

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Maricopa Unified School District

CDS Code:

15-63628

Link to the LCAP:

(optional)

<https://www.maricopaschools.org/domain/10>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Maricopa Unified has applied for the following Federal programs:
Title I, Part A, Title II, Part A, Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Maricopa Unified School District uses Title I, Title II and Title IV funding to support and enhance the four major LCAP Goals (see below) and the corresponding actions/services within each goal. The four LCAP Goals have been designed to address the root causes of the key areas of need.

Goal 1: Our vision is to improve the conditions for learning at MUSD: By 2020, 100% of K-8 and ELA/Math HS teachers will fully implement new Common Core State Standards (CCSS) in ELA and Math and implement DOK 3 & 4 levels to raise rigor and engagement.

Goal 2: Our vision for MUSD is to support the academic growth and outcomes of all pupils: By 2020, the District will continue to increase the percentage of students in Met and/or Exceed levels in ELA and Math based on the state assessment CAASPP program comparison data.

Goal 3: By April 2020 (P-2), increase student attendance (ADA) rate to 96% District-wide and hold at rate (+ or -) 1%. The District will also work to lower the Chronic Absenteeism percentage.

Goal 4: Our vision for MUSD is to continue improvements to support effective school climate and motivation for academic, physical, and social success. By 2020, continue to improve the school climate and culture by making schoolwide and program improvements.

The District has chosen to direct federal funds towards four efforts:

1. **SUPPORT INTERVENTION PROGRAM:** Paraprofessional staff under the supervision of the classroom teacher will provide Tier 2 and 3 level academic supports to individual students. The K-12 Intervention Teacher will focus efforts at the elementary school to develop Pre- and Post- tests in mathematics and develop the Tier 3 Intervention program including entrance and exit criteria.
2. **Rtl TEACHER:** Title I funds support professional development and training in assessments and intervention curricula. The District will provide teacher collaboration time to allow teachers and support staff to use data systems of formative, interim and summative assessments to drive their instruction.
3. **ASSESSMENTS:** Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. Identifying students who may be at risk for academic failure. Teachers will develop Tier 2 lessons and strategies to support students who are identified as not meeting grade level standards and remediate their gaps in learning.
4. **STAFF TRAINING:** A well-trained staff can better support the improvement efforts in all four goal areas.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District's mission, WASC student learning outcomes (SLOs), single plans for student achievement (SPSA) goals and LCAP goal, are to strive for excellence. The District strives to align the use of federal, state, and local funds to help students grow academically, physically, and socially. The LCAP describes the following efforts that contribute to this:

The District has developed an implementation plan to support and align the following LCAP Goals using Title I funds:

- Intervention Teacher(Push-in/Pull-out Support Model (TI 60%/40%))
- Intervention Aides (Three-3.5 hr positions)
- Intervention Afterschool Program Teacher Extra Duty (One-4hr position per week)
- Intervention Afterschool Program (One-2.5 hr position/One-2.0 hr position)
- Title I Coordinator/Coach (15% of Position)
- Technology support
- Training Support

The District has developed an implementation plan to support and align the following LCAP Goals using Title II funds:

- Technology Support Position (6% of Position)
- Student Technology Summer Workers
- BSTA Support

The District has developed an implementation plan to support and align the following LCAP Goals using Title IV funds:

- Summer School Certificated Teachers (Targeted 3-5 Grades)
- Summer School Classified Aides (Three-3.5hr positions)

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

- A. All students will have access to well-rounded, first good instruction (Tier 1) in the form of high quality core instruction, appropriate amount of instructional time per grade level, and access to dual enrollment programs. Tier 1 curricula exists and procedures are in place to measure fidelity of implementation.
- B. All students will complete universal screenings. Progress monitoring occurs at least three times a year. Identification includes district math pre- and post- tests, CAASPP, ELPAC, MAPS, and multiple other sources.
- C. Students who are identified as not meeting grade level standards in Mathematics and E-LA will be provided Tier 2 and Tier 3 interventions to remediate their gaps in learning. The K-12 Intervention Teacher will implement Tier 3 interventions, facilitate the use of paraprofessional staff, and provide additional academic support.
- D. Teachers will utilize collaboration time to develop curriculum alignment and mapping process to develop pacing guides, lesson designs, formative and summative assessments. Staff will be trained on the use of data systems of formative, interim, and summative assessments to drive their instruction to meets the needs of all students.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

The District has implemented fully the components of the Positive Behavior Supports and Interventions (PBIS). To reduce the overuse of discipline practices that remove students from the classroom, the District provides a school tiered model. All students receive Tier 1 level of supports; such as access to the ticket reward economy, PBIS store, End of Year Field Trip. Tier 2 level of supports include check in/check out system, one-on-one PBIS behavior aide counseling, behavior contracts, parent conferences, Saturday School, and/or campus beautification. Tier 3 level of supports include wraparound services consultation, behavior intervention plan, and/or multiple Saturday School referrals.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

(A) The District offers CTE pathway in seven areas through the CTEIG grant. The District additional LCAP funding to support the program.

