



LCFF Budget Overview for Parents

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

CDS Code: 15-63628

School Year: 2026-27

LEA contact information:

Brandie Brown

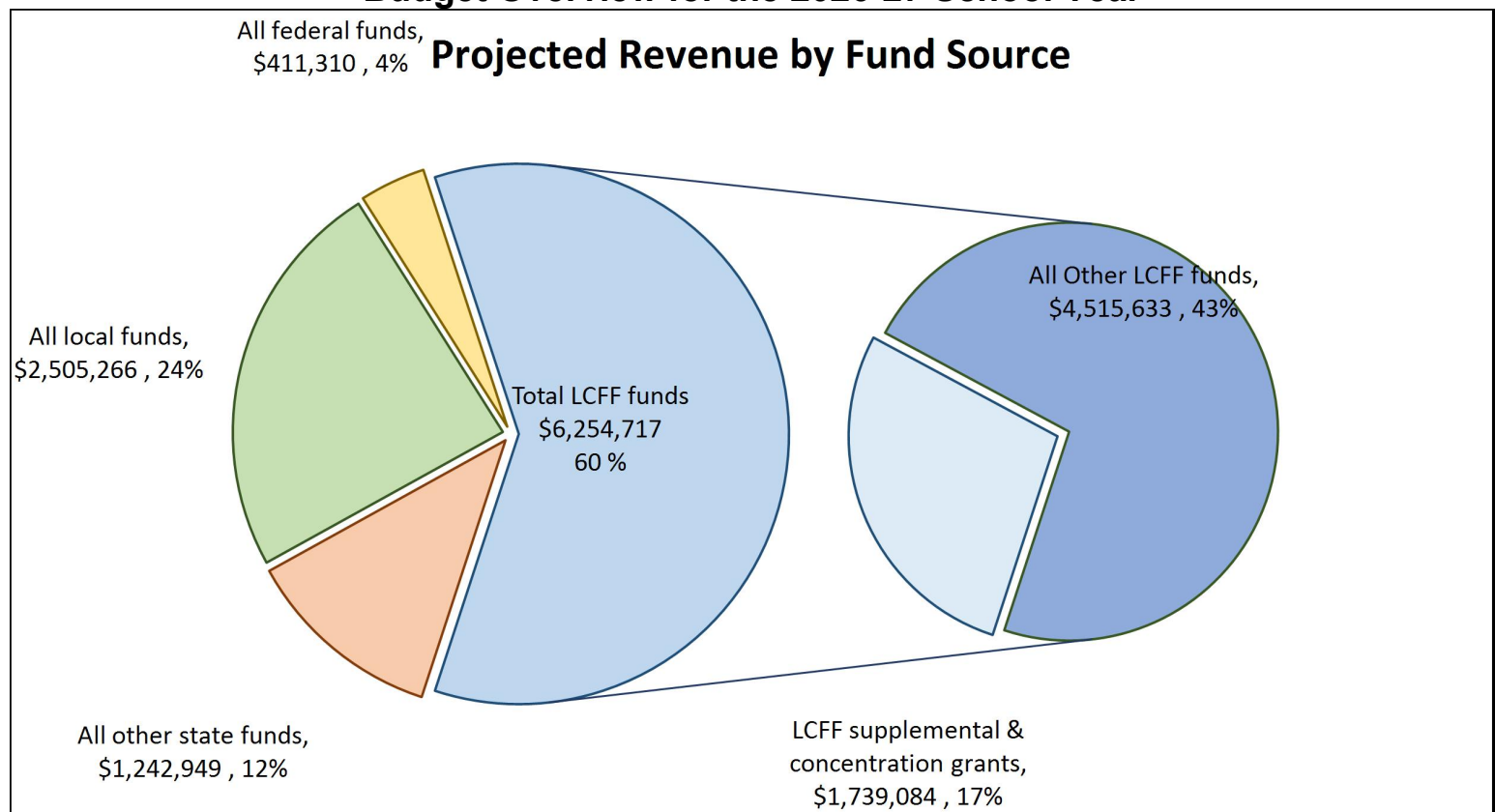
Superintendent

bbrown@musd.email

661-769-8231 Ext. 202

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

Budget Overview for the 2026-27 School Year

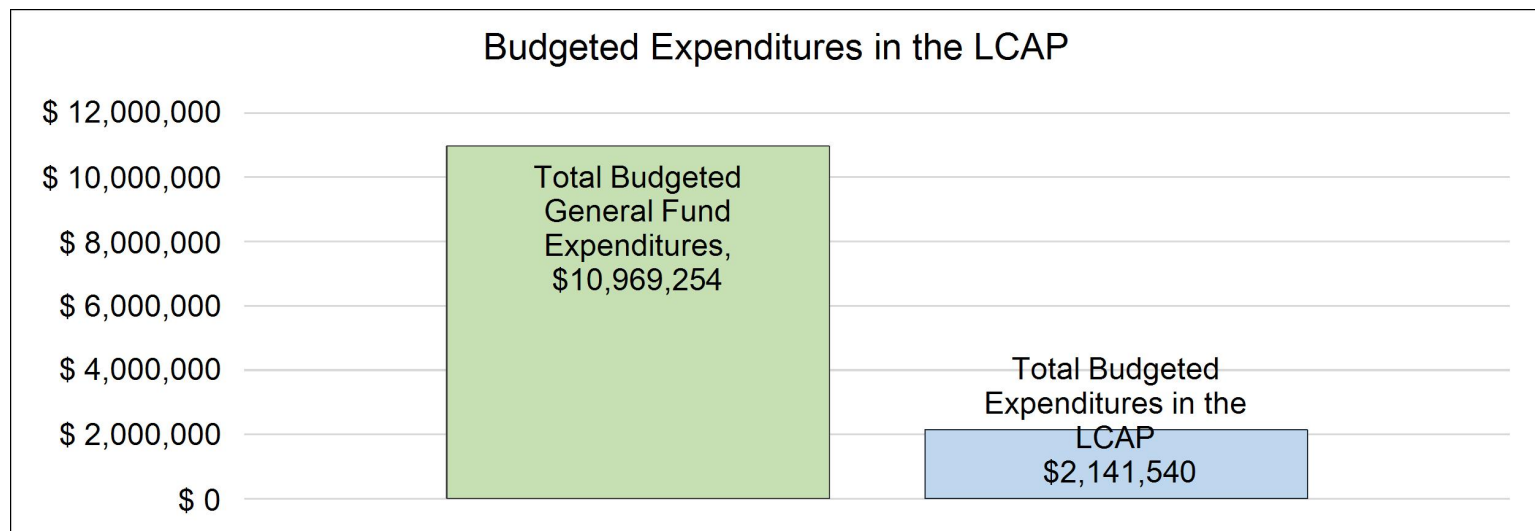


This chart shows the total general purpose revenue Maricopa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Maricopa Unified School District is \$10,414,242, of which \$6254717 is Local Control Funding Formula (LCFF), \$1242949 is other state funds, \$2505266 is local funds, and \$411310 is federal funds. Of the \$6254717 in LCFF Funds, \$1739084 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 2026-27. 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 \$10969254 for the 2026-27 school year. Of that amount, \$2141540 is tied to actions/services in the LCAP and \$8,827,714 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facilities maintenance, Capital facilities projects, debt maintenance, costs for special education services through county program, and administrative costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Maricopa Unified School District is projecting it will receive \$1739084 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 \$1772446 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$1,767,946

■ Actual Expenditures for High Needs Students in LCAP

\$1,972,372

\$ 0 \$ 500,000 \$ 1,000,000 \$ 1,500,000 \$ 2,000,000 \$ 2,500,000

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 2025-26, Maricopa Unified School District's LCAP budgeted \$1767946 for planned actions to increase or improve services for high needs students. Maricopa Unified School District actually spent \$1972372 for actions to increase or improve services for high needs students in 2025-26.



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	Brandie Brown Superintendent	bbrown@musd.email 661-769-8231 Ext. 202

Plan Summary [2026-27]

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 309 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 98% of our students are Socioeconomically Disadvantaged, 26% English Learners, and 7% 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 24 certificated staff, 29 Classified staff, 1 Superintendent/Principal, 1 Counselors, 1 School Psychologist

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 High School is eligible as an Equity Multiplier site in 2026.

At Maricopa High School, the nonstability rate is 33.33%. 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 33.33%, 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 \$106,560 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 2025 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 2026-27 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.

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 \$138,000 unexpended LREBG funds and will continue implementing learning recovery actions through 2026–27.

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 \$34,500 plus indirect cost of LREBG funding.

- Supplemental Materials for targeted standards based instruction (Goal 1, Action 4) and expending \$34,500 plus indirect cost of LREBG funding.

- Comprehensive Support for College and Career Readiness (Goal 1, Action 6) and expending \$34,500 plus indirect cost of LREBG funding.

- Technology Support to enhance Tier 1 instruction (Goal 1, Action 7) and expending \$34,500 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 High School has been identified as an Equity Multiplier School. Maricopa High 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 4) with actions within this goal to address some of Root Causes existing at our High School. The Maricopa High School math scores are -107.4 DFS (not enough students to produce a color on the dashboard). 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 high school multiple years below grade level, and an increasing population of students with a language barrier.

Our Educational Partners at Maricopa High 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 4, Action 1- Strategic focus on Professional Development in Mathematics for targeted support to Tier 1 standards based instruction.

Reflections: Technical Assistance

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

Maricopa Unified School District is no longer eligible for Differentiated Assistance based on the 2025 CA Dashboard.

Although no longer eligible, Maricopa will continue the work underway as this has proven progress not only for the student groups that were identified for Differentiated Assistance in 2024. Based on the 2024 CA Dashboard, Maricopa was eligible for Socioeconomic Disadvantaged and White students in ELA-Red (Priority# 4) and Suspension-Red (Priority #6).

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).

Summary of Work Underway

While the district is no longer eligible for Differentiated Assistance, it continues to collaborate with Kern County Superintendent of Schools to monitor progress and sustain improvement efforts identified through the support process.

During the 2025–26 school year, district leadership engaged in ongoing technical assistance and coaching focused on strengthening Tier 1 instruction and organizational effectiveness. In partnership with Kern County Superintendent of Schools, district administrators participated in professional learning and planning activities designed to improve instructional practices in English Language Development (ELD), mathematics instruction, and the implementation of effective Professional Learning Communities (PLCs). These efforts are intended to strengthen core instruction, improve student access to grade-level standards, and increase outcomes for all students, particularly English learners and other student groups identified through data analysis.

Additionally, district leadership participated in monthly leadership check-in meetings with Kern County staff to monitor implementation progress and address organizational systems that support continuous improvement. Topics included strategies for supporting and developing staff, strengthening communication and governance practices with the Board of Trustees, and maintaining effective fiscal management to ensure resources are aligned with district priorities and student needs.

Maricopa will continue the actions used for as part of technical assistance. Those actions include the following:

Strengthening Tier 1 Instruction (Goal 1, Actions 1, 3, 4)

Maricopa Unified School District has continued its partnership with Kern County Superintendent of Schools to strengthen Tier 1 instruction through professional learning focused on English Language Development (ELD), mathematics, Professional Learning Communities (PLCs),

and evidence-based instructional strategies. Teachers participated in professional development that included classroom modeling, coaching support, instructional walkthroughs, and feedback cycles designed to improve standards-based instruction, academic discourse, and student engagement.

As a result of these efforts, teachers have demonstrated increased confidence in lesson design and delivery, and classroom observations indicate greater use of academic conversations, collaborative learning structures, and student engagement strategies. During the 2026–27 school year, the district will focus on deepening implementation through PLC data analysis, teacher collaboration, and training on Essential Standards to strengthen instructional consistency and address identified performance gaps in English Language Arts and Mathematics.

Expanding and Structuring PLC Practices (Goal 1, Actions 2, 4)

Teachers continue to participate in regular Professional Learning Community (PLC) collaboration focused on analyzing student learning and improving instructional practices. Through support from Kern County Superintendent of Schools, the district has strengthened expectations for collaborative planning and data-driven decision making.

Moving forward, the district will focus on refining PLC implementation through the use of structured meeting protocols, consistent analysis of formative assessment data, and collaborative planning around Essential Standards. PLC teams will utilize common data sources to identify student needs, monitor progress, and implement targeted instructional strategies designed to improve outcomes for underperforming student groups.

Addressing Student Engagement and Behavior (Goal 2, Actions 1, 2, 3)

Maricopa Unified School District continues to implement a Multi-Tiered System of Support (MTSS) framework that incorporates Positive Behavioral Interventions and Supports (PBIS), trauma-informed practices, and student engagement strategies. PBIS teams meet regularly to review behavior data, reinforce common expectations, and support positive school culture across grade levels.

The district has selected Positive Behavioral Interventions and Supports as a primary evidence-based strategy identified through resources provided by SWIFT Schools. During the coming year, the district will continue to strengthen implementation fidelity by utilizing behavior data, monitoring student engagement, and providing ongoing staff training to ensure consistent practices across classrooms and school sites.

