-Subscription and implementation of academic data platforms -Resources and support for the “Nerd Herd” student tech initiative This action addresses the red performance indicators on the 2023 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 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		
1.8	Supplemental support for Long Term English Learners	Maricopa Unified School District will provide supplemental support specifically designed for Long Term English Learners (LTELs) for 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 Long Term English Learners. Supplemental support for Long Term English Learners will include: -Additional Staffing to support English Learners (1 Classified Aide, 50%) -Additional Staffing to support English Learners (1 Certificated Teachers,14%) -Release time extra Duty for classified and certificated -Professional Development for Staff -Supplemental Curriculum	$68,459.00	Yes

Action #	Title	Description	Total Funds	Contributing

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	% of parents who agree/strongly agree that district gives opportunities to participate in decision making regarding their students education on local climate survey. Source: 2023-24 Local Surveys 3A. Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site	2023-24 84% of Parents Agree/Strongly Agree that Maricopa gives opportunities to participate in decision making regarding their students education.	2024-2025 79% of Parents Agree/Strongly Agree that Maricopa gives opportunities to participate in decision making regarding their students education.		2026-27 90% of Parents will Agree/Strongly Agree that Maricopa gives opportunities to participate in decision making regarding their students education.	Baseline was 84% to 79% difference of -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	# of parents from low-income, English Learners, and Foster youth students attending district invited events. Source: 2023-24 Local Data State Priority 3B.How the LEA will promote parental participation in programs for low income, English learner and foster youth students	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-	2024-2025 The district will take attendance at all parent invited activities targeting low income, English Learner, and foster youth students. At least 25 parents came to each event		2026-27 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.	Baseline was 0 to 25 difference of +25
2.3	# of parents from students with disabilities attending district invited events. Source: 2023-24 Local Data State Priority 3C. How the LEA will promote parental participation in programs for students with disabilities.	2023-24 The District will take attendance at all parent invited activities targeting students with disabilities. The baseline for this metric is -0-	2024-2025 The District will take attendance at all parent invited activities targeting students with disabilities. At least 25 parents came to each event		2026-27 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.	Baseline was 0 to 25 difference of +25
2.4	School Attendance Rates Source: 2023-24 Local Data	Per District Aeries SIS: 5. A. Attendance Rate (P2) P2 ADA rate 95.14% for 2023-24	Per District Aeries SIS: 5. A. Attendance Rate (P2)		2026-27 Per District Aeries SIS: 5. A. Attendance Rate (P2)	Baseline P2 ADA was 95.14% to 92.64 difference of 2.5%