(B) We do not offer work-based learning opportunities due to the rural location of the school district and lack of access to industry professionals.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

The District has developed an implementation plan to support and align the following LCAP Goals using Title II funds:

- Technology Support Position (6% of Position)
- Student Technology Summer Workers
- BSTA Support

The District has developed an implementation plan to support and align the following LCAP Goals using Title IV funds:

- Summer School Certificated Teachers (Targeted 3-5 Grades)
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ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The District is a Schoolwide/Districtwide Title I program due to the high level (84%) unduplicated socioeconomically student population. All Title I funding is used to support, and not supplant, the LCAP plan actions for improvement:

- Intervention Teacher(Push-in/Pull-out Support Model (TI 60%/40%)
- Intervention Aides (Three-3.5 hr positions)
- Intervention Afterschool Program Teacher Extra Duty (One-4hr position per week)
- Intervention Afterschool Program (One-2.5 hr position/One-2.0 hr position)
- Title I Coordinator/Coach (15% of Position)
- Technology support
- Training Support

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD is a small, rural school district that has a lower pay scale than many surrounding districts. The location and pay scale could effect hiring results of fully credential teachers. However, almost ALL MUSD students are low-income (98% Free and Reduced). There is no difference in rates of students being taught by ineffective, inexperienced, or out-of-field teachers. The district, as part of the LCAP actions, has provided raises to support a higher pay scale for teachers. Coaching and training is provided for all teachers with a PIP, STIP, or Intern credentials.

The following is the number of teachers that fall into the ineffective, inexperienced, or out-of-field categories:

- Ineffective Teacher. The definition for ineffective teacher in California means a misassigned teacher or no credential at all. A teacher who is: (a) misassigned (placed in a position for which the employee does not hold a legally recognized certificate or credential or a certificated employee placed in a teaching or services position in which the employee is not otherwise authorized by statute to serve), or (b) teaching without a credential: Zero
- Inexperienced teacher: A teacher who has two or fewer years of teaching experience: Two
- Out-of-Field teacher. A teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned: One

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Maricopa Unified has conducted an annual evaluation of the effectiveness of the activities including identifying barriers to greater participation. The following engagement sessions and communication systems to gain the input, ideas, suggestions and listen to concerns of our many types of stakeholders. The following is a list of some stakeholder involvement and the many different strategies used to gain input. Many more stakeholders attended various school events where needed improvement has been shared and discussed through stakeholders input for CSI/Con App/LCAP/SPSA planning. This list is a duplicated-count since some stakeholders represent multiple type of served students.

Input Sessions (face-to-face) and Input Surveys (Best estimated duplicated-count):

- 76 Parents representing regular education students
- 7 Parents representing Special Education students
- 7 Parents representing English learner students
- 2 Parents/community member representing our foster youth students
- 52 Parents representing SES students
- 54 Students representing High School (9th-12th)
- 38 Students representing Middle School (6th-8th)
- 90 Students representing Elementary School (3rd-5th)
- 3 Certificated employees representing local bargaining unit
- 2 Classified employees representing local bargaining unit
- 5 Community members
- 231 Student Input Surveys
- 58 Parent Input Surveys
- 31 Staff Members Input Surveys

LCAP District Advisory/SSC/DELAC/CSI Committees:

- 3 Parents representing regular education students
- 2 Parents representing Special Education students

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD is a Schoolwide Title I program to meet the high percentage of neglected or delinquent students. All students have full access to Title I services, however, when program space is limited (i.e. summer school, afterschool tutoring) students with the highest need will be selected based on assessment results.