Academic and Counseling Supports (Goal 1, Action 6)

The district has expanded academic and counseling supports through the addition of counseling services and school psychology support to address the academic, behavioral, and social-emotional needs of students. Students have access to targeted tutoring, A-G counseling workshops, college visits, academic advising, and individualized student support services.

As implementation continues, the district will monitor the effectiveness of these supports through student achievement data, graduation indicators, college and career readiness measures, and student participation rates. The district will also continue exploring partnerships and staffing solutions to expand Career Technical Education (CTE) opportunities for students.

Incentives, Recognition, and Outreach (Goal 2, Actions 2, 4)

Maricopa Unified School District continues to implement student recognition and attendance incentive programs designed to improve school connectedness, student engagement, and attendance outcomes. Educational partner feedback indicates these efforts have positively impacted student motivation and improved perceptions of school climate.

The district has strengthened attendance intervention efforts through the addition of an attendance clerk who supports early identification and outreach for students at risk of chronic absenteeism. Parent communication and outreach efforts have expanded through ParentSquare, school events, and family engagement activities. During the coming year, the district will continue to strengthen family partnerships and increase opportunities for student and family engagement to support attendance, behavior, and academic success.

Maricopa Unified School District will continue partnering with Kern County Superintendent of Schools throughout the 2026–27 school year to support districtwide professional learning focused on PLC implementation, mathematics instruction, and continuous improvement practices.

Strategic actions will include continued implementation of the MTSS framework, targeted classroom strategies that strengthen student connections and positive learning environments, student support services, Link Crew implementation, and student engagement initiatives.

The district will continue to monitor implementation and effectiveness through:

- PLC artifacts, collaboration logs, and instructional walkthrough data that demonstrate Tier 1 instructional fidelity.
- Local and state assessment data, with a focus on reducing achievement gaps for identified student groups.
- Student behavior and engagement metrics, including suspension rates, office discipline referrals, and chronic absenteeism rates.
- Quarterly progress monitoring reviews with district and site leadership teams to evaluate implementation and adjust supports as needed.
- Student, parent, and staff survey feedback used to inform continuous improvement efforts and ensure alignment with student needs.

These efforts represent Maricopa Unified School District's continued commitment to sustaining improvement initiatives developed through partnership with Kern County Superintendent of Schools and ensuring long-term improvements in academic achievement, student engagement, and school climate.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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	Parents and families were engaged throughout the development of the LCAP through a combination of formal advisory committees, surveys, school events, and ongoing communication opportunities. The district values parent input and utilizes multiple avenues to gather feedback on programs, services, and priorities that impact student outcomes. The district administered an annual LCAP survey to parents during the spring semester to collect feedback aligned to state priorities, district goals, and proposed actions and services. Families were encouraged to participate through school communications, reminders, and incentives designed to increase response rates and ensure broad representation of stakeholder perspectives. In addition to the annual survey, the district sought parent input through School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Teacher Organization (PTO) meetings, Booster Club meetings, and family engagement events held throughout the school year. Family engagement opportunities included Back-to-School Night, family literacy and STEAM nights, college and career readiness events, Community Resource Center activities, parent workshops, and student recognition events. These meetings and events provided opportunities for parents to share feedback, discuss

Educational Partner(s)	Process for Engagement
	student needs, and participate in conversations regarding district priorities and resource allocation. The Community Resource Center and district staff also engaged families through ongoing outreach efforts, including parent meetings, attendance support meetings, resource referrals, and regular communication through ParentSquare and other communication platforms. These efforts helped ensure that families, including those of English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities, had opportunities to provide input and participate in the LCAP development process. Parent feedback consistently emphasized the importance of maintaining tutoring and academic intervention programs, continuing small-group instructional supports, expanding opportunities for family engagement, and increasing access to counseling and college and career readiness services. Parents of English Learners expressed appreciation for targeted academic support and language development services. Families also highlighted the positive impact of student recognition programs, extracurricular opportunities, and Community Resource Center activities, while requesting additional family events, workshops, and resources to support student success.
Students	Students were engaged throughout the development of the LCAP through formal surveys, leadership opportunities, and ongoing feedback processes designed to ensure student voice informed district decision-making. The district values student perspectives and provides multiple opportunities for students to share feedback regarding academic programs, school climate, student engagement, and support services. Each spring, students in grades 3–12 participate in the district’s annual LCAP survey, which gathers feedback aligned to state priorities, district goals, and proposed actions and services. In addition, students participate in the School Connectedness Survey, which provides valuable information regarding student perceptions of safety, belonging, engagement, relationships with staff, and overall school climate. A designated survey collection period is held during

Educational Partner(s)	Process for Engagement
	the spring semester to support strong participation and ensure representation from students across grade spans. Beyond formal surveys, the district gathers ongoing student feedback through Associated Student Body (ASB) meetings at the middle and high school levels, student leadership activities, classroom discussions, and informal conversations with teachers, counselors, administrators, and Community Resource Center staff. These opportunities allow students to provide input on school programs, extracurricular activities, student supports, and campus culture throughout the year. Student feedback highlighted the positive impact of small class sizes, tutoring programs, Saturday School, and additional academic supports. Students reported that these supports helped them better understand course content and provided additional opportunities to receive individualized assistance. Students also expressed appreciation for quarterly recognition assemblies, PBIS incentives, attendance recognition programs, and other opportunities that celebrate student achievement and positive behavior. Students identified a desire for additional clubs, extracurricular activities, school events, and athletic opportunities to further increase student engagement and connectedness. Student feedback also emphasized the importance of maintaining supportive relationships with staff, expanding opportunities for student voice, and continuing programs that promote a positive and inclusive school culture.
Teachers	Certificated staff were engaged throughout the development of the LCAP through formal surveys, Professional Learning Communities (PLCs), staff meetings, and ongoing opportunities to provide feedback on district programs, services, and priorities. The district values teacher input and recognizes the important role educators play in identifying student needs and evaluating the effectiveness of instructional programs and supports. Each spring, certificated staff participate in the annual LCAP survey to provide feedback aligned to district goals, student achievement,

Educational Partner(s)	Process for Engagement
	school climate, professional development, and instructional supports. In addition to the annual survey, the district utilizes periodic Google surveys and other feedback tools throughout the year to gather staff input on specific initiatives, programs, and areas of need. Teachers also provide ongoing feedback through regularly scheduled PLC collaboration time, staff meetings, and data review sessions. During PLCs, educators analyze student achievement data, discuss instructional strategies, evaluate program effectiveness, and identify supports needed to improve student outcomes. Throughout the fall and spring semesters, staff participate in collaborative discussions to review assessment results, identify areas of need, and provide recommendations for future planning and resource allocation. These ongoing feedback opportunities ensure teacher voice is consistently incorporated into district decision-making and continuous improvement efforts connected to the LCAP. Staff feedback highlighted continued support for the district's implementation of PBIS and the SPIRIT behavior expectations framework. Teachers reported that schoolwide expectations have improved consistency in student behavior practices and contributed positively to school culture and student engagement. Staff also expressed appreciation for the professional development and PLC opportunities provided throughout the year, particularly trainings that included classroom modeling, observations, coaching, and direct feedback. Teachers indicated that these supports have strengthened instructional practices and provided valuable strategies and resources to better support student learning and achievement.
Principals/Admin	The MUSD has one Principal/Administration for the 2026-2027 school year. The Principal/Administration also has the responsibility to write the LCAP document. The feedback received from all Stakeholder groups was considered.
Other School Personnel	Other school personnel, including classified staff, support staff, office staff, transportation staff, paraprofessionals, custodial staff, food service personnel, and Community Resource Center staff, were engaged throughout the LCAP development process through surveys,

Educational Partner(s)	Process for Engagement
	staff meetings, collaborative discussions, and ongoing opportunities to provide feedback regarding student needs and district priorities. Classified staff participated in the annual LCAP survey process during the spring semester, providing input related to school climate, student engagement, safety, attendance, behavior supports, communication, and the effectiveness of district programs and services. Additional feedback was gathered throughout the year through staff meetings, informal discussions with site and district administration, and periodic opportunities for input on specific initiatives and programs. Support staff play a critical role in working directly with students and families and provided valuable insight regarding barriers to attendance, student behavior, family engagement, social-emotional needs, and access to services. Community Resource Center staff, attendance personnel, instructional aides, transportation staff, and office personnel regularly shared observations and recommendations based on their direct interactions with students and families. This feedback helped inform district decisions regarding attendance interventions, student engagement strategies, family outreach efforts, school climate initiatives, and support services. Feedback from classified and support staff emphasized the importance of maintaining strong communication with families, expanding student support services, continuing attendance intervention efforts, increasing opportunities for student recognition and engagement, and providing resources to address social-emotional and behavioral needs. Staff also expressed appreciation for the district's focus on collaboration, school safety, student support systems, and efforts to strengthen school connectedness through MTSS, PBIS, extracurricular opportunities, and Community Resource Center services. The district utilized this feedback, along with information gathered from other educational partner groups, to refine goals, actions, and expenditures included within the 2026–27 LCAP.

Educational Partner(s)	Process for Engagement
Certificated Bargaining Unit	The Maricopa Unified Teachers Association , the district’s certificated bargaining unit, was consulted throughout the LCAP development process. Due to the small size of the district and bargaining unit, district administration was able to meet with certificated staff as a complete group, allowing for meaningful discussion and direct feedback regarding district goals, programs, services, and priorities. Input was gathered through the annual LCAP survey, staff meetings, Professional Learning Community (PLC) collaboration time, and ongoing discussions throughout the school year. These opportunities allowed certificated staff to provide feedback regarding student achievement, school climate, professional development, academic interventions, student engagement, attendance, behavior supports, and instructional resources. District leadership also sought input regarding the effectiveness of current LCAP actions and potential areas for improvement. During the spring LCAP development process, the draft LCAP was presented to the certificated bargaining unit for review and discussion. Feedback and recommendations provided by bargaining unit members were considered and incorporated where appropriate prior to the public hearing and presentation of the LCAP to the Governing Board for adoption. Feedback from bargaining unit members emphasized the importance of maintaining small class sizes, continuing intervention and tutoring programs, expanding student engagement opportunities, providing high-quality professional development, supporting English Learners and students with additional academic needs, and continuing investments in student wellness, school climate, and instructional resources. The district utilized this feedback, along with input from other educational partner groups, to inform the development of goals, actions, and expenditures included in the 2026–27 LCAP.
Classified Bargaining Unit	The California School Employees Association (CSEA), the district’s classified bargaining unit, was consulted throughout the LCAP development process. Due to the small size of the district, administration was able to engage directly with classified staff

Educational Partner(s)	Process for Engagement
	members through regular communication, staff meetings, surveys, and ongoing discussions regarding district priorities, student needs, and school operations. Input was gathered through the annual LCAP survey, classified staff meetings, department meetings, and informal discussions throughout the school year. These opportunities allowed classified staff to provide feedback regarding student attendance, behavior, school climate, safety, family engagement, transportation, facilities, nutrition services, student supervision, and the effectiveness of district programs and services. District leadership also sought feedback regarding current LCAP actions and areas where additional support or resources may be needed. During the spring LCAP development process, the draft LCAP was shared with the classified bargaining unit for review and discussion. Feedback and recommendations provided by bargaining unit members were considered and incorporated where appropriate prior to the public hearing and presentation of the LCAP to the Governing Board for adoption. Feedback from classified staff emphasized the importance of maintaining safe and supportive school environments, strengthening attendance intervention efforts, increasing family engagement opportunities, providing behavioral and social-emotional supports for students, and continuing investments in student wellness and school connectedness. Staff also highlighted the value of the Community Resource Center, student recognition programs, extracurricular opportunities, and collaboration between departments to support student success. The district utilized this feedback, along with input from other educational partner groups, to inform the development of goals, actions, and expenditures included in the 2026–27 LCAP.
SELPA Administrator	The Kern County Special Education Local Plan Area (SELPA) was consulted as part of the district’s LCAP development process to ensure consideration of the needs of students with disabilities and alignment between special education services and district goals. A

Educational Partner(s)	Process for Engagement
	draft of the 2026–27 LCAP was provided to the Kern County SELPA on May 29, 2026, for review and feedback. The district values the expertise of SELPA staff in supporting educational outcomes for students with disabilities and seeks input regarding services, supports, access to instruction, school climate, student engagement, and academic achievement. Feedback and recommendations provided through the SELPA consultation process were reviewed and considered during the final development of the LCAP prior to presentation at the public hearing and adoption by the Governing Board. The consultation process helped ensure that the needs of students with disabilities were considered throughout the development of district goals, actions, services, and expenditures included in the 2026–27 LCAP.
Equity Multiplier Engagement for High School	Equity Multiplier funds continue to target 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	Due to the size of the district, Maricopa Unified School District utilizes its School Site Council (SSC) to serve as both the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) for purposes of LCAP consultation and feedback. The committee includes parents, staff, administration, and student representatives and serves as a key advisory body in the development, review, and monitoring of the LCAP. The combined committee met multiple times throughout the school year to review district programs, student performance data, LCAP goals, and progress toward identified metrics. During these meetings, members reviewed the Mid-Year LCAP Report, current student outcome data, survey results, and proposed actions and expenditures. The committee also provided feedback regarding district priorities, student needs, and the effectiveness of existing programs and services. High school student representatives

