

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	<b>Maricopa Elementary School</b>
<b>Address</b>	955 Stanislaus St. Maricopa, Ca, 93252-8231
<b>County-District-School (CDS) Code</b>	15636286009740
<b>Principal</b>	Scott Meier, Ed.D., Superintendent
<b>District Name</b>	Maricopa Unified School District
<b>SPSA Revision Date</b>	5-24-21
<b>Schoolsite Council (SSC) Approval Date</b>	5-24-21
<b>Local Board Approval Date</b>	6-10-21

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

MARICOPA "TEAMS"  
Strategic Plan  
"Powered by TEAMS"

During the 2017-18 school year, the entire district staff embarked on a mission to revitalize the district by adopting a new overarching strategic plan to unify and provide common direction for the district's elementary, middle, and high school. After exploring future trends for the year 2030 and beyond, analyzing student, community, and staff surveys and input, the staff cooperatively arrived at a focus on future Technology, Engineering, Arts, Mathematics, and Science (TEAMS)! This will help our current and future students to be prepared for participation in a changing global economy that extends far beyond the boundaries of their local community experience.

A Visioning Task Force (teachers, classified staff, parent, administration, Board member) was assembled and met for two full-day meetings to discuss the TEAMS concept. The task force decided on a motto of, Maricopa Unified School District-Powered by TEAMS to guide, the T.E.A.M.S. approach. The Task Force developed a draft strategic plan based future trends to meet the needs of students and the community for the year 2030 and beyond. The Task Force reviewed, evaluated, and modified the district's Vision, Mission Statements, and Tenets with the new TEAMS focus.

OUR VISION  
(Promise for Tomorrow-2030 and Beyond)

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

Staff are facilitators in learning to support student achievement in all curriculum areas. Staff enhance technology competence by working with students to design high content, engaging, and satisfying student work. This supports the project-based learning involving TEAMS philosophies. Staff provides opportunities for students to create learning interests through content curriculum integration and connections.

OUR MISSION  
(Promise for Today)

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

OUR TENETS  
(Promise of our Commitment)

MUSD is committed to support:

**Motivated Students**

Students will be self-motivated and excited to research and apply subject knowledge through innovative Technology, Engineering, Arts, Mathematics, and Science (TEAMS) teaching strategies.

**Academic Success**

Students will receive a personalized support program to ensure success in core curriculum content and future career exploration.

**Rigor**

Students are encouraged to apply critical thinking skills to identify and solve challenging real-world problems to meet rigorous state standards.

**Intelligence**

Students will foster different types of learning modalities to build intelligence and be well-rounded intellectually.

#### Collaborative Communication

Students will collaborate, express, and defend ideas using a variety of different communication techniques in a TEAMS environment.

#### Organized Students

Students will be challenged to manage materials and be prepared to take ownership of their own learning, strategically and intentionally, to become self-directed learners.

#### Prepared for College, Career, and Life Choices

Students will progress through their educational career with the knowledge and practical experience to be successful for college and future career/life choices.

#### Accountable Learners

Students will be accountable for their learning and actions to become self-reliant and self-motivated life-long learners.

## School Profile

#### Maricopa Community and School District:

Maricopa Unified School District serves a diverse group of about 300 students in TK-12 grades. The three schools, Maricopa Elementary School grades TK-5th (MES), Maricopa Middle School grades 6th-8th (MMS), and Maricopa High School grades 9th-12th (MHS) are all located on one large campus located in the city of Maricopa. Maricopa is a city in Kern County, California. Incorporated in 1911, Maricopa is located 6.5 miles (10 km) south-southeast of Taft, at an elevation of 883 feet (269 m). Maricopa lies at the junction of Route 166 and Route 33. With only a Shell gasoline station, Subway sandwich shop, motel, and post office, Maricopa is a small city with a population of about 1,089 people which retains its rural country flavor.

For more detailed school profile, please access EdData Source Website for information.

<https://www.ed-data.org/school/Kern/Maricopa-Unified/Maricopa-Elementary>

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The District continues to reach out to the stakeholders in order to foster mutually respectful, supportive, and collaborative environments for on-going and meaningful dialogue that will determine goals and actions to achieve academic success for all students, and to minimize the effect of learning loss. Essential to the success of this effort is the active participation of all stakeholders – parents, students, employee groups (certificated and classified), and administration – to thoughtfully and openly communicate about how to address and overcome the challenges facing us during the pandemic crisis, especially those who are typically undeserved and/or at risk, and to provide the necessary means to maximize their learning. MUSD has provided various venues for stakeholders to convene and provide input. Translation services were provided as needed. The superintendent also conducted individual meetings, using all safety measures, to meet with anyone wishing to meet face-to-face or via phone conference that didn't have access to internet services.

In the development of Maricopa Unified School District's 2021-24 LCAP/SPSA Plans, the District has conducted the following consultation engagement sessions and communication systems to gain the input, ideas, suggestions, and concerns with all of the required stakeholder groups. The following is a listing of stakeholder involvement and the different strategies used to gain input. Please note that due to COVID restrictions, limited face-to-face input was conducted or conducted in very small groups this year. The following list is a duplicated count since some stakeholders represent multiple types of served students.

Input Sessions (Via ZOOM or face-to-face in small groups) and Input Surveys on how best to improve the schools learning loss issue were consulted with for all required stakeholder Groups:

- Certificated Teachers and Classified School Personnel: 52 staff members were involved in two Input Sessions and the District received 46 Staff Members Input Surveys.
- Administration: The District has one Superintendent and one newly filled position of Counselor/Administrator. Both have been involved in all of the input sessions and review of all stakeholder surveys.
- Parents: 58 Parents representing regular education students, 6 Parents representing Special Education students, 4 Parents representing English Learner students, 1 Parent/community member representing our foster youth students, 48 Parents representing SES students, and 28 Parent Input Surveys were received at the writing of this plan.
- Pupils: 8 Students representing High School (9th-12th), 12 Students representing Middle School (6th-8th, 37 Students representing Elementary School (3rd-5th), and 149 Student Input Surveys were submitted for input. The superintendent met with all grade level students from 3rd-12th grades to also discuss and list input using a "T" chart with items that support their learning and suggestions for improvements/changes.
- Local Bargaining Units-The superintendent met with each of the associations (CSEA/CTA) presidents individually to gain direct input. Both presidents also served as members of the leadership team and/or School Site Council to provide maximum input.
- SELPA Administrators: The superintendent met with a SELPA representative to discuss and receive input on the draft LCAP document. The District has a SEP plan in three areas; English Language Arts Assessment Achievement, Mathematics Assessment Achievement, and Suspension. All three areas have been addressed in the LCAP plan.
- LCAP Parent advisory committee. Districts are required to form specific parent committees to comment on the LCAP. Since MUSD is a small school district with three schools located on one campus, we have a joint School Site Council, DLAC, and our LCAP Parent advisory committee (PAC) including parents of low-income students, English learners, and foster youth serve as our leadership advisory committee. This committee/council met monthly to discuss and give direct input into the LCAP plan.

Over the past year, the LCAP/SPSA advisory committee/council has met to discuss the implementation of the goals, actions and have discussed needed improvements. Five afternoon meetings and two all-day meetings were held to provide oversight of LCAP/LCP and input for the 2021-24 LCAP plan.

LCAP District Advisory/SSC/DELAC Committees (duplicated-count):

- 4 Parents representing regular education students
- 2 Parents representing Special Education students
- 2 Parent representing English learners students
- 1 Parent/community member representing our foster youth students
- 2 Administrator/Counselor representing foster youth and/or Homeless students
- 4 Certificated employees representing local bargaining unit
- 2 Classified employees representing local bargaining unit
- 2 Students representing High School
- 2 Student representing Middle School

In the development of Maricopa Unified School District's 2021-24 LCAP, the District has conducted the following consultation engagement sessions and communication systems to gain the input, ideas, suggestions, and concerns with all of the required stakeholder groups. The following is a listing of stakeholder involvement and the different strategies used to gain input. Please note that due to COVID restrictions, limited face-to-face input was conducted or conducted in very small groups this year. The following list is a duplicated count since some stakeholders represent multiple types of served students.

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The following information was made available as handouts at the input sessions, School Site Council meetings/District Advisory Committee meetings, Board meetings, and on the District's webpage.

The District provided:

1. Strategic Plan including SWOT data, and Parent, Student, and Staff Survey data
2. Elementary Schoolwide Single School Plan
3. Middle Schoolwide Single School Plan
4. High School WASC Self-Study & Action Plan
5. Data from 2017-18 LCAP input sessions and surveys.
6. Mid-year and End-of-year update charts on the implementation of the LCAP goals.
7. iREADY Reading benchmark reports and iREADY Math benchmark reports.
8. CEDLT data for English language learners.
9. District Budget information (i.e. June 2017 Budget, First Interim Report, Second Interim report, expenditure reports, LCFF Budget Calculator, Projected 2018-21 budgets).
10. Attendance data.
11. Enrollment reports and projections.
12. Dashboard charts
13. CAASPP Data Results
14. Other information as requested was provided.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.0%	2.76%	3.65%	3	4	5
African American	0.0%	0.0%	1.46%	0	0	2
Asian	0.0%	0.0%	0%	0	0	0
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	34.0%	41.38%	37.23%	51	60	51
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	60.0%	53.1%	56.93%	90	77	78
Multiple/No Response	0.0%	0.0%	0.73%	0	0	0
<b>Total Enrollment</b>				150	145	137

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	36	33	26
Grade 1	18	27	19
Grade 2	22	15	22
Grade3	26	24	20
Grade 4	23	24	22
Grade 5	25	22	28
<b>Total Enrollment</b>	150	145	137

### Conclusions based on this data:

1. Increase of Hispanic/Latino population from 34.0% to 37.3% over a three-year period.
2. A decrease is noted of total enrollment at the elementary level from 150 to 137 over a three year period.
- 3.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	34	36	31	22.7%	24.8%	22.6%
Fluent English Proficient (FEP)	2	1	1	1.3%	0.7%	0.7%
Reclassified Fluent English Proficient (RFEP)	2	0	0	6.9%	0.0%	0.0%

### Conclusions based on this data:

1. An decrease in English Learners enrollment in noted from 36 to 31 students from 18-19 to 19-20.
2. No clear three year trends noted in Fluent English Proficient (FEP), and/or Reclassified Fluent English Proficient (RFEP) .

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24	28	23	24	26	21	24	26	21	100.00	92.90	91.3
Grade 4	29	23	23	29	21	23	29	21	23	100.00	91.30	100
Grade 5	25	30	21	25	29	19	25	29	19	100.00	96.70	90.5
All Grades	78	81	67	78	76	63	78	76	63	100.00	93.80	94

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2357.8	2349.2	2347.9	8.33	3.85	9.52	20.83	15.38	9.52	16.67	3.85	19.05	54.17	76.92	61.90
Grade 4	2362.6	2377.8	2379.3	0.00	0.00	0.00	6.90	23.81	21.74	13.79	14.29	4.35	79.31	61.90	73.91
Grade 5	2401.7	2416.7	2424.3	4.00	0.00	5.26	12.00	10.34	15.79	20.00	34.48	21.05	64.00	55.17	57.89
All Grades	N/A	N/A	N/A	3.85	1.32	4.76	12.82	15.79	15.87	16.67	18.42	14.29	66.67	64.47	65.08

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	16.67	7.69	9.52	41.67	34.62	33.33	41.67	57.69	57.14	
Grade 4	3.45	0.00	0.00	41.38	42.86	39.13	55.17	57.14	60.87	
Grade 5	8.00	0.00	10.53	32.00	48.28	42.11	60.00	51.72	47.37	
All Grades	8.97	2.63	6.35	38.46	42.11	38.10	52.56	55.26	55.56	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	3.85	4.76	29.17	19.23	23.81	62.50	76.92	71.43
Grade 4	0.00	0.00	0.00	17.24	42.86	39.13	82.76	57.14	60.87
Grade 5	4.00	6.90	10.53	28.00	37.93	21.05	68.00	55.17	68.42
All Grades	3.85	3.95	4.76	24.36	32.89	28.57	71.79	63.16	66.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	15.38	9.52	58.33	34.62	47.62	33.33	50.00	42.86
Grade 4	0.00	4.76	4.35	41.38	47.62	52.17	58.62	47.62	43.48
Grade 5	8.00	3.45	10.53	24.00	55.17	42.11	68.00	41.38	47.37
All Grades	5.13	7.89	7.94	41.03	46.05	47.62	53.85	46.05	44.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	7.69	4.76	25.00	34.62	38.10	58.33	57.69	57.14
Grade 4	0.00	0.00	4.35	31.03	52.38	34.78	68.97	47.62	60.87
Grade 5	0.00	0.00	5.26	44.00	51.72	36.84	56.00	48.28	57.89
All Grades	5.13	2.63	4.76	33.33	46.05	36.51	61.54	51.32	58.73

**Conclusions based on this data:**

1. ELA DATA-THIRD GRADE: After reviewing and comparing Maricopa Unified School District's CAASPP score results for 2016-19 through 2018-19 the following English Language Arts results are provided:
  1. Grade level growth was indicated for the Exceeded level.
  2. A high percentage of students have Not Met ELA standards at this grade level.
2. ELA DATA-FOURTH GRADE: After reviewing and comparing Maricopa Unified School District's CAASPP score results for 2016-19 through 2018-19 the following English Language Arts results are provided:
  1. Grade level decrease was indicated from 23.81 to 21.74 in Standards Met and/or Exceeded levels
  2. A high percentage of students have Not Met ELA standards at this grade level.
3. ELA DATA-FIFTH GRADE: After reviewing and comparing Maricopa Unified School District's CAASPP score results for 2016-19 through 2018-19 the following English Language Arts results are provided:
  1. Grade level significantly increased from 10.34 to 21.05 in Standards Met and/or Exceeded levels
  2. A high percentage of students have Not Met ELA standards at this grade level.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24	28	23	24	27	21	24	27	21	100	96.4	91.3
Grade 4	30	23	23	29	21	23	29	21	23	96.7	91.3	100
Grade 5	25	30	21	25	30	19	25	30	19	100	100	90.5
All Grades	79	81	67	78	78	63	78	78	63	98.7	96.3	94

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2380.8	2368.7	2345.4	12.50	3.70	0.00	16.67	22.22	19.05	8.33	14.81	9.52	62.50	59.26	71.43
Grade 4	2385.3	2387.3	2382.9	0.00	0.00	0.00	0.00	9.52	8.70	34.48	38.10	21.74	65.52	52.38	69.57
Grade 5	2405.0	2409.5	2404.1	0.00	0.00	5.26	4.00	0.00	0.00	16.00	33.33	36.84	80.00	66.67	57.89
All Grades	N/A	N/A	N/A	3.85	1.28	1.59	6.41	10.26	9.52	20.51	28.21	22.22	69.23	60.26	66.67

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	20.83	7.41	9.52	16.67	37.04	19.05	62.50	55.56	71.43	
Grade 4	0.00	4.76	0.00	13.79	9.52	26.09	86.21	85.71	73.91	
Grade 5	0.00	0.00	5.26	12.00	20.00	21.05	88.00	80.00	73.68	
All Grades	6.41	3.85	4.76	14.10	23.08	22.22	79.49	73.08	73.02	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	7.41	4.76	37.50	29.63	42.86	50.00	62.96	52.38
Grade 4	0.00	0.00	4.35	37.93	57.14	30.43	62.07	42.86	65.22
Grade 5	0.00	0.00	0.00	20.00	26.67	36.84	80.00	73.33	63.16
All Grades	3.85	2.56	3.17	32.05	35.90	36.51	64.10	61.54	60.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	8.33	14.81	4.76	50.00	33.33	28.57	41.67	51.85	66.67
<b>Grade 4</b>	0.00	0.00	4.35	24.14	38.10	13.04	75.86	61.90	82.61
<b>Grade 5</b>	0.00	0.00	5.26	24.00	43.33	26.32	76.00	56.67	68.42
<b>All Grades</b>	2.56	5.13	4.76	32.05	38.46	22.22	65.38	56.41	73.02

**Conclusions based on this data:**

1. MATH DATA-THIRD GRADE: After reviewing and comparing Maricopa Unified School District's CAASPP score results for 2016-17 through 2018-19 the following Mathematics results are provided:
  1. Grade level decrease was indicated from 25.92 to 19.05 in Standards Met and/or Exceeded levels.
  2. A high percentage of students have Not Met Math standards at this grade level.
  
2. MATH DATA-FOURTH GRADE: After reviewing and comparing Maricopa Unified School District's CAASPP score results for 2016-17 through 2018-19 the following Mathematics results are provided:
  1. Grade level decrease was indicated from 9.52 to 8.70 in Standards Met and/or Exceeded levels.
  2. A high percentage of students have Not Met Math standards at this grade level.
  
3. MATH DATA-FIFTH GRADE: After reviewing and comparing Maricopa Unified School District's CAASPP score results for 2016-17 through 2018-19 the following Mathematics results are provided:
  1. Grade level increase was indicated from Zero to 5.26 in Standards Met and/or Exceeded levels.
  2. A high percentage of students have Not Met Math standards at this grade level.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	7
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	5
All Grades							35	34

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	31.43	14.71	*	35.29	34.29	38.24	*	11.76	35	34

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1		*	*	*	*	*		*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	35.29	37.14	26.47	*	26.47	*	11.76	35	34

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1		*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	*	11.76	*	11.76	*	41.18	31.43	35.29	35	34

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	42.86	20.59	45.71	61.76	*	17.65	35	34

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	62.86	55.88	31.43	29.41	*	14.71	35	34

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	*	14.71	48.57	50.00	37.14	35.29	35	34

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	*	11.76	51.43	52.94	*	35.29	35	34

**Conclusions based on this data:**

- \* indicates too small of student numbers tested to display scores by grade level.



# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
145	89.7	24.8	0.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	24.8
Foster Youth	1	0.7
Homeless	3	2.1
Socioeconomically Disadvantaged	130	89.7
Students with Disabilities	16	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0
American Indian	4	2.8
Asian	0	0
Filipino	0	0
Hispanic	60	41.4
Two or More Races	4	2.8
Pacific Islander	0	0
White	77	53.1





### Conclusions based on this data:

1. This school has a high percentage 89.7% of Socioeconomically Disadvantaged students.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 422 479 453"><b>English Language Arts</b></p>  <p data-bbox="289 506 376 537">Orange</p>	<p data-bbox="673 422 950 453"><b>Chronic Absenteeism</b></p>  <p data-bbox="782 506 837 537">Red</p>	<p data-bbox="1177 422 1388 453"><b>Suspension Rate</b></p>  <p data-bbox="1263 506 1318 537">Red</p>
<p data-bbox="251 621 414 653"><b>Mathematics</b></p>  <p data-bbox="305 705 360 737">Red</p>		

#### Conclusions based on this data:

1. ELA performance raised from Red to the Orange rating level.
2. Math performance is at the Red rating level.
3. Suspension rate and Chronic Absenteeism is at the Red rating level.

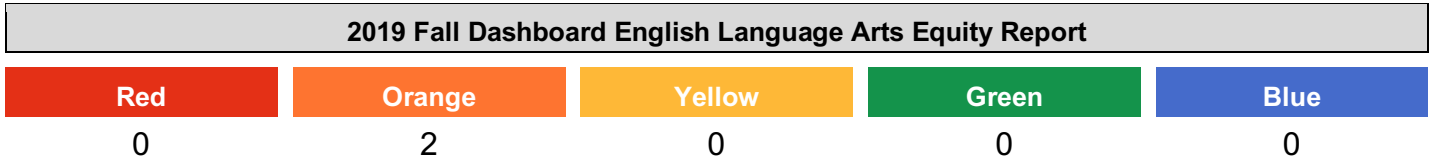
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 81.5 points below standard Increased ++9.4 points 57	<p><b>English Learners</b></p>  No Performance Color 70.6 points below standard Increased Significantly ++22.8 points 18	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 84.1 points below standard Increased ++8.6 points 53	<p><b>Students with Disabilities</b></p>  No Performance Color 139 points below standard Increased ++9 points 12

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 83.1 points below standard Increased ++10.3 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 Orange 84 points below standard Increased ++6.6 points 31

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.9 points below standard Increased Significantly ++18.3 points 17	Less than 11 Students - Data Not Displayed for Privacy 1	86.5 points below standard Increased ++3.3 points 39

**Conclusions based on this data:**

1. "All Students" and Socioeconomically Disadvantaged raised to the Orange rating level.
2. Both White population and Hispanic population Increased.
3. English Learner increased scores significantly.

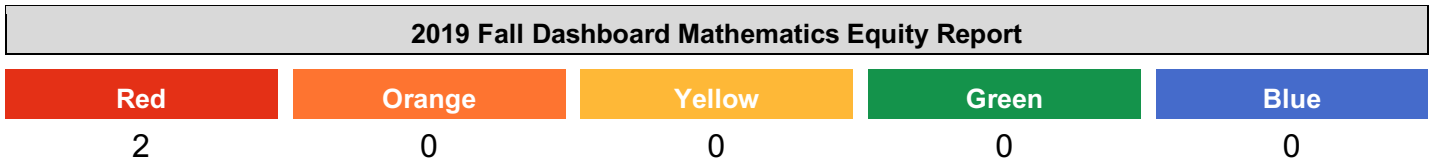
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 101.7 points below standard Declined -8.9 points 57	<p><b>English Learners</b></p>  No Performance Color 93.9 points below standard Declined -6.7 points 18	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Red 103.5 points below standard Declined -9.9 points 53	<p><b>Students with Disabilities</b></p>  No Performance Color 161.6 points below standard Declined -7.1 points 12

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p align="center"><b>Hispanic</b></p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">105.2 points below standard</p> <p align="center">Declined Significantly -20.4 points</p> <p align="center">25</p>	<p align="center"><b>Two or More Races</b></p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p> <p align="center"></p> <p align="center">Red</p> <p align="center">104.5 points below standard</p> <p align="center">Maintained -1.3 points</p> <p align="center">31</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p align="center">100.2 points below standard</p> <p align="center">Declined -11.9 points</p> <p align="center">17</p>	<p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">105.3 points below standard</p> <p align="center">Declined -10.1 points</p> <p align="center">39</p>

**Conclusions based on this data:**

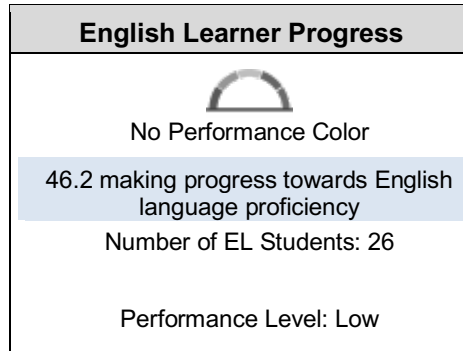
1. All Students, Socioeconomically Disadvantaged, an EL sub-populations declined in Math scores.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	6	0	12

#### Conclusions based on this data:

- 46.2% of the school's English Learner students are at Well and Moderately levels.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. N/A High School Only



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 22.8 Increased Significantly +4 158	 Orange 7.5 Increased +5 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Red 23.6 Increased +4.9 148	 No Performance Color 40 Increased +22.6 25

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.2 Increased +5.9 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 24.7 Increased +6.5 85

**Conclusions based on this data:**

1. "All Students" and Socioeconomically Disadvantaged groups are at Red rating.
2. Hispanic and EL learner groups are at Orange rating.

# School and Student Performance Data

## Academic Engagement Graduation Rate

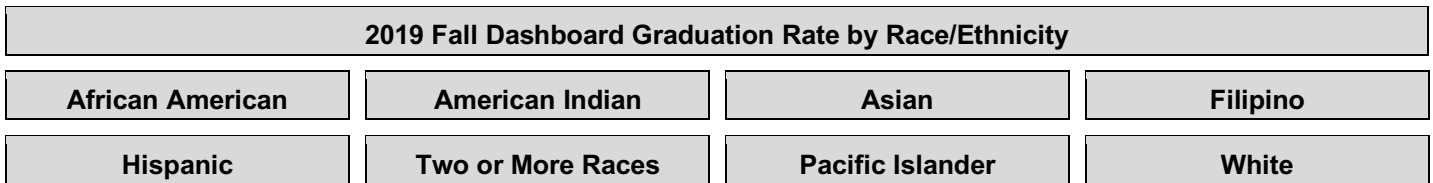
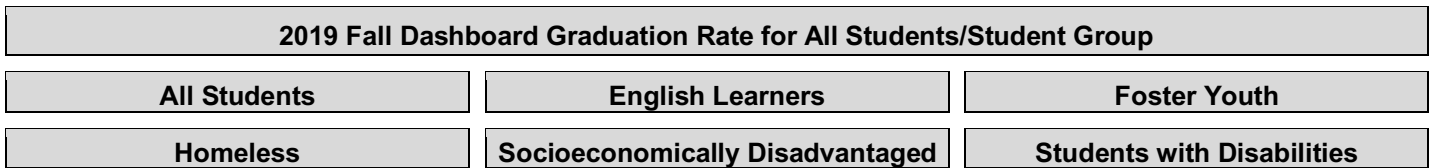
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

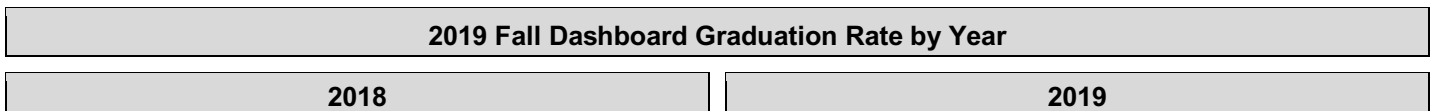
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. N/A High School Only

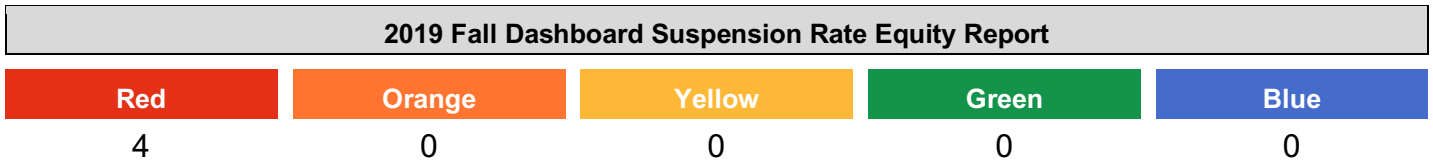
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 7.3 Increased Significantly +6.1 165	 Red 7.5 Increased +7.5 40	 No Performance Color Less than 11 Students - Data Not 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 3	 Red 7.2 Increased Significantly +6 153	 No Performance Color 15.4 Increased +11 26

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data 5		
Hispanic	Two or More Races	Pacific Islander	White
 Red 6.2 Increased +6.2 65	 No Performance Color Less than 11 Students - Data 5		 Red 6.7 Increased +5.7 90

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.1	7.3

**Conclusions based on this data:**

1. All groups rated at the Red level.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Growth: English-Language Arts and Mathematics Common Core State Standards Implementation

### Goal Statement

By 2024, the District will increase the percentage of students in Proficient/Advanced levels in ELA and Math, based on the district benchmark assessments and/or state assessment CAASPP program comparison data. Fully implement Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement instruction at the DOK levels 3 & 4 to raise rigor and engagement. (State LCFF Priorities Goals 1/2/4/7/8)

### LCAP Goal

By 2024, the District will increase the percentage of students in Proficient/Advanced levels in ELA and Math, based on the district benchmark assessments and/or state assessment CAASPP program comparison data. Fully implement Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement instruction at the DOK levels 3 & 4 to raise rigor and engagement. (State LCFF Priorities Goals 1/2/4/7/8)

### Basis for this Goal

State Indicators:

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 4: Pupil Achievement

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes

SCHOOLWIDE PRINCIPALLY DIRECTED FUNDING: Maricopa Unified School District serves a high percentage of the low-income student population. With an unduplicated population of 84% and a Free and Reduced Lunch population of 98%, our district targets all students schoolwide for improvement. Our state and local assessment data indicates all MUSD students are in need of support for academic, physical, and social improvement. Research shows (Payne, Hattie, Marzano, Jensen, Archer, etc..) that students of high poverty lack opportunities to build foundational skills to develop school readiness and performance. Our students tend to perform significantly below grade-level standards. Funds will be principally directed towards and effectively used in meeting the needs of our Low-Income Students, English Learners, Foster Students, and Homeless Students/Families. All action goals for Goal #1, listed below, will support improvement. GOAL #1 NEED STATEMENT: Goal #1 continues to be an area of high need for our district. Based on SWIFT FIA-Fidelity Integrity Assessment and other input data full implementation for CCSS and raising the rigor on DOK levels is a high need. Our current level of Implementation of CCSS is a work in progress, although growth has been made each year for the past 4 years. The District raised scores and Dashboard level from "Red" to "Orange" in both ELA and Math areas. A districtwide focus on Goal #1 is needed. Based on CAASPP scores from 2019, a low percentage of students are at the Met and/or Exceed levels (ELA 79.4 and Math 114.8 points below standard), despite the District improving ELA and Math scores from "Red" to "Orange" Dashboard indicators.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>State Priority 1-Basic Services (Local Indicator):</p> <p>1. A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (SARC / HR Department)</p>	<p>1. A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p> <p>20-21 Baseline: All teachers are appropriately assigned, however, 5 Teachers are not fully credentialed</p> <p>2) # or Rate of teachers teaching outside of subject is Zero percent</p> <p>3) # or Rate of Teachers Teaching EL's without authorization is 4.8%</p> <p>4) # or Rate of Core Classes taught by HQT is 90.5%</p>	<p>1. A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p> <p>2023-24 Goal: Maintain all teachers being appropriately assigned, and lower the number of teachers not fully credentialed below five teachers</p> <p>2) # or Rate of teachers teaching outside of subject will maintain Zero percent</p> <p>3) # or Rate of Teachers Teaching EL's without authorization maintain minimum of 4.5%</p> <p>4) # or Rate of Core Classes taught by HQT will increase to 92%</p>
<p>1. B. Pupils in the school district have sufficient access to the standards-aligned instructional materials (SARC/Williams Resolution for Board)</p>	<p>1. B. Pupils in the school district have sufficient access to the standards-aligned instructional materials</p> <p>20-21 Baseline: 100% per SARC Report</p>	<p>1. B. Pupils in the school district have sufficient access to the standards-aligned instructional materials</p> <p>2023-24 Goal: Maintain Rating of 100% per SARC (+-1%)</p>
<p>1.C. School facilities are maintained in good repair. (SARC / FIT)</p>	<p>1. C. School facilities are maintained in good repair.</p> <p>20-21 Baseline: Exemplary, based on FIT/SARC Reports</p>	<p>1.C.School facilities are maintained in good repair.</p> <p>2023-24 Goal: Rating of Good or Exemplary</p>
<p>State Priority 2- Implementation of State Academic Standards (Local Indicator):</p> <p>2. A. The implementation of state board adopted academic content and performance standards for all students (Dashboard)</p>	<p>2. A. The implementation of state board adopted academic content and performance standards for all students</p> <p>20-21 Baseline: The District moved from "Red" to "Orange" on the 2019 Dashboard for ELA/MA showing improved CCSS content performance. (ELA 79.4 points from Standard/Math 114.8 points from Standard)</p>	<p>2A. The implementation of state board adopted academic content and performance standards for all students</p> <p>2023-24 Goal: Lower the points from Standard for both ELA 79.4 and Math 114.8</p>
<p>2. B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (iReady)</p>	<p>2. B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>20-21 Baseline: 46.7% making progress towards English language proficiency Per 2019 Dashboard.</p>	<p>B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>2023-24 Goal: Raise percentage up from 46.7% of EL students making progress towards English language proficiency</p>

State Priority 4-Pupil Achievement (Statewide Indicator):  
4. A. Statewide assessments (Dashboard/ DataQuest /CAASPP Results)

4. A. Statewide assessments  
20-21 Baseline: CAASPP Data from 2019, the District moved from "Red" to "Orange" on the 2019 Dashboard for ELA/MA showing growth in both areas (ELA 23.45% and Math 9.66%)  
.

4. A. Statewide assessments  
2023-24 Goal: Raise ELA and Math CAASPP % of Met + Exceeded for ELA 23.45% and Math 9.66%

4. B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and framework (Dashboard CCI; Dashboard Additional Reports and Data > College/Career Measures Report > Prepared Students: Met via a-g Coursework)

4. B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and framework  
20-21 Baseline: 62.1%(based on 19-20 Data Quest 4-yr Adjusted Cohort Grad Rate)  
.

4. B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and framework  
2023-24 Goal: Improve rate above 62.1%

4.C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks (CALPADS 3.14 & 3.15)

4.C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks  
20-21 Baseline: 1% (based on 2020 CALPADS 3.14 & 3.15)

4.C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks  
2023-24 Goal: Improve rate above 1%

4. D. The percentage of pupils who have successfully completed BOTH requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences (CALPADS 3.14 & 3.15)

4. D. The percentage of pupils who have successfully completed BOTH requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences  
20-21 Baseline: Zero (based on 2020 CALPADS 3.14 & 3.15)

4. D. The percentage of pupils who have successfully completed BOTH requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences  
2023-24 Goal: Improve rate above 1%

4. E. Percentage of English learners who make progress toward English proficiency as measured by the ELPAC (Dashboard ELPI-Status)

4. E. Percentage of English learners who make progress toward English proficiency as measured by the ELPAC  
20-21 Baseline: 15.09% English Language Proficiency for Summative ELPAC (Per 2018-19 Data Quest)

4. E. Percentage of English learners who make progress toward English proficiency as measured by the ELPAC  
2023-24 Goal: Raise % rate above 15.09% English Language Proficiency for Summative ELPAC closer to State rate of 16.4%



4. F. EL reclassification rate	4. F. EL reclassification rate 20-21 Baseline: 23.4% (Added % all schools Per 2018-19 Data Quest)	4.F. EL reclassification rate 2023-24 Goal: Raise % rate above 23.4%
4. G. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher (CollegeBoard AP)	4. G. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 20-21 Baseline: N/A the HS doesn't offer AP courses by choice	4.G. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 20-21 Baseline: N/A the HS doesn't offer AP courses by choice
4. H. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	4. H. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness 20-21 Baseline: N/A	4. H. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness 2023-24 Goal: TBD
State Priority 7. A. Course Access: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language)	7. A. Course Access: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 20-21 Baseline: 100% of students have access to a broad course of study or programs.	7. A. Course Access: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 2023-24 Goal: Maintain the rate of 100% (+-1%)
State Priority 7. B. Programs and services developed and provided to low income, English learner and foster youth pupils	7. B. Programs and services developed and provided to low income, English learner and foster youth pupils 20-21 Baseline: 100% of these student populations have access to all broad course of study and/or programs.	7. B. Programs and services developed and provided to low income, English learner and foster youth pupils 2023-24 Goal: Maintain the rate of 100% (+-1%)
State Priority 7. C. Programs and services developed and provided to students with disabilities	7. C. Programs and services developed and provided to students with disabilities 20-21 Baseline: 100% of students with disabilities have access to all broad course of study and/or programs.	7. C. Programs and services developed and provided to students with disabilities 2023-24 Goal: Maintain the rate of 100% (+-1%)
State Priority 8-Outcomes in a Broad Course of Study (Statewide Indicator) 8. A. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable	8. A. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable. 20-21 Baseline: 9.5% (Based on 2019 Dashboard-College/Career)	8. A. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable. 2023-24 Goal: Increase % over the 9.5% rate

# Planned Strategies/Activities

## Goal 1: Strategy/Activity 1

1.1 Raise Rigor/Engagement to increase ELA/MA CAASPP Scores:

### WHAT:

This action and the strategies listed below will be implemented to raise rigor and classroom lesson engagement to increase skills and to raise ELA/MA CAASPP scores. This action will also support the five State Indicators:

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 4: Pupil Achievement

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes

### WHO-STAFF:

Classroom Teachers, Rtl Teachers, and Instructional Aides will be implementing many of the actions and strategies listed below.