Homeless Children and Youth Services ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD will spend approximately \$500 of Title I funding that is set aside for homeless students. The funds may be used on supplies and programs for our students. These will include purchasing backpacks, supplies, providing enrichment programs, and hygiene care. As needed, MUSD may spend more from the general fund on these students than the funds provided by the Federal entitlements. The District has policies to ensure homeless children are not segregated or stigmatized. The District provide school stability, immediate enrollment, and extracurricular activities for all homeless students. The District has a homeless liaison, our Counselor, to coordinate activities with other agencies and ensure that homeless children are enrolled and have full and equal opportunity to succeed in school. The District informs parents of homeless children of educational opportunities to participate in the education of their children. Our counselor provides training to staff on homeless resources and support programs.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD is a small TK-12 district with all three schools located on one campus. The District implements communications strategies to facilitate smooth and effective transitions for students from elementary (5th grade) to middle grades (6-8 grades), from middle grades to high school (9-12 grades) through Late-Start Thursday meetings and PLC Team articulation meetings. The high school also supports a transition to postsecondary education through our CalSOAP and counseling programs including:

- Coordination with institutions of higher education (Taft College, Bakersfield College, Cal State Universities, UC Universities and other institutions of higher education).
- Increased student access to concurrent enrollment opportunities are provided.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD has a Response to Intervention program embedded into the classroom instruction of English-Language Arts and Mathematics that aims to differentiate for all student population, including but not limited to, gifted and talented students. Funding for field trips and other support materials can be used to further support academic achievement. Library services are assigned weekly to all classrooms. Students attend a library period with a library aide, where the aide provides support for reading material check-out, as well as, Accelerated Reader program to support academic achievement. The District has a 1-to-1 laptop for every TK-12th student to support the development of digital literacy skills.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funding supports training for teachers in the uses of technology to support instructional strategies. Teacher induction program support may also be support with Title II funding.

Title II funding supports training for administration in the uses of technology to support instructional strategy coaching for staff.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD is a small school district with 1 elementary, 1 middle, and 1 high school. All three schools have very similar socio-economic statistics. These funds are being spent to support, but not supplant, the District LCAP Goals 1-4. that were identified as areas of need. Maricopa Middle School quified for CSI funding. The following budget provides an overview of CSI program support for improvement through staff development and training, Response to Intervention, student motivation, and extend instructional time (summer school):

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This is part of the continuous improvement process of MUSD. Each year, and several times per year, the staff analyzes data from both State and local assessments, develops action plans, implements the plans, and then reflects of what has worked and what needs to be adjusted. MUSD uses data from the State CAASSP test and from local curriculum assessments (iREADY) to determine the growth and areas of continued improvement of our students.

Maricopa Unified has conducted an annual evaluation of the effectiveness of the activities including identifying barriers to greater participation. The following engagement sessions and communication systems to gain the input, ideas, suggestions and listen to concerns of our many types of stakeholders. The following is a list of some stakeholder involvement and the many different strategies used to gain input. Many more stakeholders attended various school events where needed improvement has been shared and discussed through stakeholders input for CSI/Con App/LCAP/SPSA planning. This list is a duplicated-count since some stakeholders represent multiple types of served students.

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TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD uses Title IV funding to improve student academic achievement by increasing capacity of our district and community to improve the use of technology and improve academic achievement with digital literacy of all students. Our 1-to-1 technology implementation is used to support research, information access, documentation, presentations, investigations, report writing, data analysis, and other supports for academic learning TK through 12th grade. The following addresses the required provisions for Title IV funding:

1. Any partnership in implementing activities: The District partners with KCSOS for technology support and training. The District also partners with Taft College in the area of STEM support and training.
2. Supporting well-rounded education: The use of technology supports a well-rounded education.
3. Supporting safe and healthy students: The District provides support and encouragement for healthy use of technology for school use and personal use in our technology courses and general educational classrooms.
4. Supporting the effective use of technology: See notes above.
5. Periodically evaluate the effectiveness: The District yearly reviews and evaluates the effectiveness of technology uses and strategies for improvement. Each year staff members attend CUE and other conferences to support ongoing growth.

Maricopa Unified has conducted an annual evaluation of the effectiveness of the activities including identifying barriers to greater participation. The following engagement sessions and communication systems to gain the input, ideas, suggestions and listen to concerns of our many types of stakeholders. The following is a list of some stakeholder involvement and the many different strategies used to gain input. Many more stakeholders attended various school events where needed improvement has been shared and discussed through stakeholders input for CSI/Con App/LCAP/SPSA planning. This list is a duplicated-count since some stakeholders represent multiple types of served students.

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