Educational Partner(s)	Process for Engagement
	participated in the committee and provided valuable student perspectives regarding school climate, academic supports, student engagement, and extracurricular opportunities. Feedback from the committee emphasized the importance of maintaining safe and supportive school environments, continuing academic intervention and tutoring programs, expanding family engagement opportunities, supporting English Learners, improving attendance, and addressing students' social-emotional needs. Committee members also expressed support for counseling services, Community Resource Center programs, extracurricular activities, student recognition programs, and efforts to strengthen school connectedness. Input provided by the Parent Advisory Committee/DELAC was reviewed and considered throughout the development of the 2026–27 LCAP and helped inform the district’s goals, actions, services, and expenditures. Members consistently expressed appreciation for the opportunity to participate in the planning process and emphasized the importance of ensuring students receive the academic, behavioral, and social-emotional supports necessary for success.
District English Learner Advisory Committee	Due to the size of the district and the limited number of English Learner families, Maricopa Unified School District utilizes its School Site Council (SSC) to serve as the District English Learner Advisory Committee (DELAC). The committee includes parents of English Learners, district staff, administrators, and student representatives who provide input regarding programs and services designed to support English Learners and their families. The DELAC/SSC committee met multiple times throughout the school year to review student performance data, English Learner progress, district goals, and LCAP actions and services. Committee members reviewed the Mid-Year LCAP Report, English Learner achievement data, English Learner Progress Indicator (ELPI) results, attendance data, survey feedback, and proposed actions and expenditures related to supporting English Learners. Members were provided opportunities to ask questions, discuss priorities, and provide

Educational Partner(s)	Process for Engagement
	recommendations regarding services and supports for English Learners. Feedback from DELAC members emphasized the importance of maintaining a strong English Learner program focused on both English language development and academic achievement. Parents expressed appreciation for targeted supports provided to English Learners, including intervention opportunities, tutoring, and additional instructional assistance. Committee members also requested increased opportunities for family involvement, parent education, communication regarding student progress, and activities that support engagement between schools and English Learner families. Input provided through the DELAC consultation process was reviewed and considered throughout the development of the 2026–27 LCAP. Feedback informed actions related to English Language Development, family engagement, academic intervention, professional development, and services designed to improve outcomes for English Learners and Long-Term English Learners.

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

Educational partner feedback directly influenced the development of the 2026–27 LCAP goals, actions, services, and expenditures. Input gathered through surveys, committee meetings, School Site Council, ELAC/DELAC, Parent Advisory Committee meetings, staff collaboration, bargaining unit consultation, student leadership groups, SELPA consultation, and community engagement activities was reviewed alongside state and local data to identify priorities and areas of need.

Parents, students, staff, and community members consistently emphasized the importance of maintaining strong academic intervention programs, tutoring opportunities, small class sizes, and individualized student support. As a result, the district continued investments in academic intervention services, supplemental curriculum, literacy supports, mathematics intervention, English Learner services, and professional development designed to strengthen Tier I instruction and improve student achievement. Feedback from educational partners also supported continued implementation of Professional Learning Communities (PLCs), instructional coaching, and targeted professional development focused on effective instructional practices and student learning.

Educational partners identified attendance, student engagement, school connectedness, and student wellness as ongoing priorities. Parent, student, and staff feedback supported continued investment in counseling services, MTSS implementation, PBIS, attendance interventions, student recognition programs, extracurricular opportunities, athletics, student clubs, and Community Resource Center services. Stakeholders

also emphasized the importance of creating safe and supportive learning environments and providing additional opportunities for students to build positive relationships with adults and peers.

Parents of English Learners and DELAC members emphasized the importance of maintaining a strong English Language Development program, expanding family engagement opportunities, and providing additional support for English Learners and Long-Term English Learners. This feedback influenced continued investments in English Language Development curriculum, supplemental supports, professional development, and family outreach efforts designed to improve outcomes for English Learners.

Student feedback highlighted the importance of academic counseling, college and career readiness supports, extracurricular activities, athletics, student clubs, and recognition programs. These recommendations influenced continued investment in counseling services, college and career readiness activities, student leadership opportunities, Link Crew, athletics, clubs, and student engagement initiatives.

Feedback from SELPA representatives and district staff emphasized the importance of supporting students with disabilities through professional development, academic interventions, MTSS systems, and access to high-quality instruction. This feedback informed actions related to professional learning, intervention supports, and inclusive practices for students with disabilities.

Educational partners at Maricopa High School, the district's Equity Multiplier school, identified mathematics achievement as a significant area of need. Feedback from staff, students, parents, and review of local and state performance data influenced the development of the Equity Multiplier goal focused on improving mathematics achievement through additional staffing, intervention supports, tutoring, professional development, and expanded instructional support for high school students.

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)
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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 Certificated Staff on a PIP or STIP.	2022-23 DataQuest TAMO Report	2023-24 DataQuest TAMO Report	2023-24 DataQuest TAMO Report (new data until late July 2026)	Maricopa will have 3 out of 26 Certificated Staff on a PIP or STIP. There will be a	TAMO difference from baseline is an increase of ineffective teachers by 6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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"	Maricopa has 46.4% ineffective teachers as defined by CDE. Maricopa also has 11.8% of staff that are classified as interns as defined by CDE. 2024-25 Local data shows that 24% of ineffective teachers as defined by the CDE Maricopa has 20% of staff (5 teachers) 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	Maricopa has 46.4% ineffective teachers as defined by CDE. Maricopa also has 11.8% of staff that are classified as interns as defined by CDE. 2025/2026 Local Data shows that 16% of ineffective teachers as defined by the CDE Maricopa has 4% of staff (1 teacher) that are classified as inters Maricopa has 2 PIPS, 1 INTERN, 1 GELAP out of 25 teachers	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.	Distance from baseline for interns increased 9.2% Local Data Distance from Baseline decreased 11% of ineffective teachers Distance from baseline decreased by 2 Interns

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	Current FIT Report as of Oct 2025, 100% of students have access to standards-aligned instructional material 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
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 out of 22 sessions that has taken place from August 2024 through May 2025. 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.	2025 - 2026 PLC Implementation Logs show 7 out of 8 sessions that have taken place from August 2025 through March 2026. This represents 87% of this year that staff has been utilizing Professional Learning Communities to implement state board adopted academic content and performance	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% of PLC Implementation to 87% of staff utilizing PLC the increase of +87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				standards for all students.		
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 Common Core State Standards and the ELD standards for purposes of gaining Academic content knowledge and English language proficiency.	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 11 sessions out of 20 that has taken place from August 2024 through May 2025. This represents 55% of this year that staff has been 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	2025 - 2026 PLC data logs to discuss student group performance, including English Learners, show 4 out of 8 sessions that have taken place from August 2025 through March 2026 This indicates that, for 50% of the year, staff have used Professional Learning Communities to analyze data, discuss English Learners, and consider access to the Common Core State Standards and ELD Standards in order to support both academic content knowledge and English language proficiency.	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 50% of staff utilizing PLC data to discuss EL's the increase is 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	2025-2026 Parent surveys completed during 2024-2025 school year show that 85% 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 85 the difference is an increase of 1.5
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.	2025-2026 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 30 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 and increased to 30
1.7	Attendance Rate of student with disabilities Families attending school events.	2023-24 The District will take attendance at all parent invited activities	2024-25 The District will promote parental participation in	202-26 The District will promote parental participation in	The District will promote parental participation in programs for	Baseline was 0 and increased 15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023-24 Local Data Priority 3C. How the LEA will promote parental participation in programs for students with disabilities.	targeting students with disabilities. The baseline for this metric is -0-	programs for students with disabilities with attendance at all parent invited activities with an average of 15 parents per attendance sheets.	programs for students with disabilities with attendance at all parent invited activities with an average of 15 parents per attendance sheets.	students with disabilities with attendance at all parent invited activities with an average of 15 parents per attendance sheets.	
1.8	Student performance on CAASPP ELA & Math (DFS) Student performance on CAST Source: 2023 CA Dashboard Priority 4A. Academic Indicator	2023 CA Dashboard Data show 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) Schools with a Red Indicator on 2023 CAASPP ELA	2024 CA Dashboard Data show 1) CAASPP ELA- Grades (3-8 &11) Status: All Students: 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)	2025 CA Dashboard Data show 1) CAASPP ELA- Grades (3-8 &11) All Students: Yellow English Learners: Orange Hispanic: Yellow SED: Yellow White: Yellow LTEL: no color Distance from Standard ALL STUDENTS (-59.3) English Learners (-88.1) Hispanic (-67.5) SED (-59.3) White (-46.4) LTEL (-112.6) SWD (-97.7)	2026 CA Dashboard Data show 1) CAASPP ELA- Grades (3-8 &11) Status: 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)	Difference from Baseline for ELA All students from Orange to Yellow the difference being +1 band -EL from Red to Orange the difference being +1 band -Hispanic Orange to Yellow difference of +1 band -SED from Orange to Yellow difference being +1 band -White from Yellow to Yellow maintain baseline -LTEL No Baseline in 2023, new

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) Socioeconomically Disadvantaged (-103.7, Red)	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) 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)	Schools with a Red Indicator on 2025 CAASPP ELA Maricopa Elementary School with Student Group with a Red Indicator: (NONE) All Students: yellow DFS -69.3 SED Yellow DFS -69.3 Hispanic Orange -78.3 Maricopa Middle School with Student Group with a Red Indicator: (NONE) All Students: Yellow -58.8 Hispanic Yellow -66.7 SED Yellow -58.8	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: 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)	baseline set in 2024 -SWD- No Baseline in 2023, new baseline set in 2024 LTEL Went from RED to no color -DFS All students from -79 to -59.3 decrease of 19.7 EL- from -110.4 to -88.1 decrease of 22.3 -Hispanic from -84.1 to -67.5 decrease of 16.6 -SED from -80 to -59.3 decrease of 20.7 -White from -69.1 to -46.4 decrease of 22.7 LTEL- from -145.4 to -112.6 decrease of 32.8 SWD- from -95.5 to -97.7 increased by 2.2 Maricopa Elementary ELA All Students went from Red to Yellow

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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	2) CAASPP Math-Grades (3-8 & 11) All Students: Yellow English Learners: Orange Long term English Learners: no color Hispanic: Orange SED: Yellow White: Yellow Distance from Standard ALL STUDENTS (-90.7)	2) CAASPP Math-Grades (3-8 & 11) Status: All Students: Yellow English Learners: Yellow Hispanic: Yellow SED: Yellow White: Yellow	increase +2 bands SED was Red and went to Yellow increase of +2 bands Distance from Standard All students was -84.2 to -69.3 decrease of 14.9 SED was -84.2 to -69.3 decrease of 14.9 Maricopa Middle School All Students went from Red to Yellow increase of +2 bands Hispanic went from Red to yellow and increase of +2 bands SED went from Red to Yellow increase of +2 bands Distance from standard All students -114.1 to -58.8 decrease 55.3 Hispanic -114.1 to -66.7 a decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) 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	English Learners (-110.2) LTEL (-168.8) Hispanic (-99.6) SED (-90.7) White (-72.4) Schools with a Red Indicator on 2025 CAASPP ELA Maricopa Elementary (NONE) All Students Yellow SED Yellow Distance from Standard All students -79.5 SED -79.5 Maricopa Middle School with Student Group with a Red Indicator: (NONE) All Students Orange Hispanic Orange SED Orange Distance from standard All Students -100.4	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) Socioeconomically Disadvantaged (-95, Yellow)	of 47.4 SED -114.1 to -58.8 decrease 55.3 2)Baseline for Math -All student Red to Yellow difference of +2 band -EL Red to Orange difference of +2 band -Hispanic Red to Orange difference +1 band -SED Red to Yellow difference of +2 band -White Orange to Yellow difference +1 band DFS All Students -129.8 to -90.7 decrease 39.1 EL -148.5 to -110.2 decrease 38.3 LTEL- went -213.8 to -168.8 decrease of 45 Hispanic -130.3 to -99.6 decrease 30.7