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 92.64% for 2024-25 As of April 25, 2025 from KiDS data system the current Year to Date Attendance Rate shows: All-92.64% EL-92.34 SED-92.83% Foster- 42.04%		P2 ADA rate will be 96% for 2026-2027	Baseline attendance from KiDS All was 92.89% to 92.64% difference of -.25 EL was 96% to 92.34% difference of -3.66 SED was 94% to 92.83% difference of -1.17 Foster was 95% to 42.04% difference of -52.96
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)	The 2024 CA Dashboard shows: All Students- 25.2% (Yellow) Chronically Absent from 2024 (Red Indicator Update) English Learners- 10% (Green) SED-25.6% Chronically Absent (Yellow Indicator)		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.	CA Dashboard Difference from Baseline All Students- Declined Significantly (-10.2) English Learners- Declined (23.2) SED- Declined Significantly (-9.9) Homeless- Not enough students to receive data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Absenteeism Rate shows: All-28% EL-19% SED-25% Foster- 67% 2023 CA Dashboard data of Schools with Chronic Absenteeism Rate Indicator in the Red: Maricopa Elementary-33.9% (Red) Maricopa Middle School-38.6% (Red) 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)	Homeless- Not enough students to receive data SWD- 30.8% Chronically Absent (Orange Indicator) Hispanic- 20.1% Chronically Absent (Orange Indicator) White- 34.8% Chronically Absent (Orange Indicator) As of April 25, 2025 from KiDS data system the current Chronic Absenteeism Rate shows: All-34% EL-35% SED-33% Foster-100% 2024 CA Dashboard data of Schools with Chronic Absenteeism Rate Indicator in the Red Update from 2023: Maricopa Elementary-25.8% (Yellow)		Homeless- Not enough students to receive data SWD- 29% Chronically Absent or Yellow indicator Hispanic- 23.8% Chronically Absent or Yellow indicator White- 27.7% Chronically Absent or Yellow indicator. Schools with Chronic Absenteeism Rate Indicator in the Red: Maricopa Elementary- 20% or Lower (Yellow) Maricopa Middle School-20% or Lower (Yellow) 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)	SWD- Declined (-6.7) Hispanic- Declined (-13.6) White- Declined (-2.9) KiDS data system Difference from Baseline for current Chronic Absenteeism Rate: All- Increase of 6% EL- Increase of 16% SED- Increase of 8% Foster- Increase of 33% School Level Chronic Absenteeism Difference: Maricopa Elementary- Declined Significantly by -8.1% Maricopa Middle School- Declined by -13.6% Schools with Student Group Chronic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maricopa Middle School: Hispanic- 33.3% (Red) SED-38.6% (Red) White- 45.2% (Red)	Maricopa Middle School-25% (Orange) Schools with Student Groups that have Chronic Absenteeism Rate Indicator in the Red Red Update from 2023: Maricopa Elementary: SED-25.8% (Yellow) EL's-8.3% (Green) Hispanic- 20.6% (Orange) White- 34.5% (Red) Maricopa Middle School: Hispanic- 20% (Yellow) SED-25.9% (Orange) White- 35.5% (Orange)		Hispanic- 20% or Lower (Yellow) Maricopa Middle School: Hispanic- 20% or Lower (Yellow) SED- 20% or Lower (Yellow) White- 20% or Lower (Yellow)	Absenteeism Difference: Maricopa Elementary: SED- Declined Significantly by -8.1% EL's- Declined by -20.5% Hispanic- Declined by -13.7% White- Increased by 1.7% Maricopa Middle School: Hispanic- Declined by -13.3% SED- Declined by -12.7 White- Declined by -9.8
2.6	Middle School Dropout Rate Source: 2023-24 Local Data State Priority 5C	2023-24 Middle School Dropout Rate is Zero	2024-2025 Middle School Dropout Rate is Zero		2026-27 Middle School Dropout Rate is Zero	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	High School Dropout Rate Source: 2023-24 Local Data State Priority 5D	2023-24 High School Dropout Rate 22-23 was 2	2024-25 High School Dropout Rate was 1		2026-27 High School Dropout Rate 25-26 will be 1	Baseline was 2 and went to 1 difference of -1
2.8	Graduation Rate Source: 2023 CA Dashboard State Priority 5E	2023 CA Dashboard Graduation Rate was 88.9%.	2024 CA Dashboard Graduation Rate was 77.8%.		2026 CA Dashboard the Graduation Rate will be 97%.	Baseline was 88.9% to 77.8% difference of -11.1%
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 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)	2024 CA Dashboard shows: All Students- 14.5% Suspension Rate (Red Indicator) English Learners- 8.7% Suspension Rate (Orange Indicator) LTEL's- 17.9% (Orange Indicator) SED-14.2% Suspension Rate (Red Indicator) Homeless- (Not enough students to receive a color) SWD-16.3% Suspension Rate (Red Indicator)		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 Hispanic- 8% Suspension Rate White- 8% Suspension Rate As of April, 2027 from KiDS data system the current Suspension Rate shows:	CA Dashboard Difference from Baseline All Students- Increased Significantly (2.4) English Learners- Declined (-4.2) SED- Increased Significantly (2.3) Homeless- Not enough students to receive data SWD- Increased (1.5) Hispanic- Increased Significantly (3.6) White- Increased (1.5) KiDS data system Difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		As of April 25, 2024 from KiDS data system the current Suspension Rate shows: All- 12% EL- 8.6% SED-11.45% Foster- 33.33% Schools with Suspension Rate Indicator in the Red: Maricopa Elementary- 9.2% (Red) Maricopa Middle School- 23.1% (Red) 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) Maricopa Middle School: Hispanic- 23.4% (Red) SED- 23.1% (Red) White- 23.3% (Red)	Hispanic- 12.9% Suspension Rate (Red Indicator) White- 16.4% Suspension Rate (Red Indicator) As of April 25, 2025 from KiDS data system the current Suspension Rate shows: All- 7% EL- 7.6% SED-6.7% Foster- 50% Schools with Suspension Rate Indicator in the Red: Maricopa Elementary- 12.3% (Red) Maricopa Middle School- 18.2% (Orange) Maricopa High School - 15.5% (Red) Schools with Student Groups that have Suspension Rate		All- 6% or less EL- 6% or less SED- 6% or less Foster- 6% or less Schools with Suspension Rate Indicator in the Red: Maricopa Elementary- 6% or lower (Yellow) Maricopa Middle School- 6% or lower (Yellow) Schools with Student Groups that have Suspension Rate Indicator in the Red Maricopa Elementary: SED- 6% or lower (Yellow) SWD- 6% or lower (Yellow) White- 6% or lower (Yellow) Maricopa Middle School: Hispanic- 6% or lower (Yellow)	Baseline for current Suspension Rate: All- Decrease by 5% EL- Decrease by 1% SED- Decrease by 4.75% Foster- Increase of 16.67% School Level Suspension Rate Difference: Maricopa Elementary- Increased Significantly by 3% Maricopa Middle School- Declined by 4.9% Schools with Student Group Suspension Rate Difference: Maricopa Elementary: SED- Increased Significantly by 3.6% SWD- Declined by 3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Indicator in the Red Maricopa Elementary: SED-12.4% (Red) SWD- 12.9% (Orange) White- 18% (Red) Hispanic- 7.5% (Red) Maricopa Middle School: Hispanic- 19.2% (Orange) SED- 17.6% (Orange) White- 18.8% (Orange) New Baseline for High School Maricopa High School: Hispanic- 19.5% (Red) SED- 14.7% (Red) White- 12.8% (Red)		SED- 6% or lower (Yellow) White- 6% or lower (Yellow) New 3 Year Outcome for High School Maricopa High School - All- 6% or lower (Yellow) Hispanic- 6% or lower (Yellow) SED- 6% or lower (Yellow) White- 6% or lower (Yellow)	Hispanic- Increased by 3.7% White- Increased by 1.4% Maricopa Middle School (No student groups in the red) Hispanic- Declined by 4.2% SED- Declined by 5.4% White- Declined by 4.5%
2.10	Expulsion Rate Source: 2023-24 Local Data State Priority 6B	23-24 Data was Zero	24-25 Data was Zero		2026-27 data will show Zero	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Agree) is 79.47%	There was a new survey used this year as it is a new LCAP cycle so the questions have changed. Per District Survey Data: 24-25 School Climate-District Identified Survey Questions that include how they feel valued, supported, preparing students, safe, and other culture and climate questions: 1) Student Survey Results (grades 4-12) Q1/Q2/Q3/Q4: (Strongly Agree/Agree) is 65.68% 2) Parent Survey Results Q1/Q2/Q3/Q4:(Strongly Agree/ Agree) is 87.75% 3) Staff Survey Results Q1/Q2/Q3/Q4: (Strongly Agree/ Agree) is 88.40%		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: 1) Student Survey Results (Agree) is 85% 2) Parent Survey Results (Agree) is 85% 3) Staff Survey Results: (Agree) is 85%	Please note the survey questions have changed from baseline but looking at the new survey Questions 1-4 are based on climate and culture 1. Student Survey from baseline - 8.65% 2. Parent Survey from baseline + 3.52% 3. Staff Survey from baseline + 8.93%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 EL's- 43 discipline Incidents Low-Income- 247 discipline Incidents Maricopa Middle School EL's- 45 discipline Incidents Low-Income- 105 discipline Incidents	2025 KiDS local data reports 263 Incidents of students being referred to the office for discipline. Student Groups EL's- 72 discipline Incidents Low-Income- 260 discipline Incidents Schools: Maricopa Elementary- 128 discipline Incidents Maricopa Middle School- 76 discipline Incidents Maricopa High School- 59 discipline Incidents Schools with Student Group Incidents: Maricopa Elementary EL's- 26 discipline Incidents Low-Income- 128 discipline Incidents		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 Maricopa High School- 100 or lower discipline Incidents Schools with Student Group Incidents: Maricopa Elementary	Difference from Baseline Office Referrals Student Groups EL's- Decrease of 20 referrals Low-Income- Decrease of 167 referrals Schools: Maricopa Elementary- Decrease of 121 referrals Maricopa Middle School- Decrease of 5 referrals Maricopa High School- Decrease of 83 referrals Schools with Student Group Incidents: Maricopa Elementary EL's- Decrease of 17 referrals Low-Income- Decrease of 119 referrals Maricopa Middle School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maricopa High School EL's- 4 discipline Incidents Low-Income- 74 discipline Incidents	Maricopa Middle School EL's- 16 discipline Incidents Low-Income- 58 discipline Incidents Maricopa High School EL's- 30 discipline Incidents Low-Income- 74 discipline Incidents		EL's- 20 or lower discipline Incidents Low-Income- 200 or lower discipline Incidents Maricopa Middle School EL's- 20 or lower discipline Incidents Low-Income- 60 or lower discipline Incidents Maricopa High School EL's- 4 or lower discipline Incidents Low-Income- 40 or lower discipline Incidents	EL's- Decrease of 29 referrals Low-Income- Decrease of 47 referrals Maricopa High School EL's- Increase of 26 referrals Low-Income- No Change
2.13	# of outreach activities/logs to parents of low-income, English Learners, and Foster youth students to attend district invited events. Source: 2023-24 Local Data State Priority 3B.How the LEA will promote parental participation in programs for low income, English	2023-24 The number of outreach/logs (Phone calls, emails, invitations) sent to parents was not monitored. This metric benchmark is -0-. It will be monitored as part of the LCAP.	24-25 Date as of 3/24/25 The number of outreach/logs (Phone calls, emails, invitations) sent to parents via Parent Square was 50		2026-27 The number of outreach/logs (Phone calls, emails, invitations) sent to parents will be an average of 8 per month.	Started with 0 and went to 50 difference of +50