### WHO-STUDENTS:

This Action targets direct support for our high-need populations of SED Low-income, EL, Foster Youth/McKinney-Vento, and Special Education students. By using the Academic MTSS 3-tier levels, we will target the programs and services based on the need to support each student group.

### OUTCOME/MEASUREMENT:

Raise ELA and Math scores based on CAASPP % of Met+Exceeded for ELA and Math:

- Maintain and/or Raise ELA above the 18-19 baseline of 23.45% Met+Exceeded, which by doing will directly address all high-need subgroups.
- Maintain and/or Raise Math above the 18-19 baseline of 9.66% Met+Exceeded, which by doing will directly address all high-need subgroups.

### WHY:

#### NEEDS, CONDITIONS, AND CIRCUMSTANCES:

We have identified a growth target to maintain and/or raise the percentage from the 18-19 CAASPP levels. This last year, the District was mandated to move to online distance learning due to COVID for over 33% of the year, and when the District was able to return to campus instruction, it was on an AM/PM format, thus limiting the direct learning to half days, four days per week. Therefore, our 2021 CAASPP scores may be negatively impacted.

#### TARGETED SUPPORT FOR HIGH NEED POPULATIONS:

Based on the Academic MTSS support program implementation, the District will provide direct support for the following targeted high-need student populations:

##### Actions for Socio-economically Disadvantaged (SED) student population (94%):

A review of the needs, conditions, and circumstances based on our CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this sub-group. Although this group increased 12.3 points in ELA, they are still 79.4 points below standard. In Math, the group increased 6.2 points, however, they are still 113.8 points below standard. Staff training with coaching and the purchasing of needed materials, to raise rigor and engagement, will support this population well. Research suggests high levels of classroom engagement support learning for students from SED families. Parents need support for ELA/MA/Sci./Tech to foster their ability to support their children's education. Purchasing additional resources will directly support this population's needs. Technology tools (Hardware/Software) will support this student group's learning.

##### Actions for English Learners (EL) (17%):

A review of the needs, conditions, and circumstances based on our CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this EL sub-group. Although this group increased 32 points in ELA, they are still 65.7 points below standard. In Math, this group increased 17.9 points but, is still 101 points below standard. Staff training, with coaching and the purchasing of needed materials, to raise rigor and engagement, will support this EL population well. Research suggests high levels of classroom engagement support learning for students from English language learner families. Our EL parents also need support for

ELA/MA/Sci./Tech to foster their ability to support their children's education. Purchasing additional EL resources will directly support this population's needs. Technology tools (Hardware/Software) will support this student group's learning.

Actions for Foster Youth/McKinney-Vento (>1%):

No Dashboard data are available. However, these few students are also members of other high-need groups.

Technology tools (Hardware/Software) will support this population's needs. Purchasing additional resources to directly support the individualized needs for our Foster Youth/McKinney-Vento population is needed.

Action for Students with Disabilities (SWD) (15%):

In the District's Special Education Plan (SEP) two academic areas are targeted for a growth of 15.9 points for ELA and 13.6 points for Math for our Students with Disabilities (SWD) students. The SEP improvement team has set SEP actions for implementation to support these growth targets for ELA and Math that also support Goal #1 and Action 1.1.

- Special Ed. staff receive professional development in all district-wide initiatives (i.e. IEP goals development, AVID, DOK)
- Increased communication with parents of children on IEPs.
- Increased timely progress monitoring of IEP goals and accommodations
- Increased monitoring of lesson plan design and implementation from the certificated staff of Common Core State Standards.

Staff training with coaching and the purchasing of needed materials to raise rigor and engagement in the special education program will support this population well. Research suggests high levels of classroom engagement support learning for students with disabilities. Parents of SWD also need support for ELA/MA/Sci./Tech to foster their ability to support their children's education. Purchasing additional special education program resources will directly support this population's needs. Technology tools (Hardware/Software) will support this student group's learning.

ALL STUDENTS:

Although 94% of our student population is socio-economically disadvantaged, the other 6% of students still have academic needs that must be addressed. Other LCFF funding will be used for this population rather than the Supplemental and Concentration (S&C) Grant outlined in this LCAP plan.

A review of the needs, conditions, and circumstances based on our CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math to address and meet metrics for the state priorities of this goal for all students. Although the District made gains in both ELA and Math CAASPP scores from the 17-18 data to the 18-19 data (Dashboard level raised from "Red" to "Orange" in both ELA and Math areas), the District still has a low percentage of students scoring at the Met and/or Exceed levels. The "All student population" group is still at 79.4 points in ELA and 114.8 points in Math below standard. A districtwide focus on this action is needed to continue to raise rigor and engagement.

HOW:

INCREASED OR IMPROVED SERVICES:

In consideration of our ELA and Math performance gaps, we will develop and implement several strategies that will target ELA and Math skills using rigorous content, engagement methods, check for understanding assessments, and modifications to support students with different learning needs. The strategies may include, but are not limited to, staff training, purchasing of educational support materials to help raise rigor, and training/coaching to help increase engagement strategies to best access the content and skills being learned. These strategies are designed to address some of the major root causes that are keeping our students from learning at DOK levels 3 & 4 and ultimately raising CAASPP scores to the next level.

EFFECTIVENESS:

We believe this action and strategies will be effective in helping the district maintain and/or raise scores based on CAASPP % of Met+Exceeded for ELA and Math.

Our goal is to:

- Maintain and/or Raise ELA scores above the 18-19 baseline of 23.45% Met+Exceeded
- Maintain and/or Raise Math scores above the 18-19 baseline of 9.66% Met+Exceeded

We have identified a growth target to maintain and/or raise the percentage from the 18-19 levels. Last year the district was mandated to move to online distance learning for over 33% of the year and when able to return to campus instruction it was on an AM/PM, thus limiting the direct learning to half days, four days per week.

MUSD-Strategies for Goal #1. Action 1.1:

The \$105,000 budget for Goal #1 Action 1.1 strategy implementations are estimated suggested amounts that could support the implementation of Goal #1 and Action 1.1, however, funding for each strategy will not be tracked individually:

Strategy 1.1.1 All Staff Training/Materials to Raise Rigor & Engagement (DOK/AVID/Tech)-\$40,000  
 Strategy 1.1.2 Training/Coaching for New Teachers-\$20,000  
 Strategy 1.1.3 Parent Support (ELA/MA/Sci./Tech)-\$10,000  
 Strategy 1.1.4 Technology Support (Hardware/Software)-\$30,000  
 Strategy 1.1.5 Support Resources-\$5,000

### Students to be Served by this Strategy/Activity

This Action targets direct support for our high-need populations of SED Low-income, EL, Foster Youth/McKinney-Vento, and Special Education students. By using the Academic MTSS 3-tier levels, we will target the programs and services based on the need to support each student group.

### Timeline

2021-2022

### Person(s) Responsible

Classroom Teachers, Rtl Teachers, and Instructional Aides will be implementing many of the actions and strategies listed below.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	105,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000/2000/3000/4000/5000/6000
<b>Description</b>	Object Codes:1000s/2000s/3000s/4000s

### Goal 1: Strategy/Activity 2

1.2 Implementation Effective Academic Interventions (Rtl) and Support Programs

#### WHAT:

This action and the strategies listed below will implement strategies and programs to support effective academic Interventions (Rtl) and support programs to increase skills and to raise ELA/MA CAASPP scores. This action will also support the five State Indicators:

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Pupil Achievement
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes

#### WHO-STAFF:

Classroom Teachers, Rtl Teachers, Tutors, and Instructional Aides will be implementing many of the actions and strategies listed below.

#### WHO-STUDENTS:

This Action targets direct support for our high-need populations of SED Low-income, EL, Foster Youth/McKinney-Vento, and Special Education students. By using the Academic MTSS 3-tier levels, we will target the programs and services based on the need to support each student group.

#### OUTCOME/MEASUREMENT:

Raise ELA and Math scores based on CAASPP % of Met+Exceeded for ELA and Math:

- Maintain and/or Raise ELA scores above the 18-19 baseline of 23.45% Met+Exceeded which by doing will directly address all high-need subgroups.
- Maintain and/or Raise Math scores above the 18-19 baseline of 9.66% Met+Exceeded which by doing will directly address all high-need subgroups.

## WHY:

### NEEDS, CONDITIONS, AND CIRCUMSTANCES:

We have identified a growth target to maintain and/or raise the percentage from the 18-19 CAASPP levels. This last year, the District was mandated to move to online distance learning due to COVID for over 33% of the year, and when the District was able to return to campus instruction, it was on an AM/PM format, thus limiting the direct learning to half days, four days per week. Therefore, our 2021 CAASPP scores may be negatively impacted.

### TARGETED SUPPORT FOR HIGH NEED POPULATIONS:

Based on the Academic MTSS support program implementation, the district will provide direct support for the following targeted high-need student populations:

#### Actions for Socio-economically Disadvantaged (SED) student population (94%):

A review of the needs, conditions, and circumstances based on our CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this sub-group. Although this group increased 12.3 points in ELA, they are still 79.4 points below standard. In Math, the group increased 6.2 points, however, they are still 113.8 points below standard. Continuing to implement a rigorous RtI program using trained RtI Teachers, Instructional Aides, and the support of effective reading and math materials will benefit our SED students. Continuing our Tutoring Programs (Afterschool, Credit Recovery/Ext. Learning/Saturdays/Ext. periods), will support the extra skill-based small group instruction needed for this student population. We will use data from benchmark testing materials to group and reteach needed skills.

As a small school district with only one class per grade level K-8 and only 83 high school students, the District must provide much of the RtI interventions inside the classroom. In many cases, the classroom teacher is joined by the RtI teacher and an instructional aide to divide the class into small teaching groups of 4-6 students. Having smaller class sizes in these intermediate, middle, and high school grade levels, by hiring three additional teachers, has been critical in providing small groups for RtI and has led to growth as stated above (ELA/Math scores improving from "Red" to "Orange" level) Without the S&C funding, the district would not be able to provide three teacher positions to our lower class sizes and continue the growth.

#### Actions for English Learners (EL) (17%):

A review of the needs, conditions, and circumstances based on our CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math for this EL sub-group. Although this group increased 32 points in ELA, they are still 65.7 points below standard. In Math, this group increased 17.9 points but, is still 101 points below standard. As stated above many of the strategies for this Action, such as continuing to implement a rigorous EL program using trained EL Instructional Aides, and with support from effective EL reading and math materials will support our EL students. Continuing our Tutoring Programs (Afterschool, Credit Recovery/Ext. Learning/Saturdays/Ext. periods), support the extra skill-based small group instruction needed for this student population. Using data to group and reteach needed skills will be conducted by using benchmark testing materials and other formative assessments. Purchasing support resources to directly support our EL population is needed.

#### Actions for Foster Youth/McKinney-Vento (>1%):

No Dashboard data are available. However, these few students are also members of other high-need groups. Technology tools (Hardware/Software) will support this population's needs. Purchasing additional resources to directly support the individualized needs for our Foster Youth/McKinney-Vento population is needed.

#### Action for Students with Disabilities (SWD) (15%):

In the District's Special Education Plan (SEP) two academic areas are targeted for a growth of 15.9 points for ELA and 13.6 points for Math for our SWD students. The SEP improvement team has set SEP actions for implementation to support these growth targets for ELA and Math that also support Goal #1 and Action 1.1.

- Special Ed. staff receive professional development in all district-wide initiatives (i.e. IEP goals development, AVID, DOK)
- Increased communication with parents of children on IEPs.
- Increased timely progress monitoring of IEP goals and accommodations
- Increased monitoring of lesson plan design and implementation from the certificated staff of Common Core State Standards.

As stated above many of the strategies for this Action, such as continuing to implement rigorous Special Education programs using trained Teachers, Instructional Aides, and with support from effective reading and math materials will support our SWD well. Continuing our Tutoring Programs (Afterschool, Credit Recovery/Ext. Learning/Saturdays/Ext. periods), support the extra skill-based small group and individual instruction needed for this student population. Using data to group and reteach needed skills per the student's IEP will be data-based by using benchmark testing materials.

Purchasing support resources to directly support our SWD population is needed.

#### ALL STUDENTS:

Although 94% of our student population is socio-economically disadvantaged, the other 6% of students still have academic needs that must be addressed. Other LCFF funding will be used for this population rather than the Supplemental and Concentration Grant outlined in this LCAP plan.

A review of the needs, conditions, and circumstances based on our CAASPP and other benchmark assessments data, the District needs to focus on building skills and increasing test scores in ELA and Math to address and meet metrics for the State Priorities of this goal for all students. Although the District made gains in both ELA and Math CAASPP scores from the 17-18 data to the 18-19 data (Dashboard level raised from "Red" to "Orange" in both ELA and Math areas), the district still has a low percentage of students scoring at the Met and/or Exceed levels. The students scored 79.4 points in ELA and 114.8 points in Math below standard. A districtwide focus on this action is needed to continue to raise rigor and engagement.

#### HOW:

##### INCREASED OR IMPROVED SERVICES:

In consideration of our ELA and Math performance gaps, we will develop new and continue to implement current strategies that will target ELA and Math skills using rigorous content, engagement methods, check for understanding assessments, and modifications to support students with different learning needs. The strategies may include, but are not limited to, staff training, purchasing of educational support materials to help raise rigor, and training/coaching to help increase engagement strategies to best access the content and skills being learned. These strategies are designed to address some of the major causes that are keeping our students from learning at DOK levels 3 & 4 and ultimately raising CAASPP scores to the next level.

##### EFFECTIVENESS:

We believe this action and strategies will be effective in helping the district maintain and/or raise scores based on CAASPP % of Met+Exceeded for ELA and Math.

Our goal is to:

- Maintain and/or Raise ELA scores above the 18-19 baseline of 23.45% Met+Exceeded
- Maintain and/or Raise Math scores above the 18-19 baseline of 9.66% Met+Exceeded

We have identified a growth target to maintain and/or raise the percentage from the 18-19 levels. Last year the district was forced to move to online distance learning for over 33% of the year and when able to return to campus instruction it was on an AM/PM, thus limiting the direct learning to half days, four days per week.

MUSD-Strategies for Goal #1 and Action 1.2: The \$503,500 strategies implementations are estimated suggested amounts that could support the implementation of Goal #1 and Action 1.2:

Strategy 1.2.1 All Staff Training/Materials to Raise Rigor & Engagement - \$10,000

Strategy 1.2.2 Support Resources (i.e. Supplemental) - \$5,000

Strategy 1.2.3 Smaller Class Sizes (Teachers)-\$250,000

Strategy 1.2.4 Rtl Teacher (LC 40%/TI 60%)- \$36,000

Strategy 1.2.5 Rtl Implementation (Aides/Materials)- \$60,000

Strategy 1.2.6 Primary Skill Aides (4 positions)-\$50,000

Strategy 1.2.7 ELD Support (Aide/Training/Program) \$35,000

Strategy 1.2.8 Tutoring Programs (TK-12) (Credit Recovery/Ext. Learning/Saturdays/ Ext. periods)-\$20,000

Strategy 1.2.9 New GATE Clubs-\$7,500

Strategy 1.2.10 ELA/Math Benchmark Testing - \$25,000

Strategy 1.2.11 Support Resources (i.e. Library Books) - \$5,000

### Students to be Served by this Strategy/Activity

This Action targets direct support for our high-need populations of SED Low-income, EL, Foster Youth/McKinney-Vento, and Special Education students. By using the Academic MTSS 3-tier levels, we will target the programs and services based on the need to support each student group.

### Timeline

2021-2022

### Person(s) Responsible

Classroom Teachers, Rtl Teachers, Tutors, and Instructional Aides will be implementing many of the actions and strategies listed below.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	503,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000/2000/3000/4000/5000/6000
<b>Description</b>	Object Codes:1000s/2000s/3000s/4000s

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

MTSS/SEL Supports

### Goal Statement

By 2024, the District will develop and implement a comprehensive Multi-tier Systems of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and schoolwide improvements (State LCFF Priorities Goals 3/5/6)

### LCAP Goal

By 2024, the District will develop and implement a comprehensive Multi-tier Systems of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and schoolwide improvements (State LCFF Priorities Goals 3/5/6)

### Basis for this Goal

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**SCHOOLWIDE PRINCIPALLY DIRECTED FUNDING:** Maricopa Unified School District serves a high percentage of low-income student population. With an unduplicated population of 84% and a Free and Reduced Lunch population of 98%, our district targets all students schoolwide for improvement. Our state and local assessment data indicates all MUSD students are in need of support for academic, physical, and social improvement. Research shows (Payne, Hattie, Marzano, Jensen, Archer etc..) that students of high poverty lack opportunities to build foundational skills to develop school readiness and performance. Our students tend to perform significantly below grade level standards. Funds will be principally directed towards and effectively used in meeting the needs of our Low-Income Students, English Learners, Foster Students, and Homeless Students/Families. All action goals for Goal #2, listed below, will support improvement.

**GOAL#2 NEED STATEMENT:** Goal #2 continues to be a high need area for the district. Based on CAASPP scores from 2014-15 to 2017-18 a low percentage of students are at the Met and/or Exceed levels.



## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>State Priority 3. A. Parental Involvement: A) # of Parent input in LCAP decision-making 1) List how many input sessions/surveys for LCAP Planning a) Input Sessions b) Surveys</p>	<p>3. A. # of Parent input in LCAP decision-making 20-21 Baseline: 1) List how many input sessions/surveys for LCAP Planning a) Input Sessions-The District will maintain or increase this similar level of input sessions b) Surveys-The District will maintain a similar level or increase the number of parent surveys Same Level 20-21 Baseline:</p> <ul style="list-style-type: none"> <li>• 14 Input Session with all stakeholders</li> <li>• 149 Student Input Surveys</li> <li>• 28 Parent Input Surveys</li> <li>• 46 Staff Members Input Surveys</li> </ul>	<p>3. A. # of Parent input in LCAP decision-making 2023-24 Goal: Maintain or increase Input sessions and Surveys (+-10%):</p> <ul style="list-style-type: none"> <li>• 14 Input Session with all stakeholders</li> <li>• 149 Student Input Surveys</li> <li>• 28 Parent Input Surveys</li> <li>• 46 Staff Members Input Surveys</li> </ul>
<p>State Priority 3. B1. Parent participation. 1) List types of events/activities parents of duplicated students are invited to attend</p>	<p>3. B1. Parent participation. 1) List types of events/activities parents of duplicated students are invited to attend 20-21 Baseline: 1st Day Theme event, Back to School, Parent Conferences, Parent Math Nights , Quarterly Award Assemblies, PTO Events, Movie Nights, Sporting Events, Plays, Winter Music Program, Field Trips, Talent show, Open House, Graduations, Board mtgs., School Site Council, Student Success Team (SST), IEP's, Classroom Events, Summer lunch program, Summer Pool events</p>	<p>3. B1. Parent participation. 1) List types of events/activities parents of duplicated students are invited to attend 2023-24 Goal: Maintain or increase # and types of participation</p>
<p>State Priority 3. B2. List strategies to promote parental participation (flyers, posters...)</p>	<p>3. B2. List strategies to promote parental participation 20-21 Baseline: Website, PTO, Facebook, Flyers sent w/students, Flyers/Letters mailed, Marquee Board, Phone Calls, LCAP Dinner, Surveys, Supt. "Talk Time"</p>	<p>3. B2. List strategies to promote parental participation 2023-24 Goal: Maintain or increase # and types of participation strategies</p>
<p>State Priority 3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs</p>	<p>3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs. 20-21 Baseline: The district provides all parents including parents with special need students and parents of EL students with information for all events and activities using Website, PTO notifications -spanish, Facebook postings, Flyers sent w/students, Flyers/Letters mailed home, Marquee</p>	<p>3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs. 2023-24 Goal: Maintain or increase # and types of participation for individuals with exceptional needs</p>

Metric/Indicator	Baseline	Expected Outcome
	Board, Phone Calls, LCAP Dinner, Surveys, Supt. "Talk Time" and our new auto phone calling and texting notification system with Spanish notices	
State Priority 5. A. Attendance Rate (P2)	5. A. Attendance Rate (P2) 20-21 Baseline: P2 ADA rate to 96.1% for 2019-20	5. A. Attendance Rate (P2) 2023-24 Goal: Maintain or increase P2 ADA rate to 96% (+ - 1%)
State Priority 5. B. Chronic Absenteeism Rate (last year, July 1- June 30)	5. B. Chronic Absenteeism Rate 20-21 Baseline: 19-20 rate was 10.4% (this could have been affected by COVID). The District posted the 2018-19 rate of 18.35%	5. B. Chronic Absenteeism Rate 2023-24 Goal: Maintain or decrease the rate of 18.35%
State Priority 5. C. Middle School Dropout Rate (Grades 8th and 9th)	5. C. Middle School Dropout Rate 20-21 Baseline: Zero	5. C. Middle School Dropout Rate 2023-24 Goal: Maintain the rate of Zero (+-1%)
State Priority 5. D. High School Dropout Rate	5. D. High School Dropout Rate 19-20 Baseline: Zero	5. D. High School Dropout Rate 2023-24 Goal: Maintain the rate of Zero (+-1%)
State Priority 5. E. High School Graduation Rate	5. E. High School Graduation Rate 19-20 Baseline: Rate of 100%	5. E. High School Graduation Rate 2023-24 Goal: Maintain the rate of 100% (+-5%)
State Priority 5. F. District Data: Student Surveys/Input Sessions	5. F. District Data: Student Surveys/Input Sessions 20-21 Baseline: Surveys/input data=378 Similar to past year's totals	5. F. District Data: Student Surveys/Input Sessions 2023-24 Goal: Maintain or increase the # of Surveys/input data of 378
State Priority 6. A. School Climate: A) Suspension Rate (last year, July 1- June 30)	6. A. School Climate: A) Suspension Rate 20-21 Baseline: Rate 1% in 19-20	6. A. School Climate: A) Suspension Rate 2023-24 Goal: Maintain the rate of 1% (+-3%)
State Priority 6. B. Expulsion Rate (last year, July 1-June 30)	6. B. Expulsion Rate 20-21 Baseline: Zero	6. B. Expulsion Rate 2023-24 Goal: Maintain the rate of Zero (+-1%)
State Priority 6. C. School Climate-District Identified Surveys Questions: 1) Student Survey Results Q3/Q5/Q6/Q8: (Agree) is 80.9% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree) is 67.7% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%	20-21 Baseline: 6. C. School Climate-District Identified Surveys Questions: 1) Student Survey Results Q3/Q5/Q6/Q8: (Agree) is 80.9% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree) is 67.7% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%	6. C. School Climate-District Identified Surveys Questions: 1) Student Survey Results Q3/Q5/Q6/Q8: (Agree) is 80.9% 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree) is 67.7% 3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%

2023-24 Goal: Maintain or increase surveys based on the following percentages:  
1) Student Survey Results: (Agree) is 80.9%  
2) Parent Survey Results:(Agree) is 67.7%  
3) Staff Survey Results: (Strongly Agree/Agree) is 90.8%

## Planned Strategies/Activities

### Goal 2: Strategy/Activity 1

#### 2.1 MTSS-Raise Attendance & Lower Chronic Absenteeism:

##### WHAT:

This action and strategies listed below will implement programs to help raise and/or Maintain Attendance at 96% and lower chronic absenteeism from 23.2% to support Priority 5: Pupil Engagement.

##### WHO-STAFF:

Administration, Office Staff, Bilingual Office Clerks, Counselor, Classroom Teachers, Rtl Teachers, Family Resource Aide, and Instructional Aides will be implementing many of the strategies listed below.

##### WHO-STUDENTS:

This Action targets direct support for our high-need populations of Low-income, EL, Foster Youth/McKinney-Vento, and Special Education (SWD) students. By using the Attendance MTSS 3-tier levels we will target the programs and services based on the need to support each student group.

##### OUTCOME/MEASUREMENT:

Our goal is to:

- Maintain or increase Attendance Rate based on P2 ADA rate of 96% (+ - 1%)
- Maintain or decrease Chronic Absenteeism rate of 23.2% (+ - 1%)

##### WHY:

##### NEEDS, CONDITIONS, AND CIRCUMSTANCES:

Based on the Attendance MTSS support program implementation, the District will provide additional support for the following targeted student populations:

##### TARGETED SUPPORT FOR HIGH NEED POPULATIONS:

##### Actions for Socio-economically Disadvantaged student population (94%):

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the District needs to address this group's Chronic Absenteeism as it increased 4.1% to a 23.8% level. Implementation of an effective Attendance MTSS program including the Chronic Absenteeism Program, PASS Program, and RAISE Attendance Program all will support the SED students in this group.

##### Actions for English Learners (17%):

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the District needs to address this group's Chronic Absenteeism as it increased 5% to a 6.8% level. This is lower than other groups however since it increased the implementation of an effective Attendance MTSS program including the Chronic Absenteeism Program, PASS Program, and RAISE Attendance Program, with the support of a bilingual office clerk all will also support the EL students in this group.

##### Actions for Foster Youth/McKinney-Vento (>1%):

No Dashboard data are available for this small number of students, however, these few students are also in other high-

need groups. Implementation of an effective Attendance MTSS program including the Chronic Absenteeism Program, PASS Program, and RAISE Attendance Program will support the few students in this group. Early identification of Chronically Absent Students could support the identification of students experiencing homelessness. Purchasing support resources to directly support our Foster Youth/McKinney-Vento population as needed to support attendance.

#### Action for Students with Disabilities (SWD) (15%):

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the district needs to address this group's Chronic Absenteeism as it increased 6.2% to a very high level of 29.3%. In the District SEP Plan, the Suspension Rate is an area in need of support due to the high suspension rate for Students with Disabilities. The District has a high percentage of SWD students with emotional or behavioral difficulties that often need access to MTSS supports including our Positive Alternative to School Suspension (PASS) Classroom, which is designed to keep students on-campus rather than off-campus suspensions as much as possible.

- Additional training focused on Social-Emotional Learning and Trauma-Informed Care for staff. In many cases, our students have past traumas that manifest themselves in aggressive behavior that has directly led to increased suspensions.
- Regularly scheduled social-emotional lessons based on California State Standards SEL Competencies.
- Increased communication with parents of students with IEP's to address behavioral needs.
- The District will be proactive in the implementation of Functional Behavioral Analysis for highest-need students.
- The District will place an emphasis on verbal and visual reminders of social behaviors and expectations.

#### ALL STUDENTS:

Although 94% of our student population is socio-economically disadvantaged, the other 6% of students still have social-emotional and motivational needs that must be addressed. Other LCFF funding will be used for this population rather than the Supplemental and Concentration (S&C) Grant outlined in this LCAP plan.

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the District needs to address this group's Chronic Absenteeism as it increased 3.6% to a 23.2% level. Implementation of an effective Attendance MTSS program including the Chronic Absenteeism Program, PASS Program, and RAISE Attendance Program all will support all student groups and the other few percentages of students not represented in the other high-need populations.

#### HOW:

##### INCREASED OR IMPROVED SERVICES:

In consideration of this performance gap, we will develop and implement a new attendance program to include an automated calling system for absence reporting, attendance awards for perfect and 96%+, weekly class attendance awards to address Tier 1. Students will move into Tier 2 at six days of missed school. At Tier 2 students will be referred to meet with Admin/Counselor and our Family Resource Aide. This meeting could lead to a referral for Saturday School and/or an Attendance Buddy. Students will move into Tier 3 at 9 days of missed school. At Tier 3 students will be mandated to attend Saturday School and doing daily Check In Check Out at the Family Resource Center. Should students not attend, the Family Resource Aide will make a phone call home. This program is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. The Positive Alternative to School Suspension Program (PASS) will support student attendance by allowing students to continue to receive on-campus education when suspended.

##### EFFECTIVENESS:

We believe these actions will be effective in increasing the attendance rates of all students with less than 96% attendance rate. However, because of the significantly lower attendance rate of SED low-income students, SWD, and EL students, because the actions meet needs most associated with the chronic stresses and experiences of socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

MUSD-Strategies for Goal #2 and Action 2.1: The \$83,000 budget for Goal #2 and Action 2.1 strategies are estimated suggested amounts that could support the implementation of Goal #2 and Action 2.1, however, each strategies funding will not be tracked individually:

Strategy 2.1.1 Chronic Absenteeism Program-\$30,000

Strategy 2.1.2 PASS Program (5.75)-\$17,500

Strategy 2.1.3 RAISE Attendance Program -\$5,500

Strategy 2.1.4 Bilingual Office Support -\$30,000

## Students to be Served by this Strategy/Activity

This Action targets direct support for our high-need populations of Low-income, EL, Foster Youth/McKinney-Vento, and Special Education (SWD) students. By using the Attendance MTSS 3-tier levels we will target the programs and services based on the need to support each student group

## Timeline

2021-2022

## Person(s) Responsible

Administration, Office Staff, Bilingual Office Clerks, Counselor, Classroom Teachers, Rtl Teachers, Family Resource Aide, and Instructional Aides will be implementing many of the strategies listed below.

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	83,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000/2000/3000/4000/5000/6000
<b>Description</b>	Object Codes: 1000s/2000s/3000s/4000s

## Goal 2: Strategy/Activity 2

2.2 MTSS-Raise SEL/Motivation for Student Well-being:

### WHAT:

This action and strategies listed below will implement supports and programs to motivate students' academic success and school involvement as well as increase knowledge of Social Emotional Learning (SEL) and awareness of Mental Health. Training and support will be provided to students, parents, and staff. This action will also support the State Indicators: Priority 3-Parental Involvement, Priority 5-Pupil Engagement, and Priority 6-School Climate (Engagement).

### WHO-STAFF:

Administration, Office Staff, Attendance Clerks, Counselor, Classroom Teachers, Rtl Teachers, Family Resource Aide, and Instructional Aides, will be implementing many of the strategies listed below with the support of our Local Mental Health Agency.

### WHO-STUDENTS:

This Action targets direct support for our high-need populations of Low-income, EL, Foster Youth/McKinney-Vento, and Special Education (SWD) students. By using the SEL & Behavior MTSS 3-tier levels we will target the programs and services based on the need to support each student group.

### OUTCOME/MEASUREMENT:

Our goal is to increase and improve the student's knowledge of Social-Emotional Learning Standards and the use of healthy coping strategies to support their Mental Health. We would like to increase student participation in extra-curricular activities to fully engage them in the campus culture. This action measurement will be based on Parent, Student, and Staff surveys questions listed below for state indicator 6. C.:

6. C. School Climate-District Identified Surveys Questions:

- 1) Student Survey Results Q3/Q5/Q6/Q8: (Agree) is 80.9%
- 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree) is 67.7%
- 3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree+Agree) is 90.8%

Other new SEL data tools/assessments may also be developed and purchased to be used as measurement on this action.

## WHY:

### NEEDS, CONDITIONS, AND CIRCUMSTANCES:

Goal #2 continues to be a high-need area for the District. The District, in the past, has had low attendance/ADA (P2) rates for several years: 2010-11=91.3% // 2011-12=94.3% // 2012-13=92.3% // 2013-14=92.9% // 2014-15=94.3 //2015-16=94.8%// 2016-17 95.6%//2017-18 93.9%//2018-19 93,7%//2019-20 (COVID Spring) The need for continued improvements to support effective school climate and motivation for academic, physical, and social success based on observations and survey comments by students, staff, and parents.

### TARGETED SUPPORT FOR HIGH NEED POPULATIONS:

Based on the SEL & Behavior MTSS support program implementation, the District will provide additional support for the following targeted student populations:

#### Actions for Socio-economically Disadvantaged student population (94%):

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the District needs to address this group's Chronic Absenteeism as it increased 4.1% to a 23.8% level. Implementation of the strategies such as: having a strong counseling program, support materials for student's mental health, training for all staff to foster SEL, growth mindset, and motivation will support students' academic and social success. Increasing opportunities for student engagement in extracurricular experiences such as student clubs, field trips, sports, career/college connections, and hands-on activities like TEAMS/STEM will hold interest and foster a positive and supportive schoolwide climate and culture. Our new Student/Family Support Center and our nurse will help remove barriers to access to these strategies for our SED students in this group.

#### Actions for English Learners (17%):

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the District needs to address this group's Chronic Absenteeism as it increased 5% to a 6.8% level. Implementation of the strategies such as: having a strong counseling program, support materials for student's mental health, training for all staff to foster SEL, growth mindset, and motivation will support students' academic and social success. Increasing opportunities for student engagement in extracurricular experiences such as student clubs, field trips, sports, career/college connections, and hands-on activities like TEAMS/STEM will hold interest and foster a positive and supportive schoolwide climate and culture. Our new Student/Family Support Center, our nurse and bilingual staff will help remove barriers to access to these strategies for our EL students in this group.

#### Actions for Foster Youth/McKinney-Vento (>1%):

No Dashboard data are available for this small number of students, however, these few students are also in other high-need groups. Implementation of the strategies such as: having a strong counseling program, support materials for student's mental health, training for all staff to foster SEL, growth mindset, and motivation will support students' academic and social success. Increasing opportunities for student engagement in extracurricular experiences such as student clubs, field trips, sports, career/college connections, and hands-on activities like TEAMS/STEM will hold interest and foster a positive and supportive schoolwide climate and culture. Our new Student/Family Support Center, our nurse and staff will help identify and remove barriers to access of these strategies for our Foster Youth/McKinney-Vento students in this group.

#### Action for Special Education (15%):

A review of the needs, conditions, and circumstances based on our California 2019 Dashboard and other student data, the District needs to address this group's Chronic Absenteeism as it increased 6.2% to a 29.3% level. In the District SEP Plan, the Suspension Rate is an area in need of support due to the high suspension rate for Special Education students of 19.4%. Maricopa has a high percentage of Sp. Ed. students with emotional or behavioral difficulties that often need access to MTSS supports including our Positive Alternative to School Suspension (PASS) Classroom, which is designed to keep students on-campus rather than off-campus during their suspension days as much as possible.

#### SEP Plan Actions:

- Additional training focused on Social-Emotional Learning and Trauma-Informed Care for staff. In many cases, our students have past traumas that manifest themselves in aggressive behavior that has directly led to increased suspensions.
- Regularly scheduled social-emotional lessons based on California State Standards SEL Competencies.
- Increased communication with parents of students with IEP's to address behavioral needs.
- The District will be proactive in the implementation of Functional Behavioral Analysis for the highest-need students.
- The District will place an emphasis on verbal and visual reminders of

## social behaviors and expectations

- The District will increase access to student clubs and sports

Also, the direct implementation of the strategies such as; having a strong counseling program, support materials for student's mental health, training for all staff to foster SEL, growth mindset, and motivation will support students' academic and social success. Increasing opportunities for student engagement in extracurricular experiences such as student clubs, field trips, sports, career/college connections, and hands-on activities like TEAMS/STEM will hold interest and foster a positive and supportive schoolwide climate and culture. Our new Student/Family Support Center and our nurse will help remove barriers to access to these strategies for our SWD students in this group.

### ALL STUDENTS:

Although 94% of our student population is socio-economically disadvantaged, the other 6% of students still have social-emotional and motivational needs that must be addressed. Other LCFF funding will be used for this population rather than the Supplemental and Concentration (S&C) Grant outlined in this LCAP plan. However, implementation of the strategies such as; having a strong counseling program, support materials for student's mental health, training for all staff to foster SEL, growth mindset, and motivation will support students' academic and social success. Increasing opportunities for student engagement in extracurricular experiences such as student clubs, field trips, sports, career/college connections, and hands-on activities like TEAMS/STEM will hold interest and foster a positive and supportive schoolwide climate and culture. Our new Student/Family Support Center and our nurse will help remove barriers to access to these strategies for our SWD students in this group.