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)	Hispanic -107.6 SED -100.4	Maricopa Elementary School with Student Group with a Red Indicator in 2023: Socioeconomically Disadvantaged (-80, Yellow)	SED -130.9 to -90.7 decrease 40.2 White -127.5 to -72.4 decrease 55.1 Maricopa Elementary Math All students went from Red to Yellow an increase +2 bands SED went from Red to Yellow an increase +2 bands
			3) CAST Science-Grade (5/8/10) Met or Exceed Standard for Science All students 12.5% English Learners- 0% SED- 13.12% Homeless/Foster Youth- N/A	3) CAST Science-Grade (5/8/10) - All students: Green 47.3 Science Points SED- Green 47.3 science points Met or Exceed Standard for Science All students 17% English Learners 7% SED 17% Homeless/Foster Youth- N/A	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	Distance from Standard All students went from -99.1 to -79.5 decrease of 19.6 SED went from -99.1 to -79.5 decrease of 19.6 Maricopa Middle School Math All students went from Red to Orange an Increase of + 1 band Hispanic went from Red to Orange an Increase of + 1 band

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED went from Red to Orange an Increase of + 1 band Distance from Standard All students went from -155.1 to -100.4 a decrease of 55.7 Hispanic went from -159.9 to -107.6 a decrease of 52.3 SED went from -155.1 to -100.4 a decrease of 55.7 CAST All students went from 8.11% to 17% met or exceeded standard an increase of 8.9% EL- went from 0% to 7% met or exceeded standard an increase of 7% SED-went from 8.11% to 17% met or exceeded standard an increase of 8.9% Foster youth not enough data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Priority 4B. College Readiness	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.	2025 CA Dashboard Data show 0% for all students and 0% 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 0% decrease of - 22.2%
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%.	2025 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)	2023 CA Dashboard the percentage of pupils who have successfully completed BOTH requirements for	2024 CA Dashboard the percentage of pupils who have successfully	2025 CA Dashboard the percentage of pupils who have successfully	2026 CA Dashboard the percentage of pupils who have successfully	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA Dashboard Priority 4D. College Readiness	entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences were 0.	completed BOTH requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences were 0.	completed BOTH requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences were 0.	completed BOTH requirements for entrance to UC/CSU and completed courses that satisfy the requirements for 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)	2025 CA Dashboard: Percentage of English learners who make progress toward English proficiency was 61.5%. (Blue) Long Term English Learners was 57.1% making progress (Green)	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 61.5 Blue an increase of 19.2 Long-Term English Learners went yellow to green + 1 bands went from 50 to 57.1 increase of 7.1
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: 2023-24 EL reclassification rate 8.22% Per reclassification rate on KiDS as of March 24, 2025 is	Per District Summative ELPAC found on Data Quest: 2024-2025 EL Summative rate 15.94% proficient 2024-2025 Reclassification Rate: 3.90%	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 15.94 % increase of 8.8% As to date the redesignation rate according to KiDS was 15.15% to 3.90% decrease of 11.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1.14%			
1.14	The Percentage of Students who pass AP exams with a score of 3 or higher Source: 2023 CA Dashboard Priority 4G. College Readiness	2023 CA Dashboard The Percentage of Students who pass AP exams with a score of 3 or higher was 0	2024 CA Dashboard The Percentage of Students who pass AP exams with a score of 3 or higher was 0	2025 CA Dashboard The Percentage of Students who pass AP exams with a score of 3 or higher was 0	2026 CA Dashboard the percentage of who have passed an advanced placement examination with a score of 3 or higher will be 5%	No Change from Baseline
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.	2025 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	2023-24 local SIS master schedule shows 100% of students have access to the following courses: English language arts mathematics social science/history science	2024-25 local SIS master schedule shows 100% of students have access to the following courses: English language arts mathematics	2025-26 local SIS master schedule shows 100% of students have access to the following courses: English language arts mathematics	2026 local SIS master schedule shows 100% of students have access to the following courses: English language arts mathematics	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable;	physical education	social science/history science physical education	social science/history science physical education	social science/history science 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	2025-26 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	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	2025-26 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	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	by the Individualized Education Plan (IEP).	as indicated by the Individualized Education Plan (IEP).	Individualized Education Plan (IEP).	as indicated by the Individualized Education Plan (IEP).	
1.19	% of students meeting CCI requirements Source: 2023 CA Dashboard Priority 8. Other pupil outcomes available in the subject areas described in 51210 and 51220(a)(i) as applicable CCI Indicator	2023 Ca District Dashboard Metrics CCI Indicators: ALL students: 7.4% (One Bar) White Students: 5.9% (One Bar) SED Students: 7.4% (One Bar)	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)	2025 Ca District Dashboard Metrics CCI Indicators: ALL students: 18.2% (no performance color) White Students: bot enough data (no performance color) SED Students: 18.2% (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 18.2% an increase of 10.8% White N/A SED 7.4% to 18.2% an increase of 10.8%
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 (grades 1-8) Data for the 2025-2026 School Year indicates: Reading All Students (Winter Benchmark) 23 % On or above grade level 22% One Grade level below 13% Two grade levels below 42% Three or mor 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 8% On or above Grade Level -8% One grade level below -7% Two grade levels below 7% 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 5% On or above Grade Level 18% One grade level below 18% Two grade levels below 59% Three or More grade levels below Reading for Long Term English Learners (New Baseline) 9% On or above Grade Level 0% One grade level below 0% Two grade levels below 91% Three or More grade levels below Reading for Hispanic Learners 19% On or above Grade Level 22% One grade level below 14% Two grade levels below 45% Three or More 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 -7 % Two grade levels below 3% Three or More grade levels below Reading for Long Term English Learners (New Baseline Established) Difference Reading for Hispanic 4% On or above Grade Level -5% One grade level below -6% Two grade levels below 7% Three or More grade levels below Difference Reading for SED 8% On or above Grade Level -8% One grade level below -8% Two grade levels below 8% Three or More 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 23% On or above Grade Level 22% One grade level below 13% Two grade levels below 42% Three or More grade levels below Math for All Students (Winter KiDS data) 16% On or above Grade Level 31% One grade level below 18% Two grade levels below 35% Three or More grade levels below Math for English Learners 3% On or above Grade Level 28% One grade level below 30% Two grade levels below 39% Three or More 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	Difference Math for All Students 6% On or above Grade Level -3% One grade level below 0% Two grade levels below -3% Three or More grade levels below Difference Math for EL's -7% On or above Grade Level -1% One grade level below 9% Two grade levels below -1% Three or More grade levels below Math for Long Term English Learners (New Baseline Established) Difference Math for Hispanic 5% On or above Grade Level 7% One grade level below

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 5% On or above Grade Level 10% One grade level below 0% Two grade levels below 85% Three or More grade levels below Math for Hispanic Learners 15% On or above Grade Level 30% One grade level below 21% Two grade levels below 34% Three or More grade levels below Math for SED 16% On or above Grade Level 32% One grade level below 18% Two grade levels below 34% Three or More 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	10% Two grade levels below -22% Three or More grade levels below Difference Math for SED 6% On or above Grade Level 0% One grade level below 0% Two grade levels below -6% Three or More grade levels below

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 classroom walkthroughs showed initial implementation of learned strategies. 30% of staff of demonstrating fidelity to implementation of Academic Conversations.	Academic Conversations walkthroughs 18 days classroom walkthroughs showed initial implementation of learned strategies. 28% of staff of demonstrating fidelity to implementation of Academic Conversations. 78% of staff of demonstrating fidelity to implementation of Checking for Understanding (New Metric 2025/26 Baseline Year).	100% of classroom formal walkthroughs showed full implementation of learned strategies of Site Professional Development.	Increase of 18 classroom walkthroughs from baseline. Decrease of 2% of staff implementing Academic Conversations.
1.22	% of graduates who enroll in college or choose a career path after high school. Source: 2023-24 Local Data	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 graduates enrolled in college or a career path after high school. This is a new metric and has not been monitored.	2024-2025 10 out of 18 students enrolled at Taft College and 1 student enrolled at UEI	30% of graduates enrolled in college or a career path after high school. This is a new metric and has not been monitored.	Increase of 11 students enrolled in a college or career path

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8- Other Student Outcomes					

Goal Analysis [2025-26]

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 2025–26 school year, the LEA made substantial progress in implementing the actions tied to this goal. Of the eight actions, four actions (1.1, 1.2, 1.3, and 1.7) were largely implemented as planned and worked together to strengthen Tier 1 instruction, collaborative instructional systems, targeted intervention supports, and instructional technology integration districtwide. All actions were monitored for fidelity through multiple data points including PLC implementation logs, walkthrough observations, local benchmark assessments, intervention schedules, collaborative planning artifacts, and student data dashboards. Each action contributed to the district’s strategic efforts to improve instructional effectiveness and increase support for unduplicated pupils.

Fully Implemented Actions (1.1, 1.2, 1.3, 1.7): Professional development (Action 1.1) was implemented through workshops, coaching cycles, collaborative planning sessions, peer observations, and consultant-led trainings aligned to AVID, ELA, Math, Science, intervention programs, and teacher induction. Staff across all grade levels participated in professional learning opportunities supported through release time, stipends, supplemental hourly wages, consultant fees, and instructional materials. Professional Learning Communities (Action 1.2) were implemented through regular collaboration meetings involving teachers, instructional coaches, and administrators focused on analyzing student learning needs, reviewing instructional strategies, discussing common formative assessments, and planning interventions for students not meeting essential standards. Academic support services (Action 1.3) were implemented through certificated and classified staff who provided small group and one-on-one intervention support in ELA and Mathematics, while Student Support Services coordinated districtwide assessment alignment, data collection, and progress monitoring efforts. Technology integration (Action 1.7) was implemented through updated software and hardware, instructional technology resources, student data platforms, supplemental technology support staff, and the continued implementation of the “Nerd Herd” student technology club to support technology integration across school sites.

Implementation Successes:

Professional Development (Action 1.1) was successfully implemented across the district with staff participation in instructional coaching, collaborative planning, and consultant-led training sessions. Walkthrough observations and collaborative planning artifacts demonstrated increased alignment of instructional strategies and greater use of data-informed instructional practices.

Professional Learning Communities (Action 1.2) became a more consistent component of district instructional systems. PLC meetings increasingly focused on analyzing student learning needs, reviewing common formative assessments, and planning interventions aligned to essential standards. Staff engagement in collaborative planning and instructional discussions increased throughout the year.

Academic Support Services (Action 1.3) expanded intervention supports for students identified as performing below grade level through small group instruction, one-on-one support, and tutoring opportunities provided during and outside regular instructional hours. Student Support Services strengthened districtwide systems for assessment alignment, data collection, and progress monitoring to support intervention planning and instructional decision-making.

Technology Integration (Action 1.7) strengthened instructional access and supported differentiated instruction through updated technology resources, software and hardware improvements, instructional data platforms, and supplemental technology support. The “Nerd Herd” student technology club continued to support technology integration and digital literacy across school sites.

Action 1.4 was implemented as planned during the 2025–26 school year. The district integrated supplemental instructional materials and programs aligned to California state standards to strengthen Tier 1 instruction and support differentiated learning in English Language Arts and Mathematics. The Heggerty Phonemic Awareness program and UFLI Foundations phonics program were implemented to support foundational literacy skills and early reading intervention.

The district also provided tutoring and Saturday School opportunities to extend academic support for students needing additional intervention. A Summer Camp (STEAM Academy) was offered to provide enrichment and hands-on learning experiences that supported student engagement and academic skill development. Online learning programs, instructional materials, and classroom supplies were used to reinforce instruction and provide students with additional practice opportunities.

The Reading Specialist supported implementation through instructional coaching, collaboration with teachers, and monitoring of supplemental program use. Site administrators conducted classroom walkthroughs to monitor implementation and instructional practices.

Successes included increased consistency in foundational literacy instruction and expanded academic support opportunities for students.

Actions 1.5 and 1.8 focused on increasing supports and improving implementation of services for English Learners (ELs) and Long-Term English Learners (LTELs) during the 2024–25 school year. The district provided supplemental support to strengthen English language acquisition, academic language development, and access to grade-level standards through targeted instructional supports and intervention services. Additional staffing, including classified instructional aide support and certificated teacher support, was utilized to provide supplemental assistance during classroom instruction and intervention periods.

As part of Action 1.5 for English Learners and Action 1.8 for Long-Term English Learners, the district purchased and began implementing the English 3D curriculum to strengthen designated English Language Development (ELD) instruction and support language acquisition and academic language proficiency. The district also partnered with the county office to provide professional development focused on English Language Development strategies and the implementation of language objectives within classroom instruction. Professional development included staff training, instructional modeling, and classroom walkthroughs to support effective implementation of ELD strategies across content areas.

Supplemental curriculum, instructional materials, and supplies were integrated into instruction to provide students with additional language development opportunities, targeted academic support, and differentiated learning aligned to grade-level standards. Release time and extra duty opportunities allowed staff to collaborate, analyze student data, and plan instructional supports for EL and LTEL students. Site

administrators monitored implementation through classroom walkthroughs and observations to ensure supports for English Learners and Long-Term English Learners were integrated into daily instruction.

