

LCFF Budget Overview for Parents

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

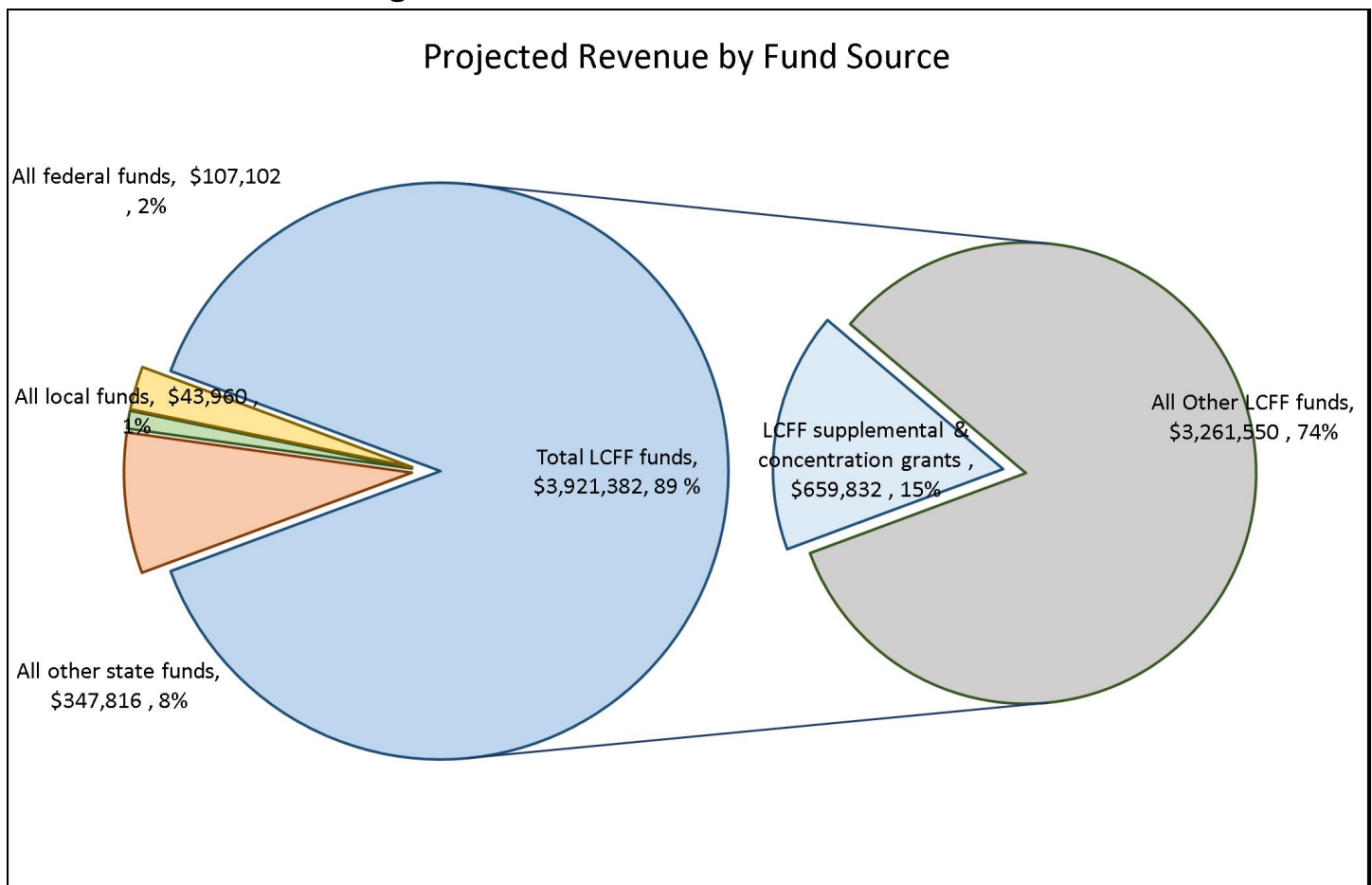
CDS Code: 06616060600000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Zach Thurman, Superintendent/Principal