### HOW:

#### INCREASED OR IMPROVED SERVICES:

In consideration of the Social Emotional and Mental Health needs of our students, we will utilize an MTSS 3 Tier Approach. Tier 1 All Students will receive at least 15 minutes of Social Emotional Learning daily in their classrooms. All students will also be trained on clear school-wide behavioral expectations. Tier 2 "Some Students" will be referred for Small Group SEL/Social Skills support. These students would also have a weekly check-in with the School Counselor to support Mental Health Needs. Tier 2 students would be identified based on teacher/staff referrals, discipline referrals, student social-emotional assessments, or parent referrals. Tier 3 "Few Students" could be referred to outside agency supports, increased School Counselor Support, individualized behavior, or self-care plan.

Considering the School's unique circumstances as the provider of most activities and resources within our town we will increase student opportunities to participate in extra-curricular activities such as sports, clubs, family events, and field trip opportunities. Growing student opportunities for involvement could increase motivation for academic and lifelong success.

### EFFECTIVENESS:

We believe these actions will be effective in increasing student coping skills and decreasing student discipline referrals leading to a more positive school culture. Our goal is to increase student knowledge of Social-Emotional Learning Standards and the use of healthy coping strategies and skills to support their Mental Health. We would like to increase student participation in extra-curricular activities to fully engage them in the campus culture. Based on Parent, Student, and Staff surveys questions:

#### 6. C. School Climate-District Identified Surveys Questions:

- 1) Student Survey Results Q3/Q5/Q6/Q8: (Agree) is 80.9%
- 2) Parent Survey Results Q3/Q5/Q8/Q11:(Agree) is 67.7%
- 3) Staff Survey Results Q3/Q5/Q6/Q7: (Strongly Agree/Agree) is 90.8%

## Students to be Served by this Strategy/Activity

This Action targets direct support for our high-need populations of Low-income, EL, Foster Youth/McKinney-Vento, and Special Education (SWD) students. By using the SEL & Behavior MTSS 3-tier levels we will target the programs and services based on the need to support each student group.

## Timeline

2021-2022

## Person(s) Responsible

Administration, Office Staff, Attendance Clerks, Counselor, Classroom Teachers, Rtl Teachers, Family Resource Aide, and Instructional Aides, will be implementing many of the strategies listed below with the support of our Local Mental Health Agency.

## Proposed Expenditures for this Strategy/Activity

### Amount

295,000

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000/2000/3000/4000/5000/6000
<b>Description</b>	Object Codes: 1000s/3000s/4000s/5000s

## Goal 3

### Subject

Categorical Funding and Plan

### Goal Statement

Goal 3: Implement the categorical budget for the 2021-2022 school year.

### LCAP Goal

The categorical budgets and program will support the LCAP/SPSA Goals and Actions for the 2021-2022 school year.

### Basis for this Goal

Categorical programs will supplement LCAP/SPSA Goals 1 & 2

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
See SPSA Goals 1 & 2	See SPSA Goals 1 & 2	See SPSA Goals 1 & 2

### Planned Strategies/Activities

#### Goal 3: Strategy/Activity 1

3.1 Categorical programs will supplement LCAP/SPSA Goals 1 & 2

#### Students to be Served by this Strategy/Activity

Students eligible for services from :  
 Title I-Schoolwide  
 Title II-Tech  
 Title IV-Tech/School Imp  
 Title VI-REAP

### Timeline



2021-2022

**Person(s) Responsible**

Administration  
Rtl Intervention Teacher  
Teachers  
Instructional Aides

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	174,049
<b>Source</b>	Title I/Title II/Title IV/Title VI-REAP
<b>Budget Reference</b>	1000/2000/3000/4000/5000/6000
<b>Description</b>	Object Codes: 1000s/3000s/4000s/5000s/6000s

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 1

1. By 2021, 100% of K-8 and ELA/Math HS teachers will fully implement new Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement DOK 3 & 4 levels to raise rigor and engagement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority #1: Basic Services: A) Teachers are appropriately assigned and fully credentialed. 1) # or Rate of teachers not fully credentialed 2) # or Rate of teachers teaching outside of subject 3) # or Rate of Teachers Teaching EL's without authorization 4) # or Rate of Core Classes taught by HQT (See Data Chart Above)</p>	<p>State Priority #1 A) Teachers are appropriately assigned and fully credentialed. 1) # or Rate of teachers not fully credentialed will maintain minimum of 18% 2) # or Rate of teachers teaching outside of subject will maintain Zero percent 3) # or Rate of Teachers Teaching EL's without authorization maintain minimum of 4.5% 4) # or Rate of Core Classes taught by HQT will increase to 92%</p>	<p>MET-2 / NOT MET-2 State Priority #1 A) Teachers are appropriately assigned and fully credentialed. 1) # or Rate of teachers not fully credentialed will maintain a minimum of 18%-NOT MET (5/23 = 22% (-4%)) 2) # or Rate of teachers teaching outside of subject will maintain Zero percent MET 3) # or Rate of Teachers Teaching EL's without authorization maintain a minimum of 4.5% MET (1 teacher=4%) 4) # or Rate of Core Classes taught by Fully Credentialed Teachers will increase to 92% NOT MET (5/23 = 22% (-4%))</p>
<p>State Priority #1.B) Access to CCSS instructional materials. # or rate of students lacking textbooks (See Data Chart Above)</p>	<p>State Priority #1.B) Maintain Zero percent of students lacking CCSS textbooks</p>	<p>MET State Priority #1.B) Maintain Zero percent of students lacking CCSS textbooks</p>
<p>State Priority #1.C) Facilities are in good repair-FIT Rate (See Data Chart Above)</p>	<p>State Priority #1.C) Maintain a FIT Rating of "Good"</p>	<p>MET State Priority #1.C) Maintain a FIT Rating of "Good"</p>
<p>State Priority #2: CCSS Implementation for EL and ELD Standards: A) Academic Program Survey (Ave Dist. scores of sub objectives) (See Data Chart Above)</p>	<p>State Priority #2. A): Maintain APS rating of "Fully" with an overall rating of 3.5 or increase for ELA and Math Implementation of Textbook series for CCSS.</p>	<p>MET State Priority #2. A): Maintain APS rating of "Fully" with an overall rating of 3.5 or increase for ELA and Math Implementation of Textbook series for CCSS.</p>
<p>State Priority #2. B) How the programs and services will enable English Learners to access the Common Core State Standards (CCSS) and ELD standards for purposes of gaining academic content knowledge and English language proficiency. (See Data Chart Above)</p>	<p>State Priority #2. B) Maintain 100% of ELD students gaining access to core material and instruction for CCSS. An extra 30 minutes designated ELD support is provided for all ELD students from our ELD teacher and instructional aides.</p>	<p>MET State Priority #2. B) Maintain 100% of ELD students gaining access to core material and instruction for CCSS. An extra 30 minutes designated ELD support is provided for all ELD students from our ELD teacher and instructional aides.</p>

# Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1.1 Provide program costs and training in AVID, EDI lesson planning, CCSS/DOK strategies, and Science implementation through intensive training, coaching, and PLC teams.</p>	<p>MET            1.1-1.4 Continued to provide training in EDI and CCSS/DOK strategies through intensive training, coaching, and PLC teams.</p> <ul style="list-style-type: none"> <li>• AVID Training</li> <li>• District training with KCSOS Consultant</li> </ul> <p>*Classroom Observations            1.1.1 Less spent due to AVID Trainer and Grants paying for much of the training            1.1.2 Provided more release time for training/classroom observations</p>	<p>Object            Codes:1000s/2000s/3000s/4000s/5000s 1000-1999: Certificated Personnel Salaries            LCFF - Supplemental 90,000</p>	<p>1.1.1 Provided some program costs and training in AVID, EDI lesson planning, CCSS/DOK strategies, and Science implementation through intensive training, coaching, and PLC teams. However, due to COVID and the use of CSI funding LCAP funding was not used as planned. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$474</p> <p>1.1.2 Provided some paid extra duty time and/or release time sub for training to support 1.1.1            However, due to COVID and the use of CSI funding LCAP funding was not used as planned.            1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$188</p> <p>1.1.2a Benefits for paid extra duty time and/or release time sub for training (est. 20%)            However, due to COVID and the use of CSI funding LCAP funding was not used as planned.            3000-3999: Employee Benefits Supplemental/Concentration \$31</p> <p>1.1.3 Provided AVID/CCSS DD Coaching (ELA/Math Focus) 5800: Professional/Consulting</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			Services And Operating Expenditures Supplemental/Concentration \$11,924 N/A 1.1.4 Continued 35 Late-Start Thursday (90min) Training Days-Staff Time Teacher (All Teacher Salary*4%) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$53,560 1.1.4a Benefits for 35 Late-Start Thursday (90min) Training Days-Staff Time Teacher Salary (est. 20%) 3000-3999: Employee Benefits Supplemental/Concentration \$15,732
1.2 Adopt, purchase, and implement new HS Foreign Language with ongoing training. Continue implementation of All core CCSS textbooks.	In Progress The district is piloting two top series before making final selection 1.2 Adopt, purchase, and implement new K-12 Science textbook series & material from state approved list with ongoing training. Continued to implement CCSS ELA/MA textbook series from state approved list with ongoing training supplemental materials 1.2.1 Estimated cost of science adoption will far exceed the budgeted amount 1.2.2 No extra cost were needed for implementation	4000-4999: Books And Supplies General Fund 11,000	1.2.1 Purchase New HS Foreign Language Textbook Series. Use Lottery Funding if available However, due to COVID textbooks were Not adopted or Purchased 4000-4999: Books And Supplies LCFF Base 0 1.2.2 Continue Implementation of K-12 CCSS ELA/MA/S.S/Sci. Core Textbook Series with supplemental materials However, due to COVID materials were not purchased 4000-4999: Books And Supplies Supplemental/Concentration 0
1.3 Continue to Implement benchmark assessments for ELA and Math data analysis	MET 1.3 Continued to Implement benchmark assessments for ELA and	4000-4999: Books And Supplies LCFF - Supplemental 18,000	1.3.1 Continued use of iReady Program for ELA and Math TK-8

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(minimum of 3-times per year). Make instructional decision based on this data. Principally directed &amp; support unduplicated students.</p>	<p>Math data analysis (minimum of 3-times per year). Made instructional decision based on this data. Principally directed &amp; support unduplicated students.</p> <p>1.3.1 Implemented at TK-8 level and the cost was reduced by on lower number of students. Implemented new program (IXL) at HS level</p>		<p>benchmarks assessments. Continue to Implement IXL program at High School level. 4000-4999: Books And Supplies Supplemental/Concentration \$16,270</p>
<p>1.4. Continue to host Parent/Family Nights for ELA, Math, Science and other areas.</p>	<p>MET 1.4. Hosted three parent/family trainings for CCSS in ELA, Math, and Science areas to support homework.</p> <p>1.4.1 Events material cost less than budgeted. Needed less teachers for three events and not all teachers have submitted payment requests. Needed more classified support for events.</p>	<p>Object Codes:1000s/2000s/3000s/4000s 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,735</p>	<p>1.4.1 Continued to host Parent/Family Nights for ELA, Math, Science and other areas. (\$250 per Night) Increased due to extra event costs for materials 4000-4999: Books And Supplies Supplemental/Concentration \$4,011</p> <p>1.4.1a Teacher Extra Duty Pay (3 teachers x 4hr x 3 nights x \$35) Increased due to extra event costs for Teachers 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2,852</p> <p>1.4.1b Benefits for Teacher Extra Duty Pay (est. 17%) Increased due to extra event costs for Teachers 3000-3999: Employee Benefits Supplemental/Concentration \$487</p> <p>1.4.1c Classified Extra Duty Pay (3 staff x 3hr x 3 nights x \$15) Increased due to extra event costs for Classified staff 2000-2999: Classified Personnel Salaries</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			Supplemental/Concentration \$113 1.4.1d Benefits for Classified Extra Duty Pay (est.17%) Increased due to extra event costs for Classified staff 3000-3999: Employee Benefits Supplemental/Concentration \$468
1.5 Continue additional teachers positions to lower class sizes to support CCSS ELA/MA Implementation, PI & WASC Plan Goals. (ie. Elementary, Middle School and ELA High School Teachers.)	MET 1.5 Continued additional teacher positions to lower class sizes to support CCSS ELA/MA Implementation, PI & WASC Plan Goals. (ie. Elementary, Middle School and ELA High School Teachers.)	Object Codes:1000s/3000s 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 248,000	1.5.1 Continued add'l MS Teacher position Salary to lower class sizes 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$50,442 1.5.1a Benefits for add'l MS Teacher position Benefits to lower class sizes 3000-3999: Employee Benefits Supplemental/Concentration \$27,558 1.5.3 Continued HS ELA Teacher position 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$47,462 1.5.2a Benefits for add'l HS ELA Teacher Benefits (pending placement of Salary Schd.) 3000-3999: Employee Benefits Supplemental/Concentration \$26,738 1.5.3 Continued Elem. Teacher to support K-3 CSR Program Salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$62,124 1.5.3a Benefits for Elem. Teacher to

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			support K-3 CSR Program Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$30,286

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

MUSD implemented MOST actions for Goal #1 during the 2019-20 school year. However, some actions were not implemented due to COVID. MUSD budgeted \$369,735 to support the implementation of Goal #1. The District spent \$350,720 on the implementation for Goal #1. The District spent 94.9% of the budgeted amount to support students, families, teachers, and staff through programs, services, and personnel to increase Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement DOK 3 & 4 levels to raise rigor and engagement. See descriptions of all Goal #1 actions above for Actual Expenditure details.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

MUSD had success early in the year with implementing actions to support our students, families, teachers, and staff through the listed Goal #1 actions, programs, services, and personnel to increase Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement DOK 3 & 4 levels to raise rigor and engagement. However, everything changed for the District and world when COVID19 struck in March 2020. This made a significant challenge to implementing Goal #1 during Spring 2020. The District was forced to abruptly move to 100% Distance Learning due to the Governor's direction for a statewide school shut down due to high numbers of COVID cases. However, the implementation of all of the needed actions to make this happen was a GREAT SUCCESS due to the MUSD staff and Board working together for long hours day after day to support students, families, and staff during this very difficult time.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

MUSD implemented MOST actions for Goal #1 during the 2019-20 school year. However, some actions were not implemented due to COVID. MUSD budgeted \$369,735 to support the implementation of Goal #1. The District spent \$350,720 on the implementation for Goal #1. The District spent 94.9% of the budgeted amount to support students, families, teachers, and staff through programs, services, and personnel to increase Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement DOK 3 & 4 levels to raise rigor and engagement. See descriptions of all Goal #1 actions above for Actual Expenditure details.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the Overall Analysis above, the District has set the following Goals and actions with strategies to

By 2024, the District will increase the percentage of students in Proficient/Advanced levels in ELA and Math, based on the district benchmark assessments and/or state assessment CAASPP program comparison data. Fully implement Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement instruction at the DOK levels 3 & 4 to raise rigor and engagement. (State LCFF Priorities Goals 1/2/4/7/8)

MUSD-Strategies for Goal #1. Action 1.1:

The \$105,000 budget for Goal #1 Action 1.1 strategy implementations are estimated suggested amounts that could support the implementation of Goal #1 and Action 1.1, however, funding for each strategy will not be tracked individually:  
 Strategy 1.1.1 All Staff Training/Materials to Raise Rigor & Engagement (DOK/AVID/Tech)-\$40,000  
 Strategy 1.1.2 Training/Coaching for New Teachers-\$20,000  
 Strategy 1.1.3 Parent Support (ELA/MA/Sci./Tech)-\$10,000  
 Strategy 1.1.4 Technology Support (Hardware/Software)-\$30,000  
 Strategy 1.1.5 Support Resources-\$5,000

ACTION 1.2 Implementation Effective Academic Interventions (Rtl) and Support Programs

MUSD-Strategies for Goal #1 and Action 1.2: The \$503,500 strategies implementations are estimated suggested amounts that could support the implementation of Goal #1 and Action 1.2:

Strategy 1.2.2 Support Resources (i.e. Supplemental) - \$5,000

Strategy 1.2.3 Smaller Class Sizes (Teachers)-\$250,000

Strategy 1.2.4 Rtl Teacher (LC 40%/TI 60%)- \$36,000

Strategy 1.2.5 Rtl Implementation (Aides/Materials)- \$60,000

Strategy 1.2.6 Primary Skill Aides (4 positions)-\$50,000

Strategy 1.2.7 ELD Support (Aide/Training/Program) \$35,000

Strategy 1.2.8 Tutoring Programs (TK-12) (Credit Recovery/Ext. Learning/Saturdays/ Ext. periods)-\$20,000

Strategy 1.2.9 New GATE Clubs-\$7,500



# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

2. By 2021, the District will continue to increase the percent of students in Met and/or Exceed levels in ELA and Math based on the state assessment CAASPP program comparison data