Successes included increased support for English Learners and Long-Term English Learners through additional staffing, implementation of the English 3D curriculum, and expanded professional development focused on ELD strategies and language objectives. A continuing challenge is that the English Learner program primarily remains a pull-out model. The district is continuing to explore ways to further integrate English Learner and Long-Term English Learner supports into the classroom setting through collaboration and support from additional certificated and classified personnel in order to strengthen access to core instruction and integrated language development opportunities throughout the school day.

Action 1.6 focused on increasing supports and expanding implementation of college and career readiness opportunities for students during the 2025-2026 school year. The district implemented a comprehensive support program designed to prepare students for post-secondary education and workforce readiness through academic support, counseling services, mentorship opportunities, and expanded course access aligned to A-G requirements.

The district provided personalized guidance and academic support to students through supplemental staff hours, stipends, and counseling support focused on monitoring student progress toward graduation and A-G completion. Students received assistance with goal setting, academic planning, credit recovery, and course selection to support college and career pathways. Additional Career Technical Education (CTE) opportunities and credit recovery options were expanded to increase student access to coursework needed for graduation and post-secondary readiness.

College and career readiness activities included college visits, college and career fairs, and workshops designed to increase student awareness of post-secondary opportunities and requirements. The district also provided support for standardized test preparation, including SAT and ACT preparation resources and guidance. Workshops for students and parents were offered to increase understanding of A-G requirements, graduation expectations, FAFSA completion, and available college and career pathways. Through targeted counseling support and individualized assistance, the district achieved a 100% FAFSA completion rate for graduating seniors during the 2024–25 school year.

Counselors and staff regularly monitored student progress through academic reviews and student check-ins to ensure students remained on track toward graduation and post-secondary goals. Site administration and counseling staff collaborated to review student data, identify students needing additional support, and adjust intervention and guidance supports as needed.

Successes included expanded student access to college and career readiness activities, increased awareness of A-G requirements and post-secondary pathways, increased FAFSA completion support resulting in a 100% completion rate for seniors, and improved opportunities for credit recovery and CTE participation. The district will continue refining systems of academic monitoring, counseling support, and student engagement opportunities to strengthen college and career readiness outcomes for all students.

Implementation Challenges and Differences from Plan:

While implementation was largely successful, the district continued to experience challenges in maintaining consistent implementation across all classrooms and ensuring intervention systems fully addressed the needs of students performing significantly below grade level. Sustaining

high-quality PLC implementation and ensuring consistent use of instructional data and intervention practices across teams remained an area for continued growth. Additionally, the district identified a continued need to strengthen supports for Students with Disabilities and Long-Term English Learners and to deepen the connection between professional development, instructional practice, and student outcomes.

Overall, the district demonstrated strong implementation capacity and continued progress toward strengthening instructional systems, intervention supports, collaborative instructional practices, and technology integration to better support student learning and improve outcomes for unduplicated student groups.

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 \$1,495,053.07 and the estimated actual expenditures were \$853,317.06. There was an approximate unspent planned amount of \$641,736.01 for Goal 1.

Action 1.2 (PLCs): This action came in under budget by approximately \$40,500. This was due to PLC sessions being facilitated by on-site leadership rather than external consultants and reduced need for supplemental pay.

Action 1.3 (Academic Support): This action is underbudget by approximately 141,600 or 24.56%. This is due to a reconfiguration in the administrative personnel. A new Superintendent created an opportunity to change the manner in how the program is supported away from an assistant superintendent to a TOSA style supplemental position that is also supported by consultants depending on need.

Action 1.5 (EL Support): Combined overspent by about \$6,128. This is approximately a 2.80% variance. The total amount is considered non-material.

Action 1.6 (College & Career Readiness): Came in under budget by \$42,870, or 18.81%. 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 is under the budget by approximately \$37,935, or 19.17%. This is due to unexpected costs savings with anticipated needs and software licensing that was paid over multiple years in prior cycles.

Action 1.8 (Support for LTELs): This action was overspent by \$6,541, or 9.55%. The total amount of spending is immaterial compared to the entire LCAP expenditures.

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.

Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, and 1.8 collectively contributed to improved instructional practices, increased intervention support, and growth in both local and state academic indicators from Year 1 to Year 2. PLC implementation increased from 82% of teams utilizing PLC implementation logs in Year 1 to 87% in Year 2. PLC data discussions focused on English Learner progress decreased from 55% implementation in Year 1 to 50% implementation in Year 2, indicating continued use of PLC systems to support instructional planning and student data analysis.

State assessment data demonstrated improvement across multiple student groups in English Language Arts (ELA) from Year 1 to Year 2. All Students improved from Red to Yellow on the California Dashboard with Distance from Standard improving from -80.8 to -59.3. English Learners maintained Orange performance and improved from -101.8 to -88.1 DFS. Hispanic students improved from Orange to Yellow and improved from -79.8 to -67.5 DFS. Socioeconomically Disadvantaged (SED) students improved from Red to Yellow and improved from -80.6 to -59.3 DFS. White students improved from Red to Yellow and improved from -84.5 to -46.4 DFS. Long-Term English Learners (LTELs) improved from Red at -145.4 DFS in Year 1 to no color at -112.6 DFS in Year 2.

Mathematics data also demonstrated improvement across student groups from Year 1 to Year 2. All Students improved from Orange to Yellow and improved from -121.4 to -90.7 DFS. English Learners maintained Orange performance and improved from -142.9 to -110.2 DFS. Hispanic students maintained Orange performance and improved from -121.6 to -99.6 DFS. SED students improved from Orange to Yellow and improved from -121.3 to -90.7 DFS. White students improved from Orange to Yellow and improved from -122.9 to -72.4 DFS. LTEL students improved from Red at -213.8 DFS in Year 1 to no color at -168.8 DFS in Year 2.

CAST Science performance improved from Year 1 to Year 2. The percentage of All Students meeting or exceeding standards increased from 12.5% to 17%. English Learners increased from 0% to 7%, and SED students increased from 13.12% to 17%.

Local I-Ready benchmark data demonstrated growth trends in reading performance from Year 1 to Year 2. For All Students, the percentage performing on or above grade level increased from 14% to 23%. Hispanic students increased from 12% to 19% on or above grade level, while SED students increased from 14% to 23%. Long-Term English Learners increased from 7% to 9% on or above grade level. English Learners remained at 5% on or above grade level, demonstrating a continued need for targeted intervention and integrated language development supports.

Actions 1.5 and 1.8 specifically supported growth for English Learners and Long-Term English Learners. The English Learner Progress Indicator (ELPI) improved from 48.3% in Year 1 to 61.5% in Year 2, moving from Green to Blue performance on the California Dashboard. Long-Term English Learners improved from 50% making progress toward English proficiency in Year 1 to 57.1% in Year 2 and improved from Yellow to Green performance. The implementation of English 3D curriculum, ELD-focused professional development, instructional modeling, language objectives, and classroom walkthroughs strengthened teacher capacity to support language acquisition and access to grade-level standards.

Action 1.6 demonstrated mixed effectiveness in college and career readiness indicators from Year 1 to Year 2. The College and Career Indicator (CCI) improved from 3.7% to 18.2% for All Students and SED students. The district also achieved a 100% FAFSA completion rate for graduating seniors through expanded counseling support and individualized assistance. In addition, Metric 1.22 related to post-graduation placement demonstrated increased tracking and support of student post-secondary outcomes, including college enrollment, career placement, and transition planning for graduating seniors. However, A-G completion rates decreased from 11.1% in Year 1 to 0% in Year 2, while CTE pathway completion, AP completion, and college credit course completion remained at 0%, demonstrating the need for continued expansion of course access and college and career pathway opportunities.

Overall, the actions within Goal 1 demonstrated effectiveness in improving academic performance, English learner progress, instructional collaboration, and intervention systems from Year 1 to Year 2, particularly for English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Long-Term English Learners. Continued focus will remain on strengthening integrated instructional supports, increasing college and career pathway access, and accelerating growth for student groups still performing below grade level.

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. Actions 1.3, 1.4, 1.6, and 1.7 all have LREBG funding tied to these actions.

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.	\$111,579.28	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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	\$31,324.02	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 4 Classified Personnel to offer in class support.	\$453,979.35	Yes

Action #	Title	Description	Total Funds	Contributing
		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) 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		

Action #	Title	Description	Total Funds	Contributing
		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 \$55,745. 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 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		

Action #	Title	Description	Total Funds	Contributing
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. 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.	\$69,630.92	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	\$98,782.70	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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	\$258,314.01	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.		

Action #	Title	Description	Total Funds	Contributing
		Support components include: Personalized academic and career guidance through mentorships and increased access to a dedicated full-time counselor (1 FTE). CTE Pathway Teacher(s) 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 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		

Action #	Title	Description	Total Funds	Contributing
		-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 \$117,913. 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		
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	\$170,565.23	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		

Action #	Title	Description	Total Funds	Contributing
		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 \$34,500, which will be used for: -Supplemental pay for a designated technology support staff member -Hardware and software upgrades -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		

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		
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	\$70,466.60	Yes