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learner and foster youth students					
2.14	% of positive Feedback from Staff and students on the impact of student and staff recognition activities. Source: 2023-24 Local Data State Priority 8- Other Pupil Outcomes	2023-24 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	2024-2025 LCAP data from staff, parents, and students regarding the school promoting and recognizing student success is 85.2 %		2026-27 Local Data of Positive feedback from Staff and students regarding public recognition will be 75%.	Baseline was 0 and went to 85.2 difference of +85.2
2.15	# of regular scheduled meetings with Leadership team to discuss progress and interventions for students who need support in attendance, behavior and academic performance. Source: 2023-24 Local Data State Priority 8- Other Pupil Outcomes	2023-24 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 monitored as part of the LCAP	2024-2025 Local Data shows 4 meetings occurred with Leadership teams to discuss progress and Interventions for students.		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 be monitored as part of the LCAP	Went from 0 meetings to 4 difference +4
2.16	1-5 Rubric measure on the FIT report Source: 2023-24 FIT Report	23-24 School facilities are maintained in good repair. "Exemplary Status"	24-25 School facilities are maintained in good repair. "Exemplary Status"		2026-27 School facilities are maintained in good repair.	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1C- The degree school facilities are maintained in good repair.				Exemplary, based on FIT/SARC Reports	

Goal Analysis [2024-25]

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.

In the 2024–25 LCAP year, the LEA implemented the majority of its planned actions with significant fidelity. Of the five actions in this section, three were implemented as planned and two were partially implemented due to staffing and logistical constraints. Each action contributed to strategic efforts to improve student engagement, school connectedness, and family outreach.

Fully Implemented Actions (2.2, 2.3, 2.5): These actions were implemented as planned.

Implementation Successes:

Action 2.2, incentive and Recognition support was implemented as planned, though expenditures exceeded original estimates due to an underbudgeted attendance clerk position. Recognition events, award assemblies, and student incentives helped create a more positive school culture, with 85% of students and staff affirming the presence of public recognition. Parents and students reported increased awareness of attendance expectations and appreciated the district's efforts to celebrate academic and behavioral accomplishments. A challenge noted was the need for more proactive outreach to families of chronically absent students.

Multi-Tiered Systems of Support (Action 2.3) saw successful PBIS and trauma-informed training. All staff received PBIS and trauma-informed training, and the MTSS leadership team met at least seven times, as scheduled. Staff and students demonstrated application of behavioral expectations, and connectedness surveys indicated a more positive school climate. However, not all planned PBIS visuals (signage, posters) and reward systems were fully implemented, often due to time constraints or budget adjustments. Community feedback was supportive of the MTSS framework and requested expansion into after-school programming.

Student Engagement through Clubs and Sports (Action 2.5) brought schoolwide enthusiasm. This action was implemented as planned. Clubs and sports were provided across TK–12, Camp Keep was fully funded for all eligible students, and grade-level field trips were held. Students participated in a wide range of activities, and community spirit was high, especially with the football and basketball teams. One limitation was reduced sports competition due to enrollment numbers and transportation issues. Parents requested more structured grade-level field trips to avoid repeat experiences across years.

Implementation Challenges and Differences from Plan:

Student Engagement Support (Action 2.1) was partially implemented. The district successfully hired five teachers to eliminate combination classes, improving instructional focus and reducing class sizes. However, the outreach portion of the action was limited due to delayed hiring of the social worker (February start date) and ongoing construction of the Community Center. These constraints limited regular family engagement efforts. Parent attendance improved, but systemic barriers reduced outreach capacity.

Link Crew (Action 2.4) was launched with student mentorship occurring, but full implementation of the program is pending formal staff training which was not completed this year but is planned for the summer. High school mentors conducted orientation activities and provided support to incoming 8th-grade students. Referral reductions suggested a positive impact. Families and staff appreciated the program's intent, though noted that improved communication and planning would increase its impact.

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.

A review of Goal 2 Actions 2.1 through 2.5 revealed several material differences between the budgeted and estimated actual expenditures. These variances were largely due to staffing timelines, event implementation costs, and service delivery constraints tied to facilities and transportation. The budgeted expenditures and the Estimated Actual expenditures for Goal 2, Maricopa planned to spend $893,501 and the estimated actual expenditures were $815,320. There was an approximate unspent planned amount of $78,181 for Goal 2.

Action 2.1 – Student Engagement Support
Budgeted: $513,085 | Actual: $463,500
Approximately $49,585 less was spent than originally budgeted. The variance was primarily due to delayed hiring of a social worker and reduced expenditures on outreach-related supplies. While class size reduction was successfully implemented through the hiring of five staff members, parent outreach activities were limited during construction of the Community Center and due to mid-year staff onboarding. This impacted the full implementation of planned family engagement supports.

Action 2.2 – Incentive and Recognition Support
Budgeted: $16,250 | Actual: $43,387
This action exceeded the original budget by $27,137. The difference was due to the misestimation of salary costs for the classified attendance clerk, which were not included in the initial action budget. Despite the overspend, the action was fully implemented, with strong parent and student survey feedback confirming the positive climate effects of increased recognition events.