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority #4: Pupil Achievement: #4. A) District Data for Statewide Assessments-Met &amp; Exceed Rate</p> <ol style="list-style-type: none"> <li>1) CAASPP ELA-Grades ( 3-8 &amp;11)</li> <li>2) CAASPP Math-Grades (3-8 &amp;11)</li> <li>3) CAASPP Science-Grades (5/8/10)</li> <li>4) Social Sci.-Grades 2-11</li> </ol>	<p>State Priority #4. A) District Data for Statewide Assessments-Met &amp; Exceed Rate: Increase CAASPP scores at the Met/Exceed levels to 2018-19 levels</p> <ol style="list-style-type: none"> <li>1) CAASPP ELA-Grades ( 3-8 &amp;11) will increase to 23% at the Met/Exceed levels</li> <li>2) CAASPP Math-Grades (3-8 &amp;11) will increase to 15% at the Met/Exceed levels</li> <li>3) CAASPP Science-Grades (5/8/10) Base line scores will be developed</li> <li>4) Social Sci.-Grades 3-11 is not tested with CAASPP test</li> </ol>	<p>N/A-NO CAASPP DATA for Comparison due to COVID State Priority #4. A) District Data for Statewide Assessments-Met &amp; Exceed Rate: Increase CAASPP scores at the Met/Exceed levels to 2018-19 levels</p> <ol style="list-style-type: none"> <li>1) CAASPP ELA-Grades ( 3-8 &amp;11) will increase to 23% at the Met/Exceed levels</li> <li>2) CAASPP Math-Grades (3-8 &amp;11) will increase to 15% at the Met/Exceed levels</li> <li>3) CAST Science-Grades (5/8/10) Baseline scores will be developed</li> </ol>
<p>State Priority #4. B) API Growth #4. 1) Ethnic Subgroups</p> <ol style="list-style-type: none"> <li>a) White</li> <li>b) Hisp.</li> </ol>	<p>State Priority #4. B) API Growth #4. 1) Ethnic Subgroups is not available since 2013-14</p> <ol style="list-style-type: none"> <li>a) White is not available since 2013-14</li> <li>b) Hisp. is not available since 2013-14</li> </ol>	<p>MET State Priority #4. B) 2019-20 A-G Completion Rate was 33% which met the goal to increase by 5% from the 2018-19 Rate of 25%</p>
<p>State Priority #4. C) Percentage of 12th student completed A-G courses or CTE</p>	<p>State Priority #4. C) Percentage of 12th student completed A-G courses or CTE will increase to 40%</p>	<p>MET State Priority #4. C) Percentage of students completing CTE courses was maintain at the 95% Percentage level (based on students enrolled in 7th period)</p>
<p>State Priority #4. D) Percentage of EL student proficiency CELDT</p>	<p>State Priority #4. D) Percentage of EL student proficiency CELDT will increase to 72%</p>	<p>N/A-NO ELPAC DATA for Comparison due to COVID State Priority #4. D) Percentage of EL student proficiency on ELPAC will increase to 50%</p>
<p>State Priority #4. E) EL reclassification rate</p>	<p>State Priority #4. E) 2016-17 EL reclassification rate will increase to 18%</p>	<p>N/A-NO Reclassification Data for Comparison due to COVID State Priority #4. E) 2016-17 EL reclassification rate will increase to 18%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority #4. F) Percentage of student passing AP Exam (3 or higher)	State Priority #4. F) Percentage of student passing AP Exam (3 or higher) is not available due to the district's decision not to provide AP courses due to the school size	N/A State Priority #4. F) Percentage of student passing AP Exam (3 or higher) is not available due to the district's decision not to provide AP courses due to the school size
State Priority #4 G) Percentage of student college preparedness (EAP)	State Priority #4 G) Percentage of student college preparedness (EAP). The District will increase by 6% based on the 2016-17 rate	N/A-O CAASPP DATA for Comparison due to COVID State Priority #4 G) Percentage of student college preparedness (EAP). The District will increase by 6% based on the 2016-17 rate
State Priority #8: Other Pupil Outcome Data: #8 A) CAHSEE Proficient Rate: 1) CAHSEE ELA Proficient Rate (10TH) 2) CAHSEE Math Proficient Rate (10TH) 3) CAHSEE ELA 3-year Proficient Rate (2011-13) 4) CAHSEE Math 3-year Proficient Rate (2011-13)	State Priority #8: Other Pupil Outcome Data: #8 A) CAHSEE Proficient Rate: 1) CAHSEE ELA Proficient Rate (10TH) is not available since suspension of testing 2) CAHSEE Math Proficient Rate (10TH) is not available since suspension of testing 3) CAHSEE ELA 3-year Proficient Rate (2011-13) is not available since suspension of testing 4) CAHSEE Math 3-year Proficient Rate (2011-13) is not available since suspension of testing	NOT MET State Priority #8. District Data: Student Surveys/Input Sessions. The District maintained and/or increase the number based on the 2016-17 number for total surveys/input data=378 Similar to last year's total, However, the District did NOT maintain or increase the number of surveys due to COVID.
State Priority #8 B) Percent of EL Students making progress-CELT Early Adv + Adv Levels	State Priority #8 B) Percent of EL Students making progress-Establishing ELPAC Baseline	MET State Priority #8 B) Percent of EL Students making progress-Establishing ELPAC Baseline
State Priority #8. C) AP Exam Participation Rate	State Priority #8. C) AP Exam Participation Rate is not available due to the district's decision not to provide AP courses due to the school size	N/A State Priority #8. C) AP Exam Participation Rate is not available due to the district's decision not to provide AP courses due to the school size

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2.1 Continue to Implement Response to Intervention Program (Rtl) for ELA/MA. Hire needed staff and purchase supplemental support materials	MET 2.1 Continued to Implement Response to Intervention Program (Rtl) for ELA/MA. Hire needed staff and purchase supplemental support materials	Object Codes: 1000s/2000s/3000s/4000s 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 55,900	2.1.1 Continue to Implement Supplemental Materials for Rtl ELA/MA program Didn't use LCAP funding to support Rtl however, used CSI Grant funding instead

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	2.1.2 Increased due to salary change and salary increase		<p>4000-4999: Books And Supplies Supplemental/Concentration 0</p> <p>2.1.2 Increased Instructional Aides from One position to Two. One position 3.5 to support Primary RtI program and one position at 5.5 hrs to support RTI 3rd-12th program 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$28,423</p> <p>2.1.2a Benefits for Instructional Aide positions to support RTI /MA Increased cost due to PERS 3000-3999: Employee Benefits Supplemental/Concentration \$8,075</p> <p>2.1.3 Continued two Instructional Aide (3.5 hrs) positions for Library/TEAMS support in ELA 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$27,494</p> <p>2.1.3a Benefits for two Instructional Aide (3.5 hrs) positions for Library/TEAMS Lab support in ELA/Math/Science. Increased cost due to PERS 3000-3999: Employee Benefits Supplemental/Concentration \$7,801</p>
2.2 Implement technology support in all subjects and programs with training.	MET 2.2 Implemented technology support in all subjects and programs with training.	Object Codes: 1000s/3000s/4000s/5000s 5000-5999: Services And Other Operating	2.2.1 Continued to Purchase Software/Apps to support CCSS Core subjects. Purchased

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>2.2.1 Teachers ordered less programs</p> <p>2.2.2 Smaller team attended CUE/Spring CUE</p> <p>2.2.3 Less Spent-COVID \$ Replaced 60 Student Chromebooks</p>	<p>Expenditures LCFF - Supplemental 31,300</p>	<p>more for Online learning 4000-4999: Books And Supplies Supplemental/Concentration \$4,773</p> <p>2.2.2 Continued Technology Teacher Training (i.e. CUE Conf.) Limited due to COVID/Summer training 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,467</p> <p>2.2.2a Subs for Technology Teacher Training (i.e. CUE Conf.) Increase due to Technology training for Distance Learning. No use of Subs due to COVID 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$0</p> <p>2.2.3 Continued Purchasing Replacement for aging Technology Hardware (i.e. Chrome books, printers) Used COVID Grant funding for some technology purchases for Distance Learning 4000-4999: Books And Supplies Supplemental/Concentration \$5,579</p>
<p>2.3 Continue Intervention Teacher position to support Rtl &amp; Title 1 program with CCSS MA / ELA Focus Salary LCFF 40% &amp; (Title 1 60%) (pending placement on salary schedule)</p>	<p>MET</p> <p>2.3 Continued Intervention Teacher position to support Rtl &amp; Title 1 program with CCSS MA / ELA Focus Salary LCFF 40% &amp; (Title 1 60%)</p>	<p>Object Codes: 1000s/3000s 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 36,000</p>	<p>2.3.1 Continued Intervention Teacher position to support Title 1 Program with CCSS MA / ELA Focus Salary LCFF 40% (pending placement on salary schedule) 1000-1999: Certificated Personnel Salaries</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			Supplemental/Concentration \$20,991
		Object Codes: 1000s/3000s 1000-1999: Certificated Personnel Salaries Title I 48,287	2.3.1a Benefits for Intervention Teacher Position LCFF 40% 3000-3999: Employee Benefits Supplemental/Concentration \$11,749
2.4 Continue to provide ELD Teacher and Aide support with time and supplemental instructional materials	MET 2.4 Continued to provide ELD Teacher and Aide support with time and supplemental instructional materials  2.4.1 Over spent for new ELD materials	Object Codes: 1000s/2000s/3000s/4000s 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 52,300	2.4.1 Continue purchasing ELD Instructional Materials Didn't use LCAP funding, but used CSI Funding for materials as needed 4000-4999: Books And Supplies Supplemental/Concentration \$0  2.4.2 Continued Two (3.5hr) ELD Aide Positions 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$22,032  2.4.2a Benefits for Two (3.5hr) ELD Aide Positions 3000-3999: Employee Benefits Supplemental/Concentration \$6,127  2.4.3 Continued funding two periods (2/7) for ELD pull out for small group instruction HS Teacher for K-12 ELD Support (Salary x 28.5%) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$13,553  2.4.3a Benefits for funding two periods for ELD HS Teacher for K-12 ELD Support (Benefits x 28.5%) 3000-

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			3999: Employee Benefits Supplemental/Concentration \$6,276
2.5 Continue to Implement BTSA/Intern/PIP Beginning Teacher Support Program to help First & Second Year Teachers to support student academic growth	<p>MET 2.5 Continued to Implement BTSA/Intern/PIP Beginning Teacher Support Program to help First &amp; Second Year Teachers to support student academic growth</p> <p>2.51 One less teacher needed for the Intern support program</p>	Object Codes: 1000s/3000s/5000s 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 20,250	<p>2.5.1 Continued KCSOS-BTSA/PIP/Intern Support Program/Training (pending # of teachers in program \$3,350 per teacher) without TE grant funding- Pending Fund Transfer from KCSOS 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$13,050</p> <p>2.5.2 Continued District BTSA/Support Coaches 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6,000</p> <p>2.5.2a Benefits for District BTSA/Support Coaches (17%) 3000-3999: Employee Benefits Supplemental/Concentration \$1,175</p>
2.7 Hire Afterschool High/Middle School Tutor(s) to support homework/make-up work	MET 2.6/2.7 Hired More Afterschool High/Middle School Tutor(s) to support homework/make-up work	Object Codes: 1000s/3000s 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,700	<p>New 2.7.2 Hired Afterschool High/Middle School Tutor(s) to support homework/make-up work Increase due to hiring more tutors for online support 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$7,289</p> <p>2.7.3 Benefits for Afterschool Tutor Position(s) 3000-3999: Employee Benefits</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			Supplemental/Concentration \$1,427

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

MUSD implemented MOST actions for Goal #2 during the 2019-20 school year. However, some actions were not implemented due to COVID and using other grant funding sources for the implementation of actions. MUSD budgeted \$199,450 to support the implementation of Goal #2. The District spent \$193,281 on the implementation for Goal #2. The District spent 96.9% of the budgeted amount to support students, families, teachers, and staff through programs, services, and personnel to 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. See descriptions of all Goal #2 actions above for Actual Expenditures details.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

MUSD had success early in the year with implementing actions to support our students, families, teachers, and staff through the listed Goal # 2 actions, programs, services, and personnel to 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. However, everything changed for the district and the world when COVID19 struck in March 2020. This made a significant challenge to implementing Goal #2 during Spring 2020. The District was forced to abruptly move to 100% Distance Learning due to the Governor's direction for a statewide school shut down due to a high number of COVID cases. No State CAASPP Testing was conducted due to the COVID school closure, so no data was available to show achievement growth for Goal #2. However, the implementation of all of the needed actions to make this happen was a GREAT SUCCESS due to the MUSD staff and Board working together for long hours, day after day, to support students, families, and staff during this very difficult time.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

MUSD implemented MOST actions for Goal #2 during the 2019-20 school year. However, some actions were not implemented due to COVID and using other grant funding sources for the implementation of actions. MUSD budgeted \$199,450 to support the implementation of Goal #2. The District spent \$193,281 on the implementation for Goal #2. The District spent 96.9% of the budgeted amount to support students, families, teachers, and staff through programs, services, and personnel to 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. See descriptions of all Goal #2 actions above for Actual Expenditures details.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the Overall Analysis above, the District has set the following Goals and actions with strategies to

By 2024, the District will increase the percentage of students in Proficient/Advanced levels in ELA and Math, based on the district benchmark assessments and/or state assessment CAASPP program comparison data. Fully implement Common Core State Standards (CCSS) in English-Language Arts and Mathematics and implement instruction at the DOK levels 3 & 4 to raise rigor and engagement. (State LCFF Priorities Goals 1/2/4/7/8)

MUSD-Strategies for Goal #1. Action 1.1:

The \$105,000 budget for Goal #1 Action 1.1 strategy implementations are estimated suggested amounts that could support the implementation of Goal #1 and Action 1.1, however, funding for each strategy will not be tracked individually:

Strategy 1.1.1 All Staff Training/Materials to Raise Rigor & Engagement (DOK/AVID/Tech)-\$40,000

Strategy 1.1.2 Training/Coaching for New Teachers-\$20,000

Strategy 1.1.3 Parent Support (ELA/MA/Sci./Tech)-\$10,000

Strategy 1.1.4 Technology Support (Hardware/Software)-\$30,000

Strategy 1.1.5 Support Resources-\$5,000

#### ACTION 1.2 Implementation Effective Academic Interventions (Rtl) and Support Programs

MUSD-Strategies for Goal #1 and Action 1.2: The \$503,500 strategies implementations are estimated suggested amounts that could support the implementation of Goal #1 and Action 1.2:

Strategy 1.2.2 Support Resources (i.e. Supplemental) - \$5,000

Strategy 1.2.3 Smaller Class Sizes (Teachers)-\$250,000

Strategy 1.2.4 Rtl Teacher (LC 40%/TI 60%)- \$36,000

Strategy 1.2.5 Rtl Implementation (Aides/Materials)- \$60,000

Strategy 1.2.6 Primary Skill Aides (4 positions)-\$50,000

Strategy 1.2.7 ELD Support (Aide/Training/Program) \$35,000

Strategy 1.2.8 Tutoring Programs (TK-12) (Credit Recovery/Ext. Learning/Saturdays/ Ext. periods)-  
\$20,000

Strategy 1.2.9 New GATE Clubs-\$7,500



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

3. By April 2021 (P-2 report), increase student attendance (ADA) rate to 96% District-wide and maintain the rate (+ or - 1%). The District will also work to lower the Chronic Absenteeism percentage

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority #3: Parental Involvement: A) # of Parent input in LCAP decision-making 1) List how many input sessions/surveys for LCAP Planning a) Input Sessions b) Surveys</p>	<p>State Priority #3: Parental Involvement: A) # of Parent input in LCAP decision-making 1) List how many input sessions/surveys for LCAP Planning a) Input Sessions-The District will maintain or increase this similar level of input sessions b) Surveys-The District will maintain a similar level or increase the number of parent surveys</p>	<p>MET State Priority #3: Parental Involvement: A) # of Parent input in LCAP decision-making 1) List how many input sessions/surveys for LCAP Planning=66 a) Input Sessions-The District will maintain or increase this similar level of input sessions-Yes b) Surveys-The District will maintain a similar level or increase the number of parent surveys=46 Same Level</p>
<p>State Priority #3. B) Parent participation. 1) List types of events/activities parents of duplicated students are invited to attend</p>	<p>State Priority #3. B) Parent participation. 1) List types of events/activities parents of duplicated students are invited to attend. The District will maintain a similar level of events or increase different events/activities</p>	<p>MET State Priority #3. B) Parent participation. 1) List types of events/activities parents of duplicated students are invited to attend. The District maintained a similar level of events or increase different events/activities, expect for Spring 2020 events due to COVID school campus shutdown. 1st Day Theme event, Back to School, Parent Conferences, Parent Math Nights , Quarterly Award Assemblies, PTO Events, Movie Nights, Sporting Events, Plays, Winter Music Program, Field Trips, Talent show, Open House, Graduations, Board mtgs., School Site Council, Student Success Team (SST), IEP's, Classroom Events, Summer lunch program, Summer Pool events</p>
<p>State Priority #3. B) 2) List strategies to promote parental participation (flyers, posters...)</p>	<p>State Priority #3. B) 2) List strategies to promote parental participation (flyers, posters...) The District will continue to maintain a similar level to provide all parents including parents with special need students and parents of EL students with information for all events and</p>	<p>MET State Priority #3. B) 2) List strategies to promote parental participation (flyers, posters...) The District continued to maintain a similar level to provide all parents including parents with special need students and parents of EL students</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	activities using Website, PTO notifications, Facebook postings, Flyers sent w/students, Flyers/Letters mailed home, Marquee Board, Phone Calls, LCAP Dinner, Surveys, Supt. "Talk Time" and our new auto phone calling and texting notification system	with information for all events and activities using Website, PTO notifications, Facebook postings, Flyers sent w/students, Flyers/Letters mailed home, Marquee Board, Phone Calls, LCAP Dinner, Surveys, Supt. "Talk Time" and our new auto phone calling and texting notification system and provided even a higher level of communication for Spring 2020 due to COVID school campus shutdown and implementation of online instruction
State Priority #3. C) How the school district will promote parental participation in the programs for individuals with exceptional needs.	State Priority #3. C) How the school district will promote parental participation in the programs for individuals with exceptional needs. The District will continue to maintain the similar level to provide all parents including parents with special need students and parents of EL students with information for all events and activities using Website, PTO notifications, Facebook postings, Flyers sent w/students, Flyers/Letters mailed home, Marquee Board, Phone Calls, LCAP Dinner, Surveys, Supt. "Talk Time" and our new auto phone calling and texting notification system	MET State Priority #3. C) How the school district will promote parental participation in the programs for individuals with exceptional needs. The District continued to maintain the similar level to provide all parents including parents with special need students and parents of EL students with information for all events and activities using Website, PTO notifications, Facebook postings, Flyers sent w/students, Flyers/Letters mailed home, Marquee Board, Phone Calls, LCAP Dinner, Surveys, Supt. "Talk Time" and our auto phone calling and texting notification system and provided even a higher level of parent communication/participation for Spring 2020 due to COVID school campus shutdown and implementation of online instruction.
State Priority #5. A) Attendance Rate (P2)	State Priority #5. A) Attendance Rate (P2). the District will increase ADA rate to 96.0%	MET State Priority #5. A) Attendance Rate (P2). the District did increase ADA rate to 96.01% for 2019-20, This was an increase in the rate from the 2018-19 rate of 93.82.
State Priority #5. B) Chronic Absenteeism Rate (last year, July 1- June 30)	State Priority #5. B) Chronic Absenteeism Rate (last year, July 1- June 30). The District will post the 2018-19 rate and lower the rate by 3% of the 16-17 rate	MET State Priority #5. B) Chronic Absenteeism Rate (last year, July 1- June 30-Based on CALPADS) was 10.4%. The District posted the 2018-19 rate of 18.35% The district lowered the rate over 3% goal.
State Priority #5. C) Middle School Dropout Rate (Grades 8th and 9th)	State Priority #5. C) Middle School Dropout Rate (Grades 8th and 9th). The District will maintain the rate below 5%	MET State Priority #5. C) Middle School Dropout Rate was Zero (Grades 8th and 9th). The District maintained the rate below 5% per the goal

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority #5. D) High School Dropout Rate	State Priority #5. D) High School Dropout Rate. The District will lower the rate by 3% from the 2018-19 rate	MET State Priority #5. D) High School Dropout Rate for 2019-20 was Zero (per Schoolwise). The District met the goal to lower the rate by 3% from the 2018-19 rate 4.8%
State Priority #5. E) High School Graduation Rate	State Priority #5. E) High School Graduation Rate. The District will maintain and/or increase the rate based on the 2018-19 rate	MET State Priority #5. E) High School Graduation Rate for 2019-20 was 100% (per Schoolwise). The District increased the rate based on the 2018-19 rate of 95.2%
State Priority #5. F) District Data: Student Surveys/Input Sessions	State Priority #5. F) District Data: Student Surveys/Input Sessions. The District will maintain and/or increase the number based on the 2016-17 number for total surveys/input data	NOT MET State Priority #8. District Data: Student Surveys/Input Sessions. The District maintained and/or increase the number based on the 2016-17 number for total surveys/input data=378 Similar to last year's total, However, the District did NOT maintain or increase the number of surveys due to COVID.