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.	2025-2026 85% 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% and increased to 85% a positive increase of 1%
2.2	# of parents from low-income, English Learners, and Foster	2023-24 The District will take attendance at all parent	2024-2025 The district will take attendance at	2025-2026 The district will take attendance at	2026-27 The District will take attendance at	Baseline was 0 an increased to 25 a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	invited activities targeting low income, English learner and foster youth students. The baseline for this metric is -0-	all parent invited activities targeting low income, English Learner, and foster youth students. At least 25 parents came to each event	all parent invited activities targeting low income, English Learner, and foster youth students. At least 25 parents came to each event	all parent invited activities targeting low income, English learner and foster youth students. The baseline for this metric will be 25 parents average attendance.	positive increase 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	2025-2026 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 an increased to 25 a positive increase of 25
2.4	School Attendance Rates Source: 2023-24 Local Data State Priority 5A: Attendance	Per District Aeries SIS: 5. A. Attendance Rate (P2) P2 ADA rate 95.14% for 2023-24 As of April 25, 2024 from KiDS data system the current Year to Date	Per District Aeries SIS: 5. A. Attendance Rate (P2) P2 ADA rate 92.64% for 2024-25 As of April 25, 2025 from KiDS	Per District Aeries SIS: 5. A. Attendance Rate P2 ADA rate for 2025-2026 is 93.50%	2026-27 Per District Aeries SIS: 5. A. Attendance Rate (P2) P2 ADA rate will be 96% for 2026-2027	Difference from Baseline -1.64% Kids Data (these are all negatives) All -.52% EL -1.99% SED -1.64% Foster -18.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attendance Rate shows: All 92.89% EL 96% SED 94% Foster 95%	data system the current Year to Date Attendance Rate shows: All 92.64% EL 92.34 SED 92.83% Foster 42.04%	As of April 16, 2026 from KiDS data system the current year to Date Attendance Rate shows: All 92.37% EL 94.01% SED 92.36% Foster 76.57%		
2.5	Chronic Absenteeism Rates Source: 2023 CA Dashboard State Priority 5B	The 2023 CA Dashboard shows: All Students- 35.4% Chronically Absent (Red Indicator) English Learners- 33.4% Chronically Absent (Red Indicator) SED-35.5% Chronically Absent (Red Indicator) Homeless- Not enough students to receive data SWD- 37.5% Chronically Absent (Orange Indicator) Hispanic- 33.8% Chronically Absent (Red Indicator) White- 37.7% Chronically Absent (Red Indicator) As of April 25, 2024 from KiDS data system	The 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) Homeless- Not enough students to receive data SWD- 30.8% Chronically Absent (Orange Indicator) Hispanic- 20.1% Chronically Absent (Orange Indicator)	The 2025 CA Dashboard shows: All Students- 29.5% Chronically Absent (Red Indicator) English Learners- 32.3% Chronically Absent (RED) SED-29.3% Chronically Absent (RED) Hispanic- 28.3% chronically absent (RED) SWD 35.1% Chronically Absent (RED) White- 30.5% Chronically Absent (Orange)	The 2026 CA Dashboard will show: All Students- 25% Chronically Absent, or Yellow indicator. English Learners- 23% Chronically Absent or Yellow indicator. SED-25.5% Chronically Absent or Yellow Indicator. Homeless- Not enough students to receive data SWD- 29% Chronically Absent or Yellow indicator Hispanic- 23.8% Chronically Absent or Yellow indicator	CA Dashboard Difference from Baseline All Students- Decrease 5.9% English Learners- Decrease 1.1% SED- Decrease 6.2% Homeless- Not enough students to receive data SWD- Decrease 2.4% Hispanic- Decrease 5.5% White- Decrease 10% KiDS data system Difference from Baseline for current Chronic Absenteeism Rate:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) Maricopa Middle School: Hispanic- 33.3% (Red) SED-38.6% (Red) White- 45.2% (Red)	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) Maricopa Middle School-25% (Orange) Schools with Student Groups that have Chronic Absenteeism Rate Indicator in the	As of April 24, 2026 2025 from KiDS data system the current Chronic Absenteeism Rate shows: All- 30% EL- 22% SED- 30% Foster- 64% 2025 CA Dashboard data of Schools with Chronic Absenteeism Rate Indicator in the Red: Maricopa Elementary-31.5% (Red) Maricopa Middle School-25.6% (Red) Schools with Student Groups that have Chronic Absenteeism Rate Indicator in the Red: Maricopa Elementary:	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) Hispanic- 20% or Lower (Yellow) Maricopa Middle School: Hispanic- 20% or Lower (Yellow) SED- 20% or Lower (Yellow)	All- Increase 2% EL- Increase 3% SED- Increase 5% Foster- Decrease 3% School Level Chronic Absenteeism Difference: Maricopa Elementary- Decline of 2.4% Maricopa Middle School- Decline of 13% Schools with Student Group Chronic Absenteeism Difference: Maricopa Elementary: SED- Decline of 2.1% EL's- Increase of 6.6% Hispanic- Decrease of 4.5% Maricopa Middle School:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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)	SED-31.8% (Red) EL's- 35.4% (Red) Hispanic- 29.8% (Red) White- 33.3% (Orange) Maricopa Middle School: Hispanic- 25% (Red) SED- 24.7% (Orange) White- 25% (No Color)	White- 20% or Lower (Yellow)	Hispanic- Decrease of 8.3% SED- Change of 1 color band from Red to Orange and decrease of 13.9%
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	2025-2026 Middle School Dropout Rate is Zero	2026-27 Middle School Dropout Rate is Zero	no 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	2025-2026 High School Dropout Rate was 0	2026-27 High School Dropout Rate 25-26 will be 1	Baseline was 2 and we went to 0 decrease of 2
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%.	2025 CA Dashboard Graduation Rate was 72.7%.	2026 CA Dashboard the Graduation Rate will be 97%.	Baseline was 88.9% to 72.7% decrease of 16.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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) 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:	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) 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%	2025 CA Dashboard shows: All Students- 8.4% Suspension Rate (Yellow Indicator) Long Term English Learners-13.2% Suspension Rate (Orange Indicator) SWD-11.5% Suspension Rate (Orange Indicator) White- 10.6% Suspension Rate (Orange Indicator) English Learners- 7.5% Suspension Rate (Yellow Indicator) SED-7.9 % Suspension Rate (Yellow Indicator) Hispanic-6.1% Suspension Rate (Yellow Indicator) Homeless/Foster- (Not enough students to receive a color)	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: 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)	CA Dashboard Difference from Baseline All Students- Decline 3.7% English Learners- Decline 5.4% SED- Decline 4% Homeless- Not enough students to receive data SWD- Decline 3.2% Hispanic- Decline 3.3% White- Decline 8% LTELs- Decline 4.7% KiDS data system Difference from Baseline for current Suspension Rate: All- declined 5.68% EL- declined 3.17% SED- declined 5.05% Foster- declined 6.06% Schools with Student Group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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 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)	As of April 24, 2026 from KiDS data system the current Suspension Rate shows: All- 6.32% EL- 5.43% SED- 6.4% Foster- 27.7 % Schools with Suspension Rate Indicator in the Red (None): Maricopa Elementary All Students- 7% (Yellow) SED- 7% (Yellow) SWD- 3.8% (No color) White- 10.3% (Yellow) Hispanic- 4.1% (Yellow) Maricopa Middle All Students- 3.8% (Green) Hispanic- 2.2% (Green) SED- 3.8% (Green)	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) 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)	Suspension Rate Difference: Maricopa Elementary: (No Student groups in Red) All- Decline 2.2% SED- Decline 1.8% SWD- Decline 3.2% White- Decline 6.4% Maricopa Middle School (No student groups in the red) All- Decline 19.3% Hispanic- Decline 21.2% SED- Decline 19.3% White- Decline 13.1% Maricopa High School: All- Decline 0.9% Hispanic- Decline 6.5% SED- Decline 1.9% White- Increase 3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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)	White- 3.6% (No Color) Maricopa High School: All- 14.6% (Orange) Hispanic- 13% (Orange) SED- 12.8% (Orange) White- 16.2% (Red)	Hispanic- 6% or lower (Yellow) SED- 6% or lower (Yellow) White- 6% or lower (Yellow)	
2.10	Expulsion Rate Source: 2023-24 Local Data State Priority 6B	23-24 Data was Zero	24-25 Data was Zero	1 expulsion as of 12/30/25	2026-27 data will show Zero	Increase of 1 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%	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:	Per District Survey Data: 25-26 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 67.3%	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%	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 decreased 7.03% 2. Parent Survey from baseline decreased 1.18% 3. Staff Survey from baseline increased 9.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3) Staff Survey Results Q3/Q5/Q6/Q7: (Agree) is 79.47%	1) Student Survey Results (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%	2) Parent Survey Results Q1/Q2/Q3/Q4: (Strongly Agree/Agree) is 83.05% 3) Staff Survey Results Q1/Q2/Q3/Q4: (Strongly Agree/Agree) is 89.13%	2) Parent Survey Results (Agree) is 85% 3) Staff Survey Results: (Agree) is 85%	
2.12	# of Office Behavior Referrals Source: 2023-24 Local Data State Priority 8- Other Pupil Outcomes:	2024 KiDS local data reports 472 Incidents of students being referred to the office for discipline. Student Groups EL's- 92 discipline Incidents Low-Income- 427 discipline Incidents Schools: Maricopa Elementary- 249 discipline Incidents Maricopa Middle School- 81 discipline Incidents Maricopa High School- 142 discipline Incidents	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	As of March, 2026 KiDS local data reports 309 Behavior Incidents Student Groups EL's- 54 discipline Incidents SED- 308 discipline Incidents Schools: Maricopa Elementary- 175 discipline Incidents Maricopa Middle School- 75 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	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Maricopa High School EL's- 4 discipline Incidents Low-Income- 74 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 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	Maricopa High School- 59 discipline Incidents Schools with Student Group Incidents: Maricopa Elementary EL's- 28 discipline Incidents Low-Income- 175 discipline Incidents Maricopa Middle School EL's- 17 discipline Incidents Low-Income- 74 discipline Incidents Maricopa High School EL's- 9 discipline Incidents Low-Income- 59 discipline Incidents	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 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	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 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Low-Income- 40 or lower discipline Incidents	
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 learner and foster youth students	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	2025-26 As of December 30, 2025 The number of outreach/logs (Phone calls, emails, invitations) sent to parents was 54 Parent Square information sent from Maricopa Unified to parents of low-income, English Learners, and Foster Youth Students.	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 54 difference of +54
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 %	2025-2026 LCAP data from staff, parents, and students regarding the school promoting and recognizing student success is 85.4%	2026-27 Local Data of Positive feedback from Staff and students regarding public recognition will be 75%.	Baseline was 0 and went to 85.4 difference of +85.4
2.15	# of regular scheduled meetings with Leadership team to	2023-24	2024-2025	2025-26 As of December 2025	2026-27 Local Data will show 10 (1 per month)	Went from 0 meetings to 2 which is an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	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	Local Data shows 4 meetings occurred with Leadership teams to discuss progress and Interventions for students.	2 Leadership meetings were complete for the Fall and Winter.	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	increase of 2 from baseline.
2.16	1-5 Rubric measure on the FIT report Source: 2023-24 FIT Report Priority 1C- The degree school facilities are maintained in good repair.	23-24 School facilities are maintained in good repair. "Exemplary Status"	24-25 School facilities are maintained in good repair. "Exemplary Status"	25-26 School facilities are maintained in good repair. "Exemplary Status"	2026-27 School facilities are maintained in good repair. Exemplary, based on FIT/SARC Reports	No Change from Baseline

Goal Analysis [2025-26]

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.

Goal 2 actions focused on improving student engagement, school connectedness, attendance, behavior outcomes, and overall school culture during the 2025–26 school year through expanded student supports, family outreach, MTSS implementation, recognition systems, extracurricular opportunities, and transition supports. Actions 2.1 through 2.5 were implemented with an emphasis on addressing the district's Red performance indicators for Chronic Absenteeism and Suspension Rates identified on the California Dashboard, particularly for English Learners, Socioeconomically Disadvantaged students, Hispanic students, Students with Disabilities, and White student groups.

Action 2.1 was implemented to strengthen student engagement, improve school culture, and provide targeted attendance and behavioral supports for unduplicated student groups through reduced class sizes, family outreach, and individualized student support systems. As part of implementation, the district utilized staffing allocations to eliminate combination classes where possible and maintain lower class sizes

across grade levels. Reducing combination classes allowed teachers to provide more focused instruction, increased opportunities for relationship-building, and improved the district's ability to provide individualized academic, behavioral, and social-emotional support for students, particularly English Learners, Socioeconomically Disadvantaged students, and students identified with attendance and behavioral concerns.

Actions 2.2, and 2.3 were closely connected through the district's efforts to strengthen student engagement, improve school climate, and provide targeted behavioral and attendance supports. The district maintained lower class sizes to provide additional individualized support and implemented family outreach activities including family nights, parent meetings, celebrations of student success, and regular communication with families to address barriers to attendance and engagement. Parent outreach efforts increased through the use of ParentSquare communication logs, workshops, and district events focused on increasing family participation for unduplicated student groups.

As part of Actions 2.2 and 2.3, the district implemented student and staff recognition systems designed to improve school culture and increase student connectedness. Quarterly assemblies, incentives, recognition activities, and field trips were used to celebrate student attendance, academic achievement, and positive behavior. The district also utilized behavior monitoring systems and continued implementation of MTSS practices to strengthen data-driven interventions and behavioral supports for students. Additional counseling and psychological supports were provided to address student academic, social-emotional, attendance, and behavioral needs. Leadership team meetings were conducted to review student progress, discuss interventions, and monitor implementation of supports.

Action 2.4 focused on implementation of the Link Crew transition program to support student transition into high school through peer mentorship, relationship building, and school connectedness activities. Students participated in orientation and mentorship activities designed to improve engagement and support positive transitions into secondary school environments. A challenge remains to have someone formally complete Link Crew training.

Action 2.5 expanded student engagement opportunities through athletics, student clubs, intramural activities, and educational experiences such as Camp Keep. The district increased opportunities for students to participate in extracurricular programs designed to improve student connectedness, school participation, and overall engagement. Transportation, equipment, supplies, and staffing support were provided to ensure students, including unduplicated student groups, had access to these opportunities.

Successes experienced during implementation included significant reductions in suspension rates and office discipline referrals across multiple student groups and school sites. The district also experienced increased family outreach and participation efforts, improved implementation of recognition systems, expanded extracurricular opportunities, and strengthened behavioral and attendance intervention systems.

Challenges experienced during implementation included continued high rates of chronic absenteeism among several student groups, particularly Foster Youth and some unduplicated student populations. While attendance intervention systems and outreach efforts increased, attendance rates remained below desired targets and chronic absenteeism rates increased from Year 1 to Year 2 for some student groups. To strengthen attendance supports, the district expanded the use of the Community Resource Center to provide outreach and resources for families related to attendance and student engagement. Community Resource Center staff worked collaboratively with school staff to educate parents about the importance of attendance and provide additional outreach and support for families of students identified as nearly

chronically absent or chronically absent. These supports included parent communication, resource referrals, and coordination of interventions designed to address barriers impacting student attendance and engagement.

Despite these challenges, the district continued refining MTSS systems, attendance interventions, family outreach efforts, and student engagement opportunities throughout the year to improve student outcomes and strengthen school connectedness.

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 \$793,727 and the estimated actual expenditures were \$727,555. There was an approximate unspent planned amount of \$66,112 for Goal 2.

Action 2.2 – Incentive and Recognition Support

Budgeted: \$13,362 | Actual: \$14,680

This action exceeded the original budget by \$1,318. The difference was due to the increasing costs to provide incentive programs. 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: \$110,945 | Actual: \$90,000

The \$20,945 under budget was due to the district prioritizing full training implementation and leadership team meetings on campus without the additional costs of sending staff off campus and out of the classroom. Despite the under usage of budgeted funds, the action step resulted in broad staff engagement and improved student connectedness outcomes, validating the need for this action step.

Action 2.4 – Link Crew Transition Program

Budgeted: \$2,500 | Actual: \$6,500

This action was \$4,000 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: \$190,545 | Actual: \$140,000

The \$50,545, or 26.53% 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.

Actions 2.1 through 2.5 demonstrated overall effectiveness in improving student behavior outcomes, increasing family outreach and engagement, strengthening student connectedness, and reducing suspension rates and discipline incidents across multiple student groups. The actions collectively supported implementation of student engagement programs, MTSS systems, recognition programs, extracurricular opportunities, counseling supports, family outreach, attendance interventions, and transition supports designed to address the district's identified Red indicators for Chronic Absenteeism and Suspension Rates.