Action 2.3 – Multi-Tiered System of Support (MTSS)
Budgeted: $161,666 | Actual: $179,433
The $17,767 overage was due to higher-than-anticipated costs for stipends, materials, and supplies required to support PBIS training and trauma-informed practices. The district prioritized full training implementation and leadership team meetings, which resulted in broad staff engagement and improved student connectedness outcomes, validating the additional investment.

Action 2.4 – Link Crew Transition Program
Budgeted: $2,500 | Actual: $4,000
This action was $1,500 over budget due to higher software licensing costs for the Positivity Project and expanded implementation supports. While staff training was deferred to the following year, student mentoring activities and transition events were held as planned, contributing to referral reductions among incoming students.

Action 2.5 – Student Engagement through Sports, Clubs, and Educational Experiences
Budgeted: $200,000 | Actual: $125,000
The $75,000 underspend was due to limited travel and reduced sports participation. Lower enrollment made it difficult to field full teams, and transportation limitations curtailed travel for competitions and off-site events. Despite this, Camp Keep, field trips, and club events were implemented across grade levels, supporting school climate and student engagement.

Overall, these budget differences were driven by implementation logistics rather than scope reductions, and the district remained committed to serving unduplicated pupils through effective programming.
The overall percentage of increased or improved services remained consistent with the intent and proportionality obligations outlined in the LCAP and the material difference does not represent the total LCAP carry-over funding amount.

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

The effectiveness of Actions 2.1 through 2.5 was evaluated using Dashboard indicators, local survey data, referral and attendance records, and stakeholder feedback. These actions collectively aimed to enhance student engagement, reduce chronic absenteeism, improve school climate, and build stronger family-school partnerships.

Action 2.1 (Student Engagement Support) was effective in achieving measurable student behavior improvements but was limited in outreach outcomes. Although attendance rates declined from 95.14% to 92.64%, Metric 2.5 (Chronic Absenteeism Rate) improved dramatically, decreasing from 35.4% to 25% overall. Office referrals also decreased sharply—20 fewer for English Learners and 167 fewer for socioeconomically disadvantaged students—showing the positive impact of smaller class sizes and individualized attention. However, family engagement and outreach were less effective due to staffing and facility constraints, limiting full realization of the action’s intent.

Action 2.2 (Incentive and Recognition Support) was highly effective in promoting a positive school climate. Survey results showed an 85% increase in student and staff agreement with the statement that “students are publicly recognized at school” (Metric 2.14). These results were supported by high participation in schoolwide recognition events and increased parent awareness of attendance incentives. Despite a budget overage, the action achieved its intended impact of fostering motivation and acknowledging student growth.

Action 2.3 (Multi-Tiered System of Support) was effective in institutionalizing behavior and engagement systems. Staff-wide PBIS and trauma-informed training was completed, and the MTSS leadership team met at least seven times during the year (Metric 2.15). Although some PBIS elements—such as signage and consistent reward systems—were not fully implemented, Metric 2.11 (Connectedness Surveys) and reductions in office referrals reflected improvements in student-staff relationships and behavioral climate. The action also contributed to a framework for early intervention and equity-driven supports.

Action 2.4 (Link Crew Transition Program) demonstrated early success and potential for greater future impact. Student-led mentorship and orientation activities reduced referral rates and helped incoming high school students adjust to the campus environment (Metric 2.12). However, the absence of formal staff training meant the action was not implemented with full fidelity. Once training is completed, the program is expected to more effectively address dropout prevention and school connectedness for transitioning students.

Action 2.5 (Student Engagement through Sports, Clubs, and Educational Experiences) was effective in building school culture and participation despite constraints in athletic offerings. Camp Keep, college field trips, and grade-level excursions were fully funded and implemented. Feedback from surveys and stakeholder comments confirmed that students felt more connected to their schools, and events such as CIF playoff appearances elevated school pride. While enrollment and transportation issues limited some sports travel, the breadth and enthusiasm for clubs and trips indicated strong impact on student engagement (Metrics 2.4, 2.5, 2.11).

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.

All actions that have personnel also have adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, and or decreases in overall budget allotment for each action that the district has adjusted due to decrease in LCFF funding.

Action 2.3 has an adjustment of total cost (reduction of approximately 51K) due to anticipating not being to find a full time school Psychologist, therefore this will be a part-time position.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Engagement Support	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. 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	$476,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students face various challenges by ensuring class size maintains below contracted levels. 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. 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) 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 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		
2.2	Incentive and Recognition Support	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.	$13,362.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. Incentive and Recognition Support Includes: -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 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 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		