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.1 Continue to implement student attendance program, "Raise Attendance with Incentives for School Effectiveness" (RAISE). Implement program to lower Chronic Absenteeism rate. Increase SARB implementation process using data from previous end of school year to target Chronic Absent students and families.	MET 3.1 Continued to implement student attendance program, "Raise Attendance with Incentives for School Effectiveness" (RAISE). Implemented program to lower Chronic Absenteeism rate. Continued SARB implementation process as needed.	4000-4999: Books And Supplies LCFF - Supplemental 5,500	3.1.1 Continued to implement student attendance program, "Raise Attendance with Incentives for School Effectiveness" (RAISE). Implemented program to lower Chronic Absenteeism rate. Increase SARB implementation process using data from previous end of school year to target Chronic Absent students and families. The decrease was due to COVID campus shutdown for activities 4000-4999: Books And Supplies Supplemental/Concentration \$3,777

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			3.1.2 Continued "RAISE" Parent/Staff incentive program for attendance, except after March due to COVID campus shutdown 4000-4999: Books And Supplies Supplemental/Concentration \$356
3.2 Continue implementation of K-12 Auto-calling Program System with High School Period Attendance calling	MET 3.2 Continued implementation of K-12 Auto-calling Program System with High School Period Attendance calling.	5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 950	3.2.1 Continued Auto-calling System (Schoolwise) and used even more during COVID shutdown 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$894
3.3 Continue the Positive Alternative to Out-of-School Suspension "PASS" In-School Suspension Program to support student attendance program	MET 3.3 Continued the Positive Alternative to Out-of-School Suspension "PASS" In-School Suspension Program to support student attendance program	2000s/3000s 2000-2999: Classified Personnel Salaries LCFF - Supplemental 24,850	3.3.1 Continued with two 3.5 hr Aide for In-School Susp. for all day coverage and tutoring services 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$23,275 3.3.1a Benefits for two 3.5 hr Aide for In-School Susp. for all day coverage and tutoring services 3000-3999: Employee Benefits Supplemental/Concentration \$4,172 3.3.2 Provided Implementation supplies and materials-pending exp. 4000-4999: Books And Supplies Supplemental/Concentration \$750

# Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

MUSD implemented MOST actions for Goal #3 during the 2019-20 school year. MUSD budgeted \$31,300 to support the implementation of Goal #3. The District spent \$33,224 on the implementation for Goal #3. The District overspent \$1,924 or 106% of the budgeted amount to support students, families, teachers, and staff through programs, services, and personnel to provide communication and engagement to support student attendance and increase student attendance (ADA) rate to 96% district-wide and maintain the rate (+ or - 1%). The District met this goal, partially due to COVID from March to the end of the school year. The District also worked to lower the Chronic Absenteeism percentage and was successful by lowering the rate. See descriptions of all Goal #3 actions above for Actual Expenditures details.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

MUSD had success early in the year with implementing actions to support our students, families, teachers, and staff through the listed Goal #3 actions, programs, services, and personnel to provide communication and engagement to support student attendance and increase student attendance (ADA) rate to 96% district-wide and maintain the rate (+ or - 1%). The District also worked to lower the Chronic Absenteeism percentage. The District was able to meet both goals/actions. Everything changed for the District and world when COVID19 struck in March 2020. This made a significant challenge to implementing Goal #3 during Spring 2020. The District was forced to abruptly move to 100% Distance Learning due to the Governor's direction for a statewide school shut down due to high numbers of COVID cases. However, the implementation of all of the needed actions to make this happen was a GREAT SUCCESS due to the MUSD staff and Board working together for long hours, day after day, to support students, families, and staff during this very difficult time. Home visits were made by the superintendent and counselor weekly to support students' online attendance and engagement to support and help meet this goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

MUSD implemented MOST actions for Goal #3 during the 2019-20 school year. MUSD budgeted \$31,300 to support the implementation of Goal #3. The District spent \$33,224 on the implementation for Goal #3. The District overspent \$1,924 or 106% of the budgeted amount to support students, families, teachers, and staff through programs, services, and personnel to provide communication and engagement to support student attendance and increase student attendance (ADA) rate to 96% district-wide and maintain the rate (+ or - 1%). The District met this goal, partially due to COVID from March to the end of the school year. The District also worked to lower the Chronic Absenteeism percentage and was successful by lowering the rate. See descriptions of all Goal #3 actions above for Actual Expenditures details.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the Overall Analysis above, the District has set the following Goals and actions with strategies to

## GOAL #2:

By 2024, the District will develop and implement a comprehensive Multi-tier Systems of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and schoolwide improvements (State LCFF Priorities Goals 3/5/6)

### ACTION 2.1 MTSS-Raise Attendance & Lower Chronic Absenteeism:

MUSD-Strategies for Goal #2 and Action 2.1: The \$83,000 budget for Goal #2 and Action 2.1 strategies are estimated suggested amounts that could support the implementation of Goal #2 and Action 2.1, however, each strategies funding will not be tracked individually:

Strategy 2.1.1 Chronic Absenteeism Program-\$30,000

Strategy 2.1.2 PASS Program (5.75)-\$17,500

Strategy 2.1.3 RAISE Attendance Program -\$5,500

Strategy 2.1.4 Bilingual Office Support -\$30,000

### ACTION 2.2 MTSS-Raise SEL/Motivation for Student Well-being:

MUSD-Strategies for Goal #2 and Action 2.2: The \$295,000 budget for Goal# 2 budget for these sub-actions are estimated suggested amounts that could support the implementation of Goal #2 and Action 2.2, however, each strategy funding will not be tracked individually:

Strategy 2.2.1 Counseling Program -\$110,000

Strategy 2.2.2 Social-Emotional Learning (Mat./Training)-\$7,500

Strategy 2.2.3 Growth Mindset/Motivation-\$7,500

Strategy 2.2.4 TK-12 Student Clubs-\$20,000

Strategy 2.2.5 Field Trips for Experiences-\$30,000

Strategy 2.2.6 Bolster Sports (MS/HS)-\$75,000  
Strategy 2.2.7 HS Career/College Prep/Pathways- \$20,000  
Strategy 2.2.8 TEAMS Lab (TK-8)- \$5,000  
Strategy 2.2.9 Student/Family Support Center-\$10,000

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 4

4. By 2021, continue to improve the school climate and culture by making schoolwide and program improvements

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority #6: School Climate: A) Suspension Rate (last year, July 1-June 30)</p>	<p>State Priority #6: School Climate: A) Suspension Rate (last year, July 1-June 30). The District will decrease the rate by 3% based on the 2016-17 rate</p>	<p>MET State Priority #6: School Climate: A) Suspension Rate (last year, July 1-June 30). The District decreased the rate (1% in 19-20 -vs- 4.8% in 16-17) Met the 3% based on the 2016-17 rate</p>
<p>State Priority #6. B) Expulsion Rate (last year, July 1-June 30)</p>	<p>State Priority #5. B) Expulsion Rate. The District will maintain the rate below 5%</p>	<p>MET State Priority #5. B) Expulsion Rate. The District maintained the rate below 5%</p>
<p>State Priority #6. C) District Identified (CHKS, State State Student &amp; Staff Surveys: 1) Student Survey Results: (Agree) 2) Parent Survey Results:(Agree) 3) Staff Survey Results: (Strongly Agree/Agree)</p>	<p>State Priority #6. C) District Identified-Student &amp; Staff Survey: 1) Student Survey Results: (Agree) 2) Parent Survey Results:(Agree) 3) Staff Survey Results: (Strongly Agree/Agree) The District will maintain or raise the rate based on the 2016-17 rates</p>	<p>MET 1 / NOT MET 2 State Priority #6. C) District Identified-Student &amp; Staff Survey (Average all questions): 1) Student Survey Results: (Agree) is 80.9% YES (+10.4) 2) Parent Survey Results:(Agree) is 67.7% NO (-3.7) 3) Staff Survey Results: (Strongly Agree/Agree) is 90.8% NO 82.9% (-7.9) The District maintained or raise the rate based on the 2016-17 rates</p>
<p>State Priority #7. A) Course Access: Student access to broad course of study or programs. a) Rate of students enrolled in CTE courses</p>	<p>State Priority #7. A) Course Access: Course Access: 100% of students have access to broad course of study or programs. a) Rate of students enrolled in CTE courses. The District will increase by 5% based on the 2016-17</p>	<p>MET State Priority #7. A) Course Access: Course Access: 100% of students had access to a broad course of study or programs. a) Rate of students enrolled in CTE courses.</p>
<p>State Priority #7. B) Rate of students enrolled in UC/CSU required (A-G) courses</p>	<p>State Priority #7. B) Rate of students enrolled in UC/CSU required (A-G) courses. The District will maintain a 95% or higher rate.</p>	<p>MET State Priority #7. B) 100% of unduplicated students had access to a broad course of study</p>
<p>State Priority #7. C) # or Rate of AP Courses offered</p>	<p>State Priority #7. C) # or Rate of AP Courses offered. the District's rate is Zero since the HS has decided not to offer AP courses</p>	<p>MET State Priority #7. C) 100% of students with exceptional needs were provided</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		with programs and services based on IEP and state standards
State Priority #7. D) Rate of students enrolled in AP Courses	State Priority #7. D) Rate of students enrolled in AP Courses. The District's rate is Zero since the HS has decided not to offer AP courses	N/A State Priority #7. D) Rate of students enrolled in AP Courses. The District's rate is Zero since the HS has decided not to offer AP courses
State Priority #7. E) Rate of students enrolled in remedial courses	State Priority #7. E) Rate of students enrolled in remedial courses. The District's rate is Zero, since the HS does not offer remedial courses, but does offer Rtl support programs embedded in the courses	N/A State Priority #7. E) Rate of students enrolled in remedial courses. The District's rate is Zero, since the HS does not offer remedial courses, but does offer Rtl support programs embedded in the courses
State Priority #7. F) # or Rate of course offerings SDC classe	State Priority #7. F) # or Rate of course offerings SDC classes. The District will maintain a rate of 100%	MET State Priority #7. F) # or Rate of course offerings SDC classes. The District will maintain a rate of 100%
State Priority #7 100% of unduplicated students have access to a broad course of study	State Priority #7 100% of unduplicated students have access to a broad course of study	MET State Priority #7 100% of unduplicated students have access to a broad course of study
State Priority #7 100% of students with exceptional needs are provided with programs and services based on IEP and state standards	State Priority #7 100% of students with exceptional needs are provided with programs and services based on IEP and state standards	MET State Priority #7 100% of students with exceptional needs are provided with programs and services based on IEP and state standards

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
4.1 Upgrade student facilities (e.g. restroom partitions, sport fields, pool...)	MET 4.1 Upgraded student facilities (e.g. restroom partitions, sport fields, pool...)  4.1.3 Considered Safety Fencing/Gates (Front of Campus) Amount to be determined-Pending Implementation with Fund 40	5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 19,000	4.1.1 Continued Support for Swimming Pool Programs until the full statewide shutdown. 5000-5999: Services And Other Operating Expenditures LCFF Base \$11,685 4.1.2 Continued Facility Upgrades/Sport Facility Upgrades 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$15,539 4.1.3 Consider Safety Fencing/Gates (Front of Campus) Est, \$200,000 Fund 40) (\$5,000 budget



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			is a place holder amount) Didn't implement this action in 2019-20. 5000-5999: Services And Other Operating Expenditures LCFF Base \$0
<p>4.2 Continue to implement and bolster After-school Sports / Club Programs. Principally directed at unduplicated students.</p>	<p>MET            4.2 Continued to implement and bolster After-school Sports / Club Programs</p> <p>4.2.1 Spent less for M.S. sport game days (Monthly) due to weather and other cancellations of events</p> <p>4.2.3b Over estimated benefits for Coaching positions for HS Sports Program</p> <p>4.2.5 Over estimated budget K-8 Afterschool Sport / Clubs programs and supplies</p> <p>4.2.6 /4.2.6a Did not start new HS Cheer Sport Team (CIF)</p>	<p>Object Codes:            1000s/2000s/3000s/4000s/5000s 4000-4999: Books And Supplies LCFF - Supplemental 56,000</p>	<p>4.2.1 Continue implementation for M.S. sport game days (Monthly) Did not implement action due to COVID 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$0</p> <p>4.2.2 Continue Budget for HS Uniforms/Equip with some cost overruns 4000-4999: Books And Supplies Supplemental/Concentration \$8,416</p> <p>4.2.3 Continued HS Sports Program (i.e. Trans/Fac Costs) except in Winter and Spring 2020 due to COVID \$4,758</p> <p>4.2.3a Continued Coaches Salary for HS Sports Program (Classified/Certificated) until COVID 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$12,097</p> <p>4.2.5 K-8 Afterschool Sport/Clubs programs limited supplies purchased due to COVID 4000-4999: Books And Supplies Supplemental/Concentration \$95</p> <p>4.2.5a Staffing Salary for new K-8 After-school Sport/Clubs programs (certificated/classified)</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,921 4.2.5b Staffing Benefits for new K-8 After-school Sport/Clubs programs (certificated/classified) 3000-3999: Employee Benefits Supplemental/Concentration \$768 N/A \$0 N/A \$0
4.3 Continue to strive to achieve a pay scale for staff at or above the average for Kern County or similar sized districts to recruit and retain staff in our rural area	MET 4.3 Continued to strive to achieve a pay scale for staff at or above the average for Kern County or similar sized districts to recruit and retain staff in our rural area	Object Codes: 1000s/2000s/3000s 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 157,767	4.3.1 Continued ongoing cost of the Negotiated Agreement to realign the salary schedule for recruiting and retaining teachers (Salary/Benefit) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$154,767 4.3.2 Continued ongoing cost of the Negotiated Agreement to realign the salary schedule for recruiting and retaining classified staff (Salary/Benefit) 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$3,000
4.4 Continue Field Trips for K-12 to support student career and college vision/motivation and to enhance subject content base experience. Consider District wide Integrated Theme & Focus Area (i.e. STEMs, Hands-on Outdoor Science Center)	MET 4.4 Continued Field Trips for K-12 to support student career and college vision/motivation and to enhance subject content base experience. Considered District wide Integrated Theme & Focus Area (i.e. STEMs, Hands-on Outdoor Science Center)  4.4.2 Overspent for Field Trips: One Per Class/Per	4000-4999: Books And Supplies LCFF - Supplemental 20,500	4.4.1 Implemented Integrated School-wide Theme & Focus Areas to support PBIS/School climate 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,446 4.4.2 Continued Field Trips: One Per Class/Per Quarter-(FT \$12,500 & Camp Keep-\$6,000) until COVID 5000-5999: Services

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	Quarter-Added 4th/5th Overnight trip Fort Tejon		And Other Operating Expenditures Supplemental/Concentration \$1,313
4.5 Continue Implementation for PBIS Programs/Counseling Program to support student behavioral and emotional growth/maturation (e.g. Anti-Bullying / PBIS / Counseling)	<p>MET</p> <p>4.5 Continued Implementation for PBIS Programs/Counseling Program to support student behavioral and emotional growth/maturation (e.g. Anti-Bullying / PBIS / Counseling)</p> <p>4.5.4 Counselor Training-Conference/Travel-Overspent budget to send two Aides also to training</p>	<p>Object Codes:</p> <p>1000s/2000s/3000s/4000s/5000s 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 99,000</p>	<p>4.5.1 Materials for PBIS System/Counseling program implementation Overspend to support online counseling materials 4000-4999: Books And Supplies Supplemental/Concentration \$5,815</p> <p>4.5.2 Continued Additional Counselor Position 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$64,643</p> <p>4.5.2a Benefits for Counselor Position 3000-3999: Employee Benefits Supplemental/Concentration \$31,464</p> <p>4.5.3 Purchase "Break" outside games/activities for Middle School and High School to support proactive engagement didn't use all funding due to COVID Spring 4000-4999: Books And Supplies Supplemental/Concentration \$340</p> <p>4.5.4 Counselor Training-Conference/Travel. Didn't attend due to COVID 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$0</p>
4.6 Continue Bilingual Office Clerk to support parents and student	MET 4.6 Added a 3.5 hr. Bilingual Health Clerk.	Object Codes: 2000s/3000s 2000-2999: Classified Personnel	4.6.1 Continued 3.5 hr. Bilingual Health Clerk Position (Salary) (PERS)