Actions 2.1, 2.2, and 2.3 were effective in improving suspension outcomes across the district and for multiple student groups from Year 1 to Year 2. On the California Dashboard, All Students improved from 14.5% suspension rate (Red) to 8.4% (Yellow). English Learners improved from 8.7% (Orange) to 7.5% (Yellow), Socioeconomically Disadvantaged students improved from 14.2% (Red) to 7.9% (Yellow), Hispanic students improved from 12.9% (Red) to 6.1% (Yellow), Students with Disabilities improved from 16.3% (Red) to 11.5% (Orange), and White students improved from 16.4% (Red) to 10.6% (Orange). Long-Term English Learners also improved from 17.9% (Orange) to 13.2% (Orange).

School-level suspension indicators also demonstrated significant improvement. Maricopa Elementary improved from 12.3% suspension rate (Red) in Year 1 to 7% (Yellow) in Year 2, while Maricopa Middle School improved from 18.2% (Orange) to 3.8% (Green). Student groups at Maricopa Middle School showed substantial improvement, including Hispanic students improving from 19.2% (Orange) to 2.2% (Green) and SED students improving from 17.6% (Orange) to 3.8% (Green). These improvements indicate that MTSS implementation, counseling supports, behavior interventions, student recognition systems, extracurricular engagement opportunities, and targeted student supports positively impacted school culture and student behavior outcomes.

Actions 2.2, 2.3, and 2.5 also demonstrated effectiveness in reducing office discipline referrals and improving student engagement opportunities. Office behavior referrals decreased from 472 incidents at baseline to 309 incidents in Year 2. English Learner referrals decreased from 92 to 54 incidents, and SED referrals decreased from 427 to 308 incidents. School-level referrals also decreased, including Maricopa Elementary decreasing from 249 to 175 incidents and Maricopa High School decreasing from 142 to 59 incidents. Expanded extracurricular opportunities, athletics, clubs, student recognition activities, and engagement programs contributed to increased student connectedness and participation in school activities.

Survey and engagement data also demonstrated positive outcomes related to school climate, connectedness, and family engagement. Parent participation and outreach efforts increased through family nights, parent meetings, recognition events, and communication systems connected to Action 2.1. Parent outreach logs increased from a baseline of 0 to 54 documented outreach activities in Year 2. Parent survey results related to school climate and connectedness showed 83.05% of parents agreed or strongly agreed that students feel valued, supported, safe, and connected to school. Staff survey results increased from 79.47% at baseline to 89.13% agreement in Year 2, indicating improved staff perception of school culture and climate. Student survey results increased from 65.68% in Year 1 to 67.3% in Year 2 for questions related to feeling valued, supported, and safe at school. Metric 2.14 also demonstrated strong positive implementation of recognition systems connected to Actions 2.2 and 2.5. Baseline local data regarding positive feedback from staff and students on public

recognition systems was 0% as this was a newly established metric. Survey data for Year 2 from staff, parents, and students showed 85.4% positive feedback regarding the school promoting and recognizing student success, demonstrating positive perception and implementation of student recognition activities, assemblies, incentives, extracurricular engagement opportunities, and celebrations of student success.

Actions 2.1 and 2.3 demonstrated partial effectiveness in improving attendance and chronic absenteeism outcomes. Through implementation of reduced class sizes, elimination of combination classes where possible, MTSS interventions, family outreach, counseling supports, and attendance monitoring systems, the district increased individualized support and student engagement opportunities for unduplicated student groups. Attendance data demonstrated mixed results from Year 1 to Year 2. Overall attendance slightly declined from 92.64% in Year 1 to 92.37% in Year 2, while Socioeconomically Disadvantaged student attendance declined from 92.83% to 92.36%. However, English Learner attendance improved from 92.34% to 94.01%, and Foster Youth attendance significantly improved from 42.04% to 76.57%.

Chronic absenteeism data also demonstrated mixed results from Year 1 to Year 2. The California Dashboard showed All Students increasing from 25.2% (Yellow) to 29.5% (Red), English Learners increasing from 10% (Green) to 32.3% (Red), Socioeconomically Disadvantaged students increasing from 25.6% (Yellow) to 29.3% (Red), Hispanic students increasing from 20.1% (Orange) to 28.3% (Red), and Students with Disabilities increasing from 30.8% (Orange) to 35.1% (Red). White students improved from 34.8% (Orange) to 30.5% (Orange).

While chronic absenteeism remained an area requiring continued focus, the district expanded attendance outreach and intervention efforts throughout the year. Family outreach increased through ParentSquare communication, family engagement events, and collaboration with the Community Resource Center. Community Resource Center staff worked directly with families of students identified as nearly chronically absent or chronically absent to provide attendance education, outreach, resource referrals, and individualized support designed to address barriers impacting student attendance and engagement. These efforts strengthened communication systems and intervention supports for students and families needing additional attendance support.

Action 2.1 demonstrated effectiveness in increasing family outreach and participation efforts. Parent participation in district events for low-income, English Learner, Foster Youth, and students with disabilities increased from a baseline of 0 to an average attendance of 25 participants at district events. The district also increased leadership team collaboration meetings focused on attendance, behavior, and academic interventions from a baseline of 0 meetings to 2 meetings in Year 2, strengthening systems for monitoring student support needs and interventions.

Actions 2.4 and 2.5, along with the district's MTSS systems, counseling supports, attendance interventions, extracurricular programs, and student engagement opportunities, also demonstrated effectiveness in supporting student retention and reducing dropout rates. Metric 2.6 showed that the Middle School Dropout Rate remained at 0% from baseline through Year 2, demonstrating continued success in maintaining student engagement and retention at the middle school level. Metric 2.7 demonstrated improvement in High School Dropout Rates, decreasing from 2 students at baseline in 2023–24 to 0 students in 2025–26. These outcomes indicate that expanded student supports, transition programs such as Link Crew, counseling interventions, credit recovery opportunities, and increased student engagement activities positively supported student retention and school connectedness.

Metric 2.8 related to Graduation Rate demonstrated continued need for improvement. The California Dashboard Graduation Rate declined from 88.9% at baseline to 72.7% in the 2025 Dashboard, representing a decrease of 16.2 percentage points. While the district expanded counseling supports, attendance interventions, academic monitoring, and student engagement opportunities, graduation outcomes continued

to be impacted by chronic absenteeism, student mobility, and the challenges associated with supporting at-risk students in a small rural district. As a result, improving graduation outcomes will remain an area of continued focus through expanded MTSS interventions, attendance supports, credit recovery opportunities, transition supports, and individualized student monitoring.

Action 2.4, implementation of the Link Crew transition program, supported student transition and connectedness efforts at the secondary level through mentorship and relationship-building activities. Action 2.5 also demonstrated effectiveness through expanded student participation opportunities in athletics, clubs, intramural activities, and Camp Keep experiences that supported school connectedness and student engagement.

Overall, Goal 2 actions demonstrated effectiveness in improving suspension rates, reducing discipline incidents, increasing student engagement opportunities, strengthening family outreach, improving student retention outcomes, and improving school culture across multiple student groups and school sites. Continued focus will remain on strengthening attendance systems, reducing chronic absenteeism, increasing graduation outcomes, and improving consistent student engagement and attendance outcomes for all student groups.

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.

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	\$479,731.36	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 Student Groups: English Learners, Hispanic, SED, White, SWD Schools: Maricopa Elementary and Maricopa Middle School	\$56,055.38	Yes

Action #	Title	Description	Total Funds	Contributing
		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	\$2,469.80	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 Maricopa Elementary: SED, English Learners, Hispanic Maricopa Middle: Hispanic, SED, White	\$177,598.41	Yes

Action #	Title	Description	Total Funds	Contributing
		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.
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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)	Goal was phased out in 2025	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	Goal was phased out in 2025	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.	Goal was phased out in 2025	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 Common Core State	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 utilizing	Goal was phased out in 2025	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
	Standards and the ELD standards for purposes of gaining Academic content knowledge.		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 [2025-26]

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
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	From July 1, 2026, to June 30, 2027, 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. Maricopa High School continues to be eligible as an equity multiplier school for 25-26 school year.	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 2025 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 33.33% 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.

Maricopa suspension rate at Maricopa High School for White students was in red (16.2%)

Maricopa certificated staff remains stable but had one teacher on a PIP

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 All Students 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	N/A established Baseline during 2025-26 School Year.	iReady 2025 Winter Data shows All Students 28% of students on or above grade level 4% of students one grade level below 6% of students two or more grade levels below 62% of students three or more grade levels below Math for English Learners	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	Difference from Baseline All Students increase 4% of students on or above grade level Decrease 11% of students one grade level below Decrease 7% of students two or more grade levels below Increase 14% of students three of more grade levels below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% Two grade levels below 73% Three or More grade levels below 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		7% On or above Grade Level 7% One grade level below 0% Two grade levels below 86% Three or More grade levels below Math for SED 28% On or above Grade Level 4% One grade level below 7% Two grade levels below 61% Three or More grade levels below	20% Two 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	Math for English Learners Decrease of 11% On or above Grade Level Decrease of 2% One grade level below 0% Two grade levels below Increase of 13% Three or More grade levels below Math for SED Increase of 7% On or above Grade Level Decrease of 13% One grade level below Decrease of 7% Two grade levels below Increase of 13% Three or More grade levels below
4.2	% of teams utilizing PLC Implementation Logs Source: 2025-2026 Local Data for Maricopa High School	2024-2025 PLC Implementation Logs show 9/18 sessions that has taken place from August 2024 through December 2024. High School PLC teams have used	N/A established Baseline during 2025-26 School Year.	2025 - 2026 PLC Implementation Logs show 7 out of 8 sessions that have taken place from August 2025 through March 2026.	Maricopa High School will have 75% of teams utilizing PLC logs.	Baseline was 50 and went to 87% which is in an increase of 37% of PLC implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2A. Implementation of state board adopted academic content and performance standards for all students	implementation logs 50% of the time		This represents 87% of this year that staff has been utilizing Professional Learning Communities to implement state board adopted academic content and performance standards for all students.		
4.3	% of teams utilizing PLC Data Logs to discuss English Learner Progress on Common Core State Standards and ELD standards 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.	2024-2025 PLC Implementation Logs show 9/18 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.	2025 - 2026 PLC Implementation Logs show 4 out of 8 sessions have taken place from August 2025 through March 2026. This indicates that, for 50% of the year, staff have used Professional Learning Communities to analyze data, discuss English Learners, and consider access to the Common Core State Standards and ELD Standards in order to support both	Maricopa will have 75% of teams utilizing logs focusing on English Learner Progress	no change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				academic content knowledge and English language proficiency.		
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.	No performance color due to small group of students: Maintained 0.6 for all students 107.4 points below standard Maintained 0.6 for SED students 107.4 points below standard	Maricopa High School will increase the Math DFS by 21 or more	Maintained Baseline with a slight increase of 0.6 DFS for all students and SED students.
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.	No performance color due to small group of students: 2025 CA Dashboard 72.7% graduated SED: 72.7% White: Not enough students to report subgroup data	Graduation Rate All Students: 85% SED: 85% White: 85%	Declined 5.1% from Baseline for all and SED students

Goal Analysis [2025-26]

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.

Goal 4 focused on improving mathematics achievement and graduation outcomes for students at Maricopa High School through targeted instructional support funded through Equity Multiplier funding. Action 4.1 was implemented to provide additional academic intervention, reduce class sizes, increase individualized support, and strengthen mathematics instruction for students performing below grade level, particularly Socioeconomically Disadvantaged students and English Learners.

As part of implementation, the district hired an additional high school math teacher to expand course offerings, reduce class sizes, and provide more individualized instruction and intervention opportunities for students. The additional staffing support allowed the district to increase targeted math intervention, provide tutoring opportunities, and offer additional support for students struggling with foundational math skills and grade-level standards.

The district also implemented supplemental math supports including instructional materials, supplies, tutoring opportunities, professional development, and increased consultation support specifically focused on high school mathematics instruction. High school staff participated in Professional Learning Community (PLC) collaboration focused on standards implementation, data analysis, and instructional planning to support student achievement in mathematics and improve access to grade-level standards.

Implementation also included increased focus on instructional walkthroughs, math coaching support, and collaboration with math consultants to strengthen instructional practices and improve consistency of mathematics instruction across grade levels and courses. Teachers utilized PLC implementation logs and student data discussions to review student progress, identify instructional needs, and adjust supports for students performing below grade level.

Successes experienced during implementation included increased PLC implementation and collaboration among high school staff, expansion of math intervention supports, and increased opportunities for individualized instruction through reduced class sizes and additional staffing support. Challenges experienced during implementation included continued significant learning gaps in mathematics for students entering high school below grade level, particularly among English Learners and students identified as Socioeconomically Disadvantaged. Despite additional intervention supports and instructional efforts, a high percentage of students continued to perform three or more grade levels below standard in mathematics. The district will continue refining intervention systems, instructional practices, and targeted math supports to improve student outcomes and graduation readiness at the high school level.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services exists for this Goal.