Action #	Title	Description	Total Funds	Contributing
2.3	Multi-Tiered System of Support for Student Engagement	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. 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. 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. Multi-Tiered System of Support for Student Engagement includes: Site Stipends Sub Release Time Consultant Training Fees Material and Supplies Supplemental Hourly Wages 1 Additional School Counselor 1 School Psychologist (Part-time position) 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 Suspension Rate	$110,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
2.4	Link Crew Transition Program	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. 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. Link Crew includes: Professional Development Materials and Supplies Sub Release Time Consultant Training Fees Material and Supplies Supplemental Hourly Wages 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 Suspension Rate Schools: Maricopa Middle School Schools with Student Group performance Maricopa Middle: Hispanic, SED, White	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Student Engagement through Sports, Student Clubs, and Educational Experiences	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. 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. 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. Maricopa will provide students the opportunity to attend Camp Keep, an outdoor science program located on the California coast. 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 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	$190,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maricopa Elementary: SED, English Learners, Hispanic Maricopa Middle: Hispanic, SED, White 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		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	From July 1, 2024, to June 30, 2027, Maricopa Middle School 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	Student performance on CAASPP Math (DFS) Source: 2023 CA Dashboard State Priority 4A	2023 CA Dashboard 2) CAASPP Math-Grades (3-8 & 11) School with a Red Indicator on 2023 CAASPP Math Maricopa Middle School (-155.1 DFS, Red) Maricopa Middle School with Student Group with a Red Indicator: Hispanic (-159.9, Red) Socioeconomically Disadvantaged (-155.1, Red)	2024 Dashboard 2) CAASPP Math-Grades (3-8 & 11) Maricopa Middle School (-143.3 DFS, Orange) Maricopa Middle School Student Group Hispanic (-147.9, Orange) Socioeconomically Disadvantaged (-143.8, Orange)		2026 CA Dashboard 2) CAASPP Math-Grades (3-8 & 11) 2026 CAASPP Math for schools with student groups will no longer be Red: Maricopa Middle School (-95, Yellow) Maricopa Middle School with Student Group with a Red Indicator in 2023: Hispanic (-95, Yellow) Socioeconomically Disadvantaged (-95, Yellow)	Difference from Baseline Baseline was-155.1 to -143.3 difference of +11.8 Hispanic baseline was -159.9 to -147.9 difference of +12.1 SED baseline was -155.1 to -143.8 difference of +11.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Local Assessment Math I-Ready Source: 2023-24 Local Data for Maricopa Middle School State Priority 8	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 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 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	Math for Maricopa Middle School (Spring KiDS data) 14% On or above Grade Level 28% One grade level below 12% Two grade levels below 46% Three or More grade levels below Math for English Learners 8% On or above Grade Level 31% One grade level below 0% Two grade levels below 62% Three or More grade levels below Math for SED 14% On or above Grade Level 28% One grade level below 12% Two grade levels below 45% Three or More grade levels below		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 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 Math for SED 35% On or above Grade Level 15% One grade level below 10% Two grade levels below 40% Three or More grade levels below	Difference From Baseline for Math I-Ready local Assessment -5% On or above Grade Level +9% One grade level below -2% Two grade levels below -2% Three or More grade levels below Math for English Learners -4% On or above Grade Level +20% One grade level below -9% Two grade levels below -7% Three or More grade levels below Math for SED -5% On or above Grade Level +9% One grade level below -2% Two grade levels below -3% Three or More grade levels below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	% of teams utilizing PLC Implementation Logs Source: 2023-24 Local Data for Maricopa Middle School Priority 2A. Implementation of state board adopted academic content and performance standards for all students	2023-2024 The baseline number for staff using PLC implementation logs is new with no baseline. Therefore the base line will be 0%.	2024-2025 PLC Implementation Logs show 18 sessions that has taken place from August 2024 through December 2024. This represents 82% of this year that staff has been utilizing Professional Learning Teams to implement state board adopted academic content and performance standards for all students.		2026-27 The number for staff using PLC implementation logs will be 100%	Baseline was 0 to 18 the difference is +18 Baseline was 0% of PLC Implementation to 82% of staff utilizing PLC the difference is +82%
3.4	% of teams utilizing PLC Data Logs to discuss English Learner Progress on Common Core State Standards and ELD standards Source: 2023-24 Local Data for Maricopa Middle School Priority 2B. How programs and services will enable English learners to access the	2023-2024 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%	2024-2025 PLC data logs to discuss student group performance, including English Learners, show 10 sessions that has taken place from August 2024 through May 2025 This represents 55% of this year that staff has been		2026-27 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%	Baseline was 0 to 10 sessions the difference is +10 This represents that 55% if the time PLC's were using data to discuss English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Common Core State Standards and the ELD standards for purposes of gaining Academic content knowledge.		utilizing Professional Learning Teams utilizing data to discuss English Learners and access to Common Core State Standards and the ELD Standards to gain Academic content knowledge and English language proficiency			

Goal Analysis [2024-25]

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.

During the 2024–25 school year, the LEA made substantial progress in implementing the action tied to this goal. Action 3.1 was fully implemented and monitored for fidelity through multiple data points including PLC logs, CAASPP results, and local assessments. The action contributed to strategic efforts to improve Tier 1 instruction and support for unduplicated pupils.

Fully Implemented Actions (3.1): This action was implemented as planned. Professional development led to observable classroom shifts and increased teacher confidence. Peer observations received positive feedback from staff and demonstrated positive trends in small group instruction.

Implementation Successes:

Professional Development was broadly successful, with all staff participating and feedback indicating increased teacher confidence and observable instructional shifts. Instructional coaching, particularly in math, was well received, and classroom walkthroughs confirmed the application of learned strategies.

Student performance on State and Local Assessments was another strong area. There was an increase in student growth for math benchmarks and CASSPP. Parents and students expressed appreciation for the responsiveness and accessibility of intervention supports.

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.

A review of Goal 3 Actions1 had a small material difference. This material difference included different funding source (Educator Block Grant) used to pay Salaries and Professional Development Cost were less than budgeted. The budgeted expenditures and the Estimated Actual expenditures for Goal 3, Maricopa planned to spend $169,666 and the estimated actual expenditures were $95,000. There was an approximate unspent planned amount of $74,666 for Goal 3.

Action 3.1 – Targeted Support for Math
Budgeted: $169,666 | Actual: $74,666
Approximately $74,666 less was spent than originally budgeted. The variance was primarily due to a different budget source used and supplies and professional development were less than anticipated. Remainder of Equity Multiplier funds will go towards Maricopa Middle School with an emphasis on Math.

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

The implemented action under this goal collectively advanced Maricopa’s efforts to strengthen Tier 1 instruction, improve academic outcomes, and provide targeted support to Maricopa Middle School. Effectiveness was assessed using multiple local and state metrics, community feedback, and implementation monitoring. These data sources confirmed that most actions led to measurable improvements in instruction and targeted support, especially for unduplicated pupils.

Action 3.1 (Targeted Support for Math) was highly effective. Staff participation was universal, and instructional shifts—such as increased academic discourse, integration of mathematical strategies, and improved core instruction—were observed and documented through walkthroughs. PLC participation increased substantially, with 82% of staff utilizing PLC logs, a notable increase from the prior year.

Effectiveness was high, supported by:

-Metric 3.1 (State Assessments): Math scores increased across all student groups at the middle school moving from (-155.1 DFS, Red) to (-143.3, Orange) which is an increase of 11.8 points. All student groups also moved from Red to Orange with notable double digit gains for SED students.
-Metric 3.2 (Local Assessments): Math benchmark growth increased from

+9% One grade level below
-2% Two grade levels below
-2% Three or More grade levels below

Math for English Learners +20% One grade level below -9% Two grade levels below -7% Three or More grade levels below Math for SED +9% One grade level below -2% Two grade levels below -3% Three or More grade levels below. Teachers reported increased confidence, and consultants confirmed strong instructional application in math. -Metric 3.3 (PLC Implementation Logs): 82% staff usage, a marked increase from the prior year.

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.

Goal 3 is being phased out for the 2025-26 School Year as it met our target and Maricopa Middle School is no longer eligible as an Equity Multiplier School. Action 3.1 was moved to Goal 1, Action 1 with a continued focus on Math for the Middle School.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	From July 1, 2025, to June 30, 2026, Maricopa High 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 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Maricopa High School, identified as an Equity Multiplier School, has prioritized a new Focus Goal (Goal 4) in response to significant challenges highlighted in the 2024 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 ELA scores shows students at -0.7 DFS.
The school Math scores shows students at -108 DFS. This indicates significant gaps in foundational academic skills.