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>communication, attendance program, Health checks, PBIS and In-school Suspension program.</p>	<p>Continued Bilingual Office Clerk to support parents and student communication, attendance program, Health checks, PBIS and In-school Suspension program.</p> <p>4.6.1/4.6.1a Continued 3.5 hr. Bilingual Clerk Position (Salary)- Underestimated position salary and benefits</p>	<p>Salaries LCFF - Supplemental 30,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$16,527</p> <p>4.6.1a Benefits for 3.5 hr. Bilingual Health Clerk Position (PERS) 3000-3999: Employee Benefits Supplemental/Concentration \$3,559</p> <p>4.6.2 Continued 3.5 hr. Bilingual Health Clerk Position (Non PERS) 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$12,967</p> <p>4.6.2a Benefits for 3.5 hr. Bilingual Health Clerk Position (Non PERS) 3000-3999: Employee Benefits Supplemental/Concentration \$3,559</p>
<p>4.7 Consider Increase of Career/College Pathway Offerings and Implementation of current pathways to support student vision/motivation</p>	<p>MET</p> <p>4.7 Considered Increase of Career/College Pathway Offerings and Implementation of current pathways to support student vision/motivation</p> <p>4.7 Considered Increase of Career/College Pathway Offerings and Implementation of current pathways to support student vision/motivation-- Under spent budget due to the use of the last year of CTE Grant to support pathways</p>	<p>4000-4999: Books And Supplies LCFF - Supplemental 7,000</p>	<p>4.7.1 Continued Support Implementation of Pathways (\$1,000 per course) Didn't use all funding due to COVID</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$2,179</p>
<p>4.8 Continue to provide Support for Technology Program Implementation (i.e. Equip./Repairs/Maintenance)</p>	<p>MET</p> <p>4.8 Continued to provide Support for Technology Program Implementation (i.e. Equip./Repairs/Maintenance)</p>	<p>Object Codes: 4000s/5000s 4000-4999: Books And Supplies LCFF - Supplemental 22,000</p>	<p>4.8.1 Continued Technology Network/Server Support (Equip/repairs...) 4000-4999: Books And Supplies</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>4.8.2 Continued Software Support-but under spent budget</p> <p>4.8.3 Continue District Website to support parent/staff/student communication-Under budgeted for yearly cost</p>		<p>Supplemental/Concentration \$14,349</p> <p>4.8.2 Continued Software Support 4000-4999: Books And Supplies Supplemental/Concentration \$1,245</p> <p>4.8.3 Continued District Website to support parent/staff/student communication 4000-4999: Books And Supplies Supplemental/Concentration \$5,233</p> <p>N/A N/A</p>
<p>4.9 Purchase supplemental Library Book Replacements for aging and damaged books</p>	<p>MET</p> <p>4.9 Purchased Library Book Replacements for aging and damaged books</p>	<p>4000-4999: Books And Supplies LCFF - Supplemental 5,000</p>	<p>4.9.1 Purchased Library Book Replacements for aging and damaged books. 4000-4999: Books And Supplies Supplemental/Concentration \$3,663</p>
<p>4.10 Continue Nurse Services for all schools to ensure health compliance (KCSOS Contract for on call service \$500 per day)</p>	<p>MET. 4.10 Continued Nurse Services for all schools to ensure health compliance. Employed KCSOS Nurse on call (\$500 per day)</p> <p>4.10.1 Over spent to continue Nurse Services from KCSOS</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 10,000</p>	<p>4.10.1 Continued Nurse Services (KCSOS Contract for on call service \$500 per day) 5000-5999: Services And Other Operating Expenditures LCFF Base \$9,396</p>
<p>4.11 Continue two additional 3.5 hour MOT positions to support transportation, custodian and ground services</p>	<p>NOT MET</p> <p>4.11 DID NOT Continue two additional 3.5 hour MOT positions to support transportation, custodian and ground services due to budget concerns</p>	<p>Object Codes: 2000s/3000s 2000-2999: Classified Personnel Salaries LCFF - Supplemental 28,800</p>	<p>4.11.1 Didn't continue two 3.5 hour MOT position to support transportation, custodian services and grounds due to position vacancy and budget consideration 2000-2999: Classified Personnel Salaries LCFF Base 0</p> <p>4.11.1a No benefits needed for two 3.5 hour MOT position to support transportation, custodian</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			services and grounds 3000-3999: Employee Benefits LCFF Base 0
4.12 Provide Art and/or Music supplies to implement the programs	MET 4.12 Provided Art and/or Music supplies to implement the programs  4.12.1 Provided more supplies to implement the K-8 Art and/or Music program	4000-4999: Books And Supplies LCFF - Supplemental 1,000	4.12.1 Provided Supplies to implement the K-8 Art and/or Music program 4000-4999: Books And Supplies Supplemental/Concentration \$1,214
4.13 Implement TEAMS Strategic Plan for Long-term Visioning (i.e. STEMs Dist.-wide Focus)	MET 4.13 Implement new TEAMS Strategic Plan for Long-term Visioning (i.e. STEMs Dist.-wide Focus)  4.13.1 Implemented new TEAMS Strategic Plan for Long-term Visioning (i.e. STEMs Dist.-wide Focus)-Overspent budget for new lab set-up.	4000-4999: Books And Supplies LCFF - Supplemental 10,000	4.13.1 Implemented new TEAMS Strategic Plan for Long-term Visioning (i.e. STEMs Dist.-wide Focus) 4000-4999: Books And Supplies Supplemental/Concentration \$8,296

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

MUSD implemented MOST actions for Goal #4 during the 2019-20 school year. MUSD budgeted \$466,067 to support the implementation of Goal #4. The District spent \$404,186 on the implementation for Goal #4. The District underspent \$61,881 or 87% of the budgeted amount due to COVID and the use of other funding to support students, families, teachers, and staff through programs, services, and personnel to continue improvements to support effective school climate and motivation for academics, physical, and social success. See descriptions of all Goal #4 actions above for Actual Expenditure details.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

MUSD had success early in the year with implementing actions to support our students, families, teachers, and staff through the listed Goal #4 actions, programs, services, and personnel to continue improvements to support effective school climate and motivation for academics, physical, and social success. However, everything changed for the District and world when COVID19 struck in March 2020. This made a significant challenge to implementing Goal #4 during Spring 2020. The District was forced to abruptly move to 100% Distance Learning due to the Governor's direction for a statewide school shut down due to high numbers of COVID cases. However, the implementation of all of the needed actions to make this happen was a GREAT SUCCESS due to the MUSD staff and Board working together for long hours, day after day, to support students, families, and staff during this very difficult time.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

MUSD implemented MOST actions for Goal #4 during the 2019-20 school year. MUSD budgeted \$466,067 to support the implementation of Goal #4. The District spent \$404,186 on the implementation for Goal #4. The District underspent \$61,881 or 87% of the budgeted amount due to COVID and the use of other funding to support students, families, teachers, and staff through programs, services, and personnel to continue improvements to support effective school

climate and motivation for academics, physical, and social success. See descriptions of all Goal #4 actions above for Actual Expenditure details.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the Overall Analysis above, the District has set the following Goals and actions with strategies to

**GOAL #2:**

By 2024, the District will develop and implement a comprehensive Multi-tier Systems of Support (MTSS) program to improve the school attendance, climate/culture, and motivation by making program and schoolwide improvements (State LCFF Priorities Goals 3/5/6)

**ACTION 2.1 MTSS-Raise Attendance & Lower Chronic Absenteeism:**

MUSD-Strategies for Goal #2 and Action 2.1: The \$83,000 budget for Goal #2 and Action 2.1 strategies are estimated suggested amounts that could support the implementation of Goal #2 and Action 2.1, however, each strategies funding will not be tracked individually:

- Strategy 2.1.1 Chronic Absenteeism Program-\$30,000
- Strategy 2.1.2 PASS Program (5.75)-\$17,500
- Strategy 2.1.3 RAISE Attendance Program -\$5,500
- Strategy 2.1.4 Bilingual Office Support -\$30,000

**ACTION 2.2 MTSS-Raise SEL/Motivation for Student Well-being:**

MUSD-Strategies for Goal #2 and Action 2.2: The \$295,000 budget for Goal# 2 budget for these sub-actions are estimated suggested amounts that could support the implementation of Goal #2 and Action 2.2, however, each strategy funding will not be tracked individually:

- Strategy 2.2.1 Counseling Program -\$110,000
- Strategy 2.2.2 Social-Emotional Learning (Mat./Training)-\$7,500
- Strategy 2.2.3 Growth Mindset/Motivation-\$7,500
- Strategy 2.2.4 TK-12 Student Clubs-\$20,000
- Strategy 2.2.5 Field Trips for Experiences-\$30,000
- Strategy 2.2.6 Bolster Sports (MS/HS)-\$75,000
- Strategy 2.2.7 HS Career/College Prep/Pathways- \$20,000
- Strategy 2.2.8 TEAMS Lab (TK-8)- \$5,000
- Strategy 2.2.9 Student/Family Support Center-\$10,000

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 5

Goal 5: Implement the categorical budget for the 2020-2021 school year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
See SPSA Metrics for Goals 1-4	See SPSA Metrics for Goals 1-4	See SPSA Metrics for Goals 1-4

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1.1 Provide program costs and training in AVID, EDI lesson planning, CCSS/DOK strategies, and Science implementation through intensive training, coaching, and PLC teams.</p>	<p>MET 1.1 Provided program costs and training in AVID, EDI lesson planning, CCSS/DOK strategies, and Science implementation through intensive training, coaching, and PLC teams.</p>	<p>1.1.1 Provide program costs and training in AVID, EDI lesson planning, CCSS/DOK strategies, and Science implementation through intensive training, coaching, and PLC teams. 5000-5999: Services And Other Operating Expenditures Title I 5000</p> <p>1.1.2 Provide paid extra duty time and/or release time sub for training to support 1.1.1 1000-1999: Certificated Personnel Salaries Title I 1200</p> <p>1.1.2a Benefits Provide paid extra duty time and/or release time sub for training to support 1.1.1 3000-3999: Employee Benefits Title I 250</p>	<p>MET 1.1 Provided program costs and training in AVID, EDI lesson planning, CCSS/DOK strategies, and Science implementation through intensive training, coaching, and PLC teams. 5000</p> <p>1200</p> <p>250</p>
<p>1.3 Continue to Implement benchmark assessments for ELA and Math data analysis (minimum of 3-times per year). Make instructional decision based on this data. Principally directed &amp; support unduplicated students.</p>	<p>MET 1.3 Continued to Implement benchmark assessments for ELA and Math data analysis (minimum of 3-times per year). Make instructional decision based on this data. Principally directed &amp; support unduplicated students.</p>	<p>1.3.1 Continue use of iReady Supplemental Materials/Program for ELA and Math TK-8 benchmarks assessments. Continue to Implement IXL program at High School level. 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 1000</p>	<p>MET 1.3 Continued to Implement benchmark assessments for ELA and Math data analysis (minimum of 3-times per year). Make instructional decision based on this data. Principally directed &amp; support unduplicated students. 1000</p>
<p>2.1 Continue to Implement Response to Intervention Program (Rtl) for ELA/MA. Hire needed staff and purchase supplemental support materials</p>	<p>MET 2.1 Continued to Implement Response to Intervention Program (Rtl) for ELA/MA. Hire needed staff and purchase supplemental support materials</p>	<p>2.1.1 Continue to Implement Supplemental Materials for Rtl ELA/MA program 4000-4999: Books And Supplies Title I 2000</p>	<p>MET 2.1 Continued to Implement Response to Intervention Program (Rtl) for ELA/MA. Hire needed staff and purchase supplemental support materials 2000</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2.2 Implement technology support in all subjects and programs with training.	MET 2.2 Implemented technology support in all subjects and programs with training.	2.2.1 Continue to Purchase Software/Apps to support CCSS Core subjects 4000-4999: Books And Supplies Title I 2000  2.2.2 Continue Technology Teacher Training (i.e. CUE Conf.) 5000-5999: Services And Other Operating Expenditures Title I 3000  2.2.2a Subs for Technology Teacher Training (i.e. CUE Conf.) 1000-1999: Certificated Personnel Salaries Title I 1800  2.2.2.b Benefits Subs for Technology Teacher Training (i.e. CUE Conf.) 3000-3999: Employee Benefits Title I 375	MET 2.2 Implemented technology support in all subjects and programs with training. 2000  3000  1800  375
2.3 Continue Intervention Teacher position to support Rtl & Title 1 program with CCSS MA / ELA Focus Salary LCFF 40% & Title 1 60% (pending placement on salary schedule)	MET 2.3 Continued Intervention Teacher position to support Rtl & Title 1 program with CCSS MA / ELA Focus Salary LCFF 40% & Title 1 60% (pending placement on salary schedule)	2.3.1 Continue Intervention Teacher position to support Rtl & Title 1 program with CCSS MA / ELA Focus Salary Title I 60% (40% LCFF) (pending placement on salary schedule) 1000-1999: Certificated Personnel Salaries Title I 30575  2.3.1a Benefits for Intervention Teacher Position Title I 60% (40% LCFF) 3000-3999: Employee Benefits Title I 18155	MET 2.3 Continued Intervention Teacher position to support Rtl & Title 1 program with CCSS MA / ELA Focus Salary LCFF 40% & Title 1 60% (pending placement on salary schedule) 30575  18155
4.4 Continue Field Trips for K-12 to support student career and college vision/motivation and to enhance subject content base experience. Consider District wide Integrated Theme & Focus Area (i.e. STEMs,	MET 4.4 Continued a limited numbers of Field Trips for K-12 to support student career and college vision/motivation and to enhance subject content base experience. Consider District wide	4.4.2 Continue Field Trips: One Per Class/Per Quarter 4000-4999: Books And Supplies Title I 1000	MET 4.4 Continued a limited numbers of Field Trips for K-12 to support student career and college vision/motivation and to enhance subject content base experience. Consider

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Hands-on Outdoor Science Center)	Integrated Theme & Focus Area (i.e. STEMs, Hands-on Outdoor Science Center)		District wide Integrated Theme & Focus Area (i.e. STEMs, Hands-on Outdoor Science Center) 1000
4.5 Continue Implementation for PBIS Programs/Counseling Program to support student behavioral and emotional growth/maturation (e.g. Anti-Bullying / PBIS / Counseling)	MET 4.5 Continued Implementation for PBIS Programs/Counseling Program to support student behavioral and emotional growth/maturation (e.g. Anti-Bullying / PBIS / Counseling)	4.5.3 Purchase "Break" outside games/activities for Middle School and High School to support proactive engagement 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 100	MET 4.5 Continued Implementation for PBIS Programs/Counseling Program to support student behavioral and emotional growth/maturation (e.g. Anti-Bullying / PBIS / Counseling) 100
4.7 Consider Increase of Career/College Pathway Offerings and Implementation of current pathways to support student vision/motivation	MET 4.7 Considered Increase of Career/College Pathway Offerings and Implementation of current pathways to support student vision/motivation	Purchase support materials 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 100	MET 4.7 Considered Increase of Career/College Pathway Offerings and Implementation of current pathways to support student vision/motivation 100
4.9 Purchase supplemental Library Book Replacements for aging and damaged books	MET 4.9 Purchased supplemental Library Book Replacements for aging and damaged books	4.9.1 Purchase Library Book Replacements for aging and damaged books. 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 250	MET 4.9 Purchased supplemental Library Book Replacements for aging and damaged books 250

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

MUSD implemented MOST actions for Goal #5 during the 2019-20 school year. MUSD budgeted \$66,805 to support the implementation of Goal #5. The District spent \$66,805 on the implementation for Goal #5.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Goal 5: Implementation of the categorical budgets supplemented and supported for the 2020-2021 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

MUSD implemented MOST actions for Goal #5 during the 2019-20 school year. MUSD budgeted \$66,805 to support the implementation of Goal #5. The District spent \$66,805 on the implementation for Goal #5.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes have been made for the 2021-22 Categorical programs.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	162,360
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	687,277.00

## Expenditures by Funding Source

Funding Source	Amount
General Fund	11,000.00
LCFF - Supplemental	561,185.00
Title I	113,642.00
Title II Part A: Improving Teacher Quality	1,450.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	593,747.00
3000-3999: Employee Benefits	18,780.00
4000-4999: Books And Supplies	35,450.00
5000-5999: Services And Other Operating Expenditures	39,300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	11,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	511,885.00

4000-4999: Books And Supplies	LCFF - Supplemental	18,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	31,300.00
1000-1999: Certificated Personnel Salaries	Title I	81,862.00
3000-3999: Employee Benefits	Title I	18,780.00
4000-4999: Books And Supplies	Title I	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I	8,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	1,450.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Scott Meier, Ed.D.	Principal
Michele Johnson	Classroom Teacher
Katie Woods	Classroom Teacher
Deborah Myers	Classroom Teacher
Melinda Houston	Other School Staff
Laura Robison	Parent or Community Member
Malinda Adams	Parent or Community Member
Briann Hemann	Parent or Community Member
Camille Wooley	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: DELAC Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11-19-20.

Attested:

Principal, Scott Meier, Ed.D., Superintendent on 5-14-21
SSC Chairperson, Katie Woods on 5-14-21

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the Con App

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.



A school receiving funds allocated through the Con App is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the Con App. At a minimum a school receiving funds allocated through the Con App must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the Con App and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the Con App. The Consolidation of Funds is required for a school receiving funds allocated through the Con App and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the Con App should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the Con App for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the Con App and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program