Action 4.1 demonstrated partial effectiveness in improving mathematics instruction, increasing staff collaboration, and expanding targeted intervention supports at Maricopa High School through the use of Equity Multiplier funding. The action supported implementation of additional math staffing, reduced class sizes, tutoring opportunities, professional development, supplemental instructional materials, and increased math consultation support focused on improving mathematics achievement and graduation outcomes for high school students.

Implementation of Professional Learning Communities (PLCs) demonstrated strong growth from Year 1 to Year 2. Metric 4.2 showed PLC implementation logs increasing from 50% implementation in Year 1 to 87% implementation in Year 2, representing a 37% increase in staff utilization of PLC systems to support implementation of state academic standards and instructional planning. Metric 4.3 demonstrated that high school PLC teams maintained consistent focus on English Learner progress and access to Common Core State Standards and ELD standards, remaining at 50% implementation from Year 1 to Year 2. While this demonstrated continued attention to English Learner supports, the district identified a need to further strengthen consistent PLC data discussions specifically focused on English Learner achievement and instructional strategies.

Local I-Ready mathematics data demonstrated mixed effectiveness in improving student math performance. For All Students, the percentage of students performing on or above grade level increased from 24% at baseline to 28% in Year 2. Socioeconomically Disadvantaged students improved from 21% to 28% on or above grade level. In addition, the percentage of students performing one grade level below and two grade levels below standard decreased for both All Students and SED students.

However, the data also demonstrated continued significant mathematics learning gaps. The percentage of All Students performing three or more grade levels below standard increased from 48% at baseline to 62% in Year 2. English Learner math performance demonstrated continued need for targeted intervention, with students performing on or above grade level decreasing from 18% at baseline to 7% in Year 2, while students performing three or more grade levels below standard increased from 73% to 86%. These results indicate that while intervention systems and instructional supports expanded, students entering high school with significant unfinished learning continue to require intensive academic intervention and foundational skill support.

Metric 4.4 related to CAASPP Mathematics performance demonstrated limited improvement. Maricopa High School maintained performance at approximately 107.4 points below standard for both All Students and Socioeconomically Disadvantaged students, reflecting a slight improvement of 0.6 Distance from Standard points from baseline. While the district expanded math staffing, intervention opportunities, tutoring, and instructional supports, overall mathematics achievement remains an area requiring continued focus and refinement.

Metric 4.5 related to Graduation Rate demonstrated continued need for improvement. The high school graduation rate declined from 77.8% at baseline to 72.7% in Year 2 for both All Students and Socioeconomically Disadvantaged students. Despite expanded academic intervention supports, reduced class sizes, tutoring opportunities, and additional staffing, graduation outcomes continue to be impacted by chronic absenteeism, significant academic skill gaps, and the challenges associated with supporting at-risk students in a small rural high school setting.

Overall, Action 4.1 demonstrated effectiveness in strengthening instructional collaboration, increasing intervention supports, reducing class sizes, and expanding individualized math support opportunities for students at Maricopa High School. While local data demonstrated some improvement for All Students and Socioeconomically Disadvantaged students in mathematics performance, significant learning gaps remain,

particularly for English Learners and students performing multiple grade levels below standard. Continued focus will remain on strengthening mathematics intervention systems, English Learner supports, PLC implementation, and graduation supports to improve long-term student outcomes at Maricopa High School.

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.

There are no changes

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 -Increase math consult specifically for high school Equity Multiplier Funding is used for this Action at Maricopa High School.	\$147,681.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1739084	\$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
39.634%	0.000%	\$0.00	39.634%

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 Learners, Socioeconomically Disadvantaged	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
	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 Academic Performance Indicators in the Red	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
	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 of academic support services such as tutoring and counseling.	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
	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). Local I-Ready Data:	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. Additional Practice and Enrichment: Offers students additional opportunities to practice and deepen their understanding of core concepts,	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
	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	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).	
1.6	Action: Comprehensive Support for College and Career Readiness	By implementing a comprehensive support program that includes mentorship, academic support, college readiness activities, goal setting,	Student Performance Data: CCI Indicator (Metric 1.19)

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: 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. The data clearly indicates that Maricopa students, particularly White and SED students,	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 ensure all students, especially those from disadvantaged backgrounds, receive the support they need to succeed. This action will increase College and Career Readiness and prepare all students for the demands of post-secondary education and the workforce, increasing their chances of success.	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
	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 English Learners and Socioeconomically Disadvantaged students require targeted support to close achievement gaps. Performance in CAASPP ELA and Math:	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.	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
	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. Educational Partner Feedback from our staff include the want to continue to be technologically relevant in the educational program.	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 ensure 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 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 All Students (12.10%, Red) English Learners- (12.9%, Red) Socioeconomic Disadvantaged- (11.9%, Red)	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. 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	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) Suspension Rate (Metric 2.9) 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
	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	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).	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 All Students (35.4%, Red) English Learners- (33.3%, Red) Socioeconomic Disadvantaged- (35.5%, Red)	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. 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,	Parent Outreach Logs (Metric 2.13) Parent Survey (Metric 2.1) Parent Attendance at District Events (Metric 2.2 and 2.3) Chronic Absenteeism Rate (Metric 2.5) Suspension Rate (Metric 2.9) Student and Parent Feedback on impact of recognition events (Metric 2.14)

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
	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	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).	
2.3	Action: Multi-Tiered System of Support for Student Engagement Need: High rates of chronic absenteeism and suspensions among all students, with particularly high rates in targeted student groups.	MTSS provide a structured framework to address behavioral and academic challenges. Leadership support ensures the program is effectively managed and adapted to school-specific needs. The Leadership team will ensure that the initiatives are aligned with district goals and tailored to meet the specific needs of each school. Professional Development will equip all staff with the knowledge and skills needed to create a more consistent and supportive school environment.	Parent Outreach Logs (Metric 2.13) Office Referrals (Metric 2.12) Attendance Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.5) Suspension Rate (Metric 2.9)

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
	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	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.	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: 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	Link Crew directly addresses the challenges freshmen face in transitioning to high school, helping to reduce feelings of being overwhelmed and increasing their chances of success. By providing peer mentors, Link Crew ensures that freshmen have positive role models who can guide them through academic and social challenges. Link Crew's focus on building connections and promoting anti-bullying education contributes to a safer school environment and a positive school climate. The support and engagement provided	Office Referrals (Metric 2.12) Attendance Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.5) Suspension Rate (Metric 2.9) Staff and Student Connectedness Surveys (Metric 2.11)

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) 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: Schoolwide	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.	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: 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)	By offering a variety of clubs and sports programs, students will have more opportunities to engage with their peers and develop a sense of belonging within the school community. This increased engagement is expected to improve attendance and reduce behavioral issues. A comprehensive program of sports and clubs contributes to a positive school culture by promoting inclusivity, teamwork, and school pride. Engaged students are more likely to attend school regularly and exhibit positive behaviors, leading to a reduction in absenteeism and suspensions.	Parent Outreach Logs (Metric 2.13) Office Referrals (Metric 2.12) Attendance Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.5) Suspension Rate (Metric 2.9) Parent Outreach Attendance Logs (Metric 2.2)

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
	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. 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	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.	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)

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). 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	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. 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.	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
	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). Scope: Limited to Unduplicated Student Group(s)	Confidence and Engagement: Boosts ELs' confidence in using English and increases their engagement in classroom activities.	
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:	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	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
	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 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,	reclassification and grade-level proficiency outcomes.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 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 certificated staff providing direct services to students		1:12

2026-27 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	4387902	1739084	39.634%	0.000%	39.634%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,772,446.06	\$369,094.00	\$0.00	\$0.00	\$2,141,540.06	\$1,538,731.87	\$602,808.19

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	2026-2027	\$27,853.98	\$83,725.30	\$111,579.28				\$111,579.28	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	2026-2027	\$16,163.25	\$15,160.77	\$31,324.02			\$0.00	\$31,324.02	0
1	1.3	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	\$381,435.35	\$72,544.00	\$388,979.35	\$65,000.00		\$0.00	\$453,979.35	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	2026-2027	\$6,647.80	\$62,983.12	\$65,630.92	\$4,000.00			\$69,630.92	0
1	1.5	Supplemental support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	\$98,782.70	\$0.00	\$98,782.70				\$98,782.70	0
1	1.6	Comprehensive Support for College and Career Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maricopa Middle and High School 6-12	2026-2027	\$229,814.01	\$28,500.00	\$140,401.01	\$117,913.00			\$258,314.01	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	2026-2027	\$51,366.23	\$119,199.00	\$136,065.23	\$34,500.00			\$170,565.23	0
1	1.8	Supplemental support for Long Term English Learners	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	2026-2027	\$35,034.60	\$35,432.00	\$70,466.60				\$70,466.60	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
					Student Group(s)											
2	2.1	Student Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	\$478,981.36	\$750.00	\$479,731.36			\$0.00	\$479,731.36	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	2026-2027	\$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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maricopa Middle and High School 6-12	2026-2027	\$35,055.38	\$21,000.00	\$56,055.38				\$56,055.38	0
2	2.4	Link Crew Transition Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Maricopa High School and Maricopa Middle School 6-12	2026-2027	\$969.80	\$1,500.00	\$2,469.80				\$2,469.80	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	2026-2027	\$72,446.41	\$105,152.00	\$177,598.41				\$177,598.41	0
4	4.1	Targeted Support for Math	All	No			Specific Schools: Maricopa High School 9-12	2026-2027	\$104,181.00	\$43,500.00		\$147,681.00			\$147,681.00	

2026-27 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
4387902	1739084	39.634%	0.000%	39.634%	\$1,772,446.06	0.000%	40.394 %	Total:	\$1,772,446.06
								LEA-wide Total:	\$1,404,270.57
								Limited Total:	\$169,249.30
								Schoolwide Total:	\$198,926.19

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	\$111,579.28	0
1	1.2	Professional Learning Communities (PLCs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,324.02	0
1	1.3	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$388,979.35	0
1	1.4	Integration of Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,630.92	0
1	1.5	Supplemental support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$98,782.70	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	\$140,401.01	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	\$136,065.23	0
1	1.8	Supplemental support for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$70,466.60	0
2	2.1	Student Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$479,731.36	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	\$56,055.38	0
2	2.4	Link Crew Transition Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,469.80	0
2	2.5	Student Engagement through Sports, Student Clubs, and Educational Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$177,598.41	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,436,461.07	\$2,120,053.06

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	\$129,817.06	129817.06
1	1.2	Professional Learning Communities (PLCs)	Yes	\$75,500.01	35000
1	1.3	Academic Support	Yes	\$576,600.00	435000
1	1.4	Integration of Supplemental Curriculum	Yes	\$138,603.00	120000
1	1.5	Supplemental support for English Learners	Yes	\$80,269.00	105000
1	1.6	Comprehensive Support for College and Career Readiness	Yes	\$227,870.00	185000
1	1.7	Technology Support to enhance Tier 1 instruction	Yes	\$197,935.00	160000
1	1.8	Supplemental support for Long Term English Learners	Yes	\$68,459.00	75000
2	2.1	Student Engagement Support	Yes	\$476,375.00	476375
2	2.2	Incentive and Recognition Support	Yes	\$13,362.00	14680
2	2.3	Multi-Tiered System of Support for Student Engagement	Yes	\$110,945.00	90000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Link Crew Transition Program	Yes	\$2,500.00	6500
2	2.5	Student Engagement through Sports, Student Clubs, and Educational Experiences	Yes	\$190,545.00	140000
4	4.1	Targeted Support for Math	No	\$147,681.00	147681

2025-26 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)
1661021	\$1,767,946.07	\$1,972,372.00	(\$204,425.93)	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	\$84,817.06	129817	0	
1	1.2	Professional Learning Communities (PLCs)	Yes	\$75,500.01	35000	0	
1	1.3	Academic Support	Yes	\$322,198.00	435000	0	
1	1.4	Integration of Supplemental Curriculum	Yes	\$72,103.00	120000	0	
1	1.5	Supplemental support for English Learners	Yes	\$80,269.00	105000	0	
1	1.6	Comprehensive Support for College and Career Readiness	Yes	\$132,457.00	185000	0	
1	1.7	Technology Support to enhance Tier 1 instruction	Yes	\$152,935.00	160000	0	
1	1.8	Supplemental support for Long Term English Learners	Yes	\$68,459.00	75000	0	
2	2.1	Student Engagement Support	Yes	\$461,856.00	476375	0	
2	2.2	Incentive and Recognition Support	Yes	\$13,362.00	14680	0	
2	2.3	Multi-Tiered System of Support for Student Engagement	Yes	\$110,945.00	90000	0	
2	2.4	Link Crew Transition Program	Yes	\$2,500.00	6500	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)
2	2.5	Student Engagement through Sports, Student Clubs, and Educational Experiences	Yes	\$190,545.00	140000	0	

2025-26 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)
3889652	1661021	0	42.704%	\$1,972,372.00	0.000%	50.708%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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:

- 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).

California Department of Education
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