Maricopa High School has a Graduation rate of 84%, which declined 7.7% from previous years. Graduation Rate 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 15.5%, which was a Red Indicator. Student groups in the Red Indicator included White (12.8%), SED (14.7%), and Hispanic (19.5%). High suspension rates can disrupt learning and contribute to a negative school climate, further exacerbating academic and social challenges. The current Chronic Absenteeism Rate from the KiDS local data is 45%.

Maricopa High School's non-stability rate is 27% and exceeds the required 25% of eligibility for an Equity Multiplier school. This indicates 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 4) 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 High 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
4.1	Local Assessment Math I-Ready Source: 2024-25 Local Data for Maricopa High School State Priority 8	Local Assessment Math I-Ready 24% On or above Grade Level 15% One grade level below 13% Two grade levels below 48% Three or More grade levels below Math for English Learners 18% On or above Grade Level 9% One grade level below 0% Two grade levels below 73% Three or More grade levels below	N/A established Baseline during 2025-26 School Year.		Math for Maricopa High School 34% On or above Grade Level 10% One grade level below 10% Two grade levels below 46% Three or More grade levels below Math for English Learners 28% On or above Grade Level 12% One grade level below 20% Two grade levels below	N/A established Baseline during 2025-26 School Year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math for SED 21% On or above Grade Level 17% One grade level below 14% Two grade levels below 48% Three or More grade levels below			40% Three or More grade levels below Math for SED 34% On or above Grade Level 10% One grade level below 10% Two grade levels below 46% Three or More grade levels below	
4.2	% of teams utilizing PLC Implementation Logs Source: 2025-2026 Local Data for Maricopa High School Priority 2A. Implementation of state board adopted academic content and performance standards for all students	2024-2025 PLC Implementation Logs show 18 sessions that has taken place from August 2024 through December 2024. High School PLC teams have used implementation logs 50% of the time	N/A established Baseline during 2025-26 School Year.		Maricopa High School will have 75% of teams utilizing PLC logs.	N/A established Baseline during 2025-26 School Year.
4.3	% of teams utilizing PLC Data Logs to discuss English Learner Progress on Common Core State Standards and ELD standards	2024-2025 PLC Implementation Logs show 18 sessions that has taken place from August 2024 through December 2024.	N/A established Baseline during 2025-26 School Year.		Maricopa will have 75% of teams utilizing logs focusing on English Learner Progress	N/A established Baseline during 2025-26 School Year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2025-2026 Local Data for Maricopa High School 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.	High School PLC teams have used implementation logs 50% of the time				
4.4	Student performance on CAASPP Math (DFS) for grades 9-12 Source: 2024 CA Dashboard State Priority 4A	Baseline is -108 for all students Baseline is -108 for SED students	N/A established Baseline during 2025-26 School Year.		Maricopa High School will increase the Math DFS by 21 or more	N/A established Baseline during 2025-26 School Year.
4.5	Graduation Rate Source: 2024 CA Dashboard State Priority: 5E	Graduation Rate All Students: 77.8% SED: 77.8% White: 75%	N/A established Baseline during 2025-26 School Year.		Graduation Rate All Students: 85% SED: 85% White: 85%	N/A established Baseline during 2025-26 School Year.

Goal Analysis [2024-25]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Targeted Support for Math	To strengthen math achievement and provide targeted support, the high school will hire an additional math teacher. This action will reduce class sizes, allowing for more individualized instruction and increased student engagement. The additional staffing will also enable the offering of more math course sections, including intervention and enrichment opportunities, to meet the diverse needs of all learners and close achievement gaps. Targeted Math Support will include -1 teacher -materials and supplies -tutoring -Professional Development	$147,681.00	No

Action #	Title	Description	Total Funds	Contributing
		-Increase math consult specifically for high school Equity Multiplier Funding is used for this Action at Maricopa High School.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1567928	$213786

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.552%	0.000%	$0.00	41.552%

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	**Action:** Professional Development Initiative to support Tier 1 Instruction **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	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. 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	PLC Implementation Logs (Metric 1.3) Local Assessments (Metric 1.20) Classroom Walk-through Rubric (Metric 1.21) State Assessments (Metric 1.8)

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
	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. 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. All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP. **Scope:** LEA-wide	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).	
1.2	**Action:** Professional Learning Communities (PLCs) **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	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. Continuous monitoring ensures that interventions are effective and resources are being utilized efficiently.	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)

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
	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. 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. All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP. 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. All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP. This action is designed to target	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 LEAWide. 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).	

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
	Academic Performance Indicators in the Red Performance Area on the Ca Dashboard (ELA and Math). **Scope:** LEA-wide		
1.3	**Action:** Academic Support **Need:** 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. 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	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 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. 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).	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)

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
	of academic support services such as tutoring and counseling. Educational Partner Feedback from our students include the want for more tutoring options and availability of both educational and emotional support counseling. All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP. Effective implementation of intervention and tutoring programs requires staff who are well-trained in delivering targeted support to students. **Scope:** LEA-wide		
1.4	**Action:** Integration of Supplemental Curriculum **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).	Supplemental materials will provide diverse instructional strategies and resources to meet the varying needs of students, promoting greater engagement and understanding. 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.	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)

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
	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. Educational Partner Feedback from our parents and community include a desire for a Summer program. 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. All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP. 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. **Scope:** LEA-wide	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. Supplemental materials also support struggling learners by providing: Targeted Support: Materials can be tailored to provide extra practice for students who are behind and enrichment for those who need more challenging work. Engagement: Engages students with diverse learning resources, helping to maintain their interest and motivation in learning. 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. 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).	

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
1.6	**Action:** Comprehensive Support for College and Career Readiness **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: College/Career Indicator (CCI) Performance: All Students: 7.4% (One Bar) Socioeconomically Disadvantaged (SED) Students: 7.4% (One Bar) Completion Rates: 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% Educational Partner Feedback from our parents and community include the need for the school to provide effective educational counseling for their students. Educational Partner Feedback from our students include the need to have programs that provide readiness for college and post graduate opportunities.	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. Engaging families in the educational process is crucial for student success, particularly for low-income and English learner families. 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). This action is being used on a School-wide basis because it will ensures 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.	Student Performance Data: CCI Indicator (Metric 1.19) A-G Completion Rates: Monitor the percentage of students completing A-G requirements (Metric 1.9) AP and CTE Pathway Participation: Track the number of students taking AP exams, completing CTE pathways, and earning college credits (Metric 1.10 and 1.11) 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.

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
	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. All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP. **Scope:** Schoolwide		
1.7	**Action:** Technology Support to enhance Tier 1 instruction **Need:** Low performance in CAASPP ELA and Math for all students, with particularly low scores for English Learners, Socioeconomically Disadvantaged students, and other subgroups. 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. Many students are performing below grade level in Math and ELA. Subgroups such as	Providing supplemental technology resources will address the identified needs through several key activities: 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. Interactive Learning: Digital platforms and applications that engage students through interactive and personalized learning experiences. Access to Current Technology: Ensuring all students and staff have access to up-to-date devices and software to support modern educational practices.	PLC Implementation Logs (Metric 1.3) Local Assessments (Metric 1.20) State Assessments (Metric 1.8)

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
	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. College/Career Indicator (CCI) Performance: All Students: 7.4% (One Bar) Socioeconomically Disadvantaged (SED) Students: 7.4% (One Bar) Completion Rates: 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% Educational Partner Feedback from our parents and community include the want to maintain the district 1:1 technology program.	Technical Support: Ongoing technical support to maintain and troubleshoot technology issues, ensuring minimal disruption to instruction. 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. Monitoring Progress: Tools to track student progress and identify areas needing additional support or intervention. 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. 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.	

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
	Educational Partner Feedback from our staff include the want to continue to be technologically relevant in the educational program. Educational Partner Feedback from our students include the want to maintain the 1:1 technology program. All Red Performance Indicators for Maricopa is located in the Annual Performance section of the LCAP. 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. **Scope:** LEA-wide		
2.1	**Action:** Student Engagement Support **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) 2023 Ca Dashboard Suspension Rate	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.	Staff, Parent, and Student Connectedness Surveys (Metric 2.11) Parent Outreach Logs (Metric 2.13) Attendance Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.5)

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
	All Students (12.10%, Red) English Learners- (12.9%, Red) Socioeconomic Disadvantaged- (11.9%, Red) 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 to reduce class sizes for better individual attention and support. These groups exhibit high rates of chronic absenteeism and suspensions, indicating a need for greater engagement, individualized attention, and supportive learning environments. **Scope:** LEA-wide	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 engagement, individualized attention, and supportive learning environments. 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).	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)
2.2	**Action:** Incentive and Recognition Support **Need:** High rates of chronic absenteeism and suspensions among all students, with particularly high rates in targeted student groups. District with a Red Indicator on 2023 Ca Dashboard Chronically Absent Rate	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.	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)

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
	All Students (35.4%, Red) English Learners- (33.3%, Red) Socioeconomic Disadvantaged- (35.5%, Red) 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) 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. **Scope:** LEA-wide	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. 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 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. 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. 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).	Student and Parent Feedback on impact of recognition events (Metric 2.14)
2.3	**Action:** Multi-Tiered System of Support for Student Engagement	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.	Parent Outreach Logs (Metric 2.13) Office Referrals (Metric 2.12)

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
	Need: High rates of chronic absenteeism and suspensions among all students, with particularly high rates in targeted student groups. 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) 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) 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. **Scope:** Schoolwide	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. While targeting high-need groups, the inclusive nature of MTSS benefits all students by creating a positive school climate and consistent behavioral expectations. Improved behavior and engagement across the student body contribute to a more conducive learning environment for everyone.	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 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)
2.4	**Action:** Link Crew Transition Program **Need:**	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	Office Referrals (Metric 2.12) Attendance Rate (Metric 2.4)

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
	High rates of chronic absenteeism and suspensions among all students, with particularly high rates in targeted student groups. 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) 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) 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. **Scope:** LEA-wide	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. 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.	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) Student and Parent Feedback on impact of recognition events (Metric 2.14)
2.5	**Action:** Student Engagement through Sports, Student Clubs, and Educational Experiences **Need:**	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	Parent Outreach Logs (Metric 2.13) Office Referrals (Metric 2.12) Attendance Rate (Metric 2.4)

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
	High rates of chronic absenteeism and suspensions among all students, with particularly high rates in targeted student groups. 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) 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) 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. Unduplicated students (English learners, foster youth, and socioeconomically disadvantaged students) often lack access to enriching educational experiences outside of school.	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. Camp KEEP provides students with valuable opportunities to explore and learn in a natural setting, fostering their academic growth and personal development. 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.	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) Middle and High School Dropout Rate (Metric 2.6 and 2.7) High School Graduation Rate (Metric 2.8)

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
	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. **Scope:** LEA-wide		

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
1.5	**Action:** Supplemental support for English Learners **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: Performance Data from CAASPP: ELA: English Learners scored significantly below standard (-110.4, Red).	Enhance Tier 1 Instruction: 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.	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)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Math: English Learners also performed poorly (-148.5, Red). Local I-Ready Data: 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. English Learners face dual challenges: acquiring English language skills and mastering grade-level academic standards. The data highlights the urgent need for supplemental materials that address both these areas to help ELs achieve academic success. Educational Partner Feedback from our parents and community include the need for bilingual support for both student instruction and parent to school communication. Educational Partner Feedback from our staff include the need for bilingual communication. 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).	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. 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. Confidence and Engagement: Boosts ELs' confidence in using English and increases their engagement in classroom activities.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.8	**Action:** Supplemental support for Long Term English Learners **Need:** This action responds to the significant needs identified through the analysis of district performance data and stakeholder feedback. The data indicates that Long Term English Learners (LTELs) require targeted support to improve their academic performance: Performance Data from CAASPP: ELA: Long Term English Learners scored significantly below standard (-145.4, Red). Math: Long Term English Learners also performed poorly (-213.8, Red). Local I-Ready Data: Reading for Long Term English Learners 7% On or above Grade Level 0% One grade level below 7% Two grade levels below 86% Three or More grade levels below Math for Long Term English Learners 22% On or above Grade Level 7% One grade level below 4% Two grade levels below 68% Three or More grade levels below	Maricopa USD will implement targeted supplemental support for LTELs to enhance grade-level mastery and English language development. This includes: 1) One 14% Certificated Teacher for direct academic and linguistic intervention; 2) One 50% Classified Aide to assist with integrated classroom supports; 3) Release time and extra duty pay for classified and certificated collaboration; 4) Professional development focused on LTEL strategies and integrated ELD; 5) Supplemental curriculum tailored for LTEL needs. These efforts will be embedded into Tier 1 instruction and support both reclassification and grade-level proficiency outcomes.	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)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Long-Term English Learners (LTELs) face a complex set of challenges that extend beyond language acquisition and significantly impact their academic trajectories. Many LTELs did not receive strong foundational literacy instruction in their early years and struggle with the academic vocabulary and discourse needed for success in higher grades. LTELs are sometimes moved between various EL program models, leading to inconsistency in instructional support. A lack of continuity can hinder their language development and academic progress. Educational partners across Maricopa Unified School District consistently emphasized the need for targeted academic support, particularly in literacy and math—areas where Long-Term English Learners (LTELs) are most impacted. **Scope:** Limited to Unduplicated Student Group(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.

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

2025-26 Total Planned 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	3773443	1567928	41.552%	0.000%	41.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,767,946.07	$354,578.00	$0.00	$313,937.00	$2,436,461.07	$1,620,285.32	$816,175.75

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	2025-26	$27,732.09	$102,084.97	$84,817.06			$45,000.00	$129,817.06	0
1	1.2	Professional Learning Communities (PLCs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$16,067.23	$59,432.78	$75,500.01			$0.00	$75,500.01	0
1	1.3	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$491,211.00	$85,389.00	$322,198.00	$62,484.00		$191,918.00	$576,600.00	0
1	1.4	Integration of Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$6,652.00	$131,951.00	$72,103.00	$4,000.00		$62,500.00	$138,603.00	0
1	1.5	Supplemental support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	$80,055.00	$214.00	$80,269.00				$80,269.00	0
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	2025-26	$221,870.00	$6,000.00	$132,457.00	$95,413.00			$227,870.00	0
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	2025-26	$63,889.00	$134,046.00	$152,935.00	$45,000.00			$197,935.00	0

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	**1.8**	Supplemental support for Long Term English Learners		Yes	Limited to Unduplicated Student Group(s)		All Schools	2025-26	$33,459.00	$35,000.00	$68,459.00				$68,459.00	0
2	**2.1**	Student Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$467,714.00	$8,661.00	$461,856.00			$14,519.00	$476,375.00	0
2	**2.2**	Incentive and Recognition Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$13,362.00	$13,362.00				$13,362.00	0
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	2025-26	$34,945.00	$76,000.00	$110,945.00				$110,945.00	0
2	**2.4**	Link Crew Transition Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$964.00	$1,536.00	$2,500.00				$2,500.00	0
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	2025-26	$71,546.00	$118,999.00	$190,545.00				$190,545.00	0
4	**4.1**	Targeted Support for Math	All	No			All Schools Specific Schools: Maricopa High School 9-12	2025-26	$104,181.00	$43,500.00		$147,681.00			$147,681.00	

2025-26 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
3773443	1567928	41.552%	0.000%	41.552%	$1,767,946.07	0.000%	46.852 %	**Total:**	$1,767,946.07
								LEA-wide Total:	$1,375,816.07
								Limited Total:	$148,728.00
								Schoolwide Total:	$243,402.00

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	$84,817.06	0
1	**1.2**	Professional Learning Communities (PLCs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,500.01	0
1	**1.3**	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$322,198.00	0
1	**1.4**	Integration of Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,103.00	0
1	**1.5**	Supplemental support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$80,269.00	0
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	$132,457.00	0

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	$152,935.00	0
1	1.8	Supplemental support for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)		All Schools	$68,459.00	0
2	2.1	Student Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$461,856.00	0
2	2.2	Incentive and Recognition Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,362.00	0
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	$110,945.00	0
2	2.4	Link Crew Transition Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	0
2	2.5	Student Engagement through Sports, Student Clubs, and Educational Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,545.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,248,242.00	$2,058,061.00

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**	Professional Development Initiative to support Tier 1 Instruction	Yes	$51,000.00	48500
1	**1.2**	Professional Learning Communities (PLCs)	Yes	$75,500.00	65000
1	**1.3**	Academic Support	Yes	$389,068.00	380000
1	**1.4**	Integration of Supplemental Curriculum	Yes	$266,030.00	185000
1	**1.5**	Supplemental support for English Learners and Long Term English Learners	Yes	$179,903.00	130000
1	**1.6**	Comprehensive Support for College and Career Readiness	Yes	$114,241.00	104241
1	**1.7**	Technology Support to enhance Tier 1 instruction	Yes	$109,333.00	235000
2	**2.1**	Student Engagement Support	Yes	$513,085.00	463500
2	**2.2**	Incentive and Recognition Support	Yes	$16,250.00	43387
2	**2.3**	Multi-Tiered System of Support for Student Engagement	Yes	$161,666.00	179433
2	**2.4**	Link Crew Transition Program	Yes	$2,500.00	4000

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)
2	**2.5**	Student Engagement through Sports, Student Clubs, and Educational Experiences	Yes	$200,000.00	125000
3	**3.1**	Targeted Support for Math	Yes	$169,666.00	95000

2024-25 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)
1605194	$1,795,000.00	$1,978,061.00	($183,061.00)	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**	Professional Development Initiative to support Tier 1 Instruction	Yes	$51,000.00	48500	0	0
1	**1.2**	Professional Learning Communities (PLCs)	Yes	$39,500.00	65000	0	0
1	**1.3**	Academic Support	Yes	$331,512.00	380000	0	0
1	**1.4**	Integration of Supplemental Curriculum	Yes	$73,700.00	185000	0	0
1	**1.5**	Supplemental support for English Learners and Long Term English Learners	Yes	$174,283.00	130000	0	0
1	**1.6**	Comprehensive Support for College and Career Readiness	Yes	$74,871.00	104241	0	0
1	**1.7**	Technology Support to enhance Tier 1 instruction	Yes	$109,333.00	235000	0	0
2	**2.1**	Student Engagement Support	Yes	$513,085.00	463500	0	0
2	**2.2**	Incentive and Recognition Support	Yes	$16,250.00	43387	0	0
2	**2.3**	Multi-Tiered System of Support for Student Engagement	Yes	$161,666.00	179433	0	0
2	**2.4**	Link Crew Transition Program	Yes	$2,500.00	4000	0	0
2	**2.5**	Student Engagement through Sports, Student Clubs, and Educational Experiences	Yes	$200,000.00	125000	0	0

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)
3	**3.1**	Targeted Support for Math	Yes	$47,300.00	15000	0	0

2024-25 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)
3728648	1605194		43.050%	$1,978,061.00	0.000%	53.050%	$0.00	0.000%

Local Control and Accountability Plan 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.

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [*EC* Section 32526(d)](). For information related to the required needs assessment please see the Program Information tab on the [LREBG]()

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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 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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