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

Budget Overview for the 2019-20 LCAP Year

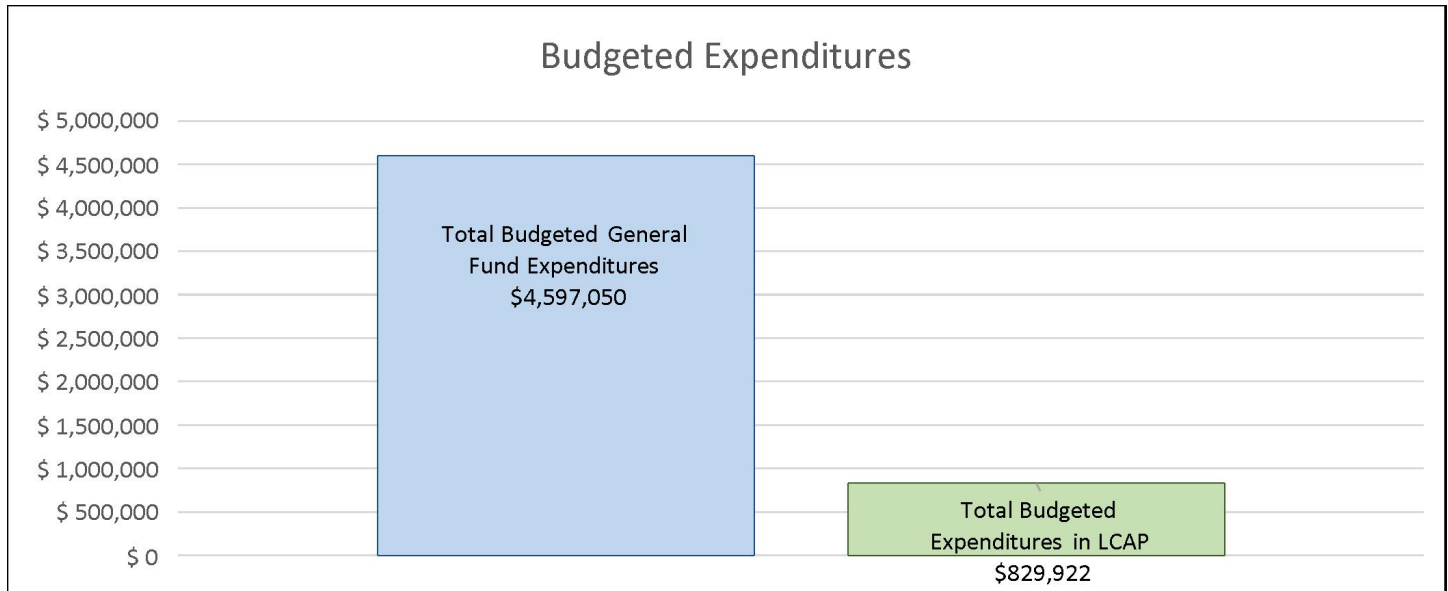


This chart shows the total general purpose revenue Maxwell Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Maxwell Unified School District is \$4,420,260, of which \$3,921,382 is Local Control Funding Formula (LCFF), \$347,816 is other state funds, \$43,960 is local funds, and \$107,102 is federal funds. Of the \$3,921,382 in LCFF Funds, \$659,832 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Maxwell Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Maxwell Unified School District plans to spend \$4,597,050 for the 2019-20 school year. Of that amount, \$829,922 is tied to actions/services in the LCAP and \$3,767,128 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not included in the LCAP include salary and benefits, instructional materials, supplies and equipment, health services, administrative services, transportation, Special Education excess costs, cafeteria and food services, Maintenance and Operations, and facility costs.

Increased or Improved Services for High Needs Students in 2019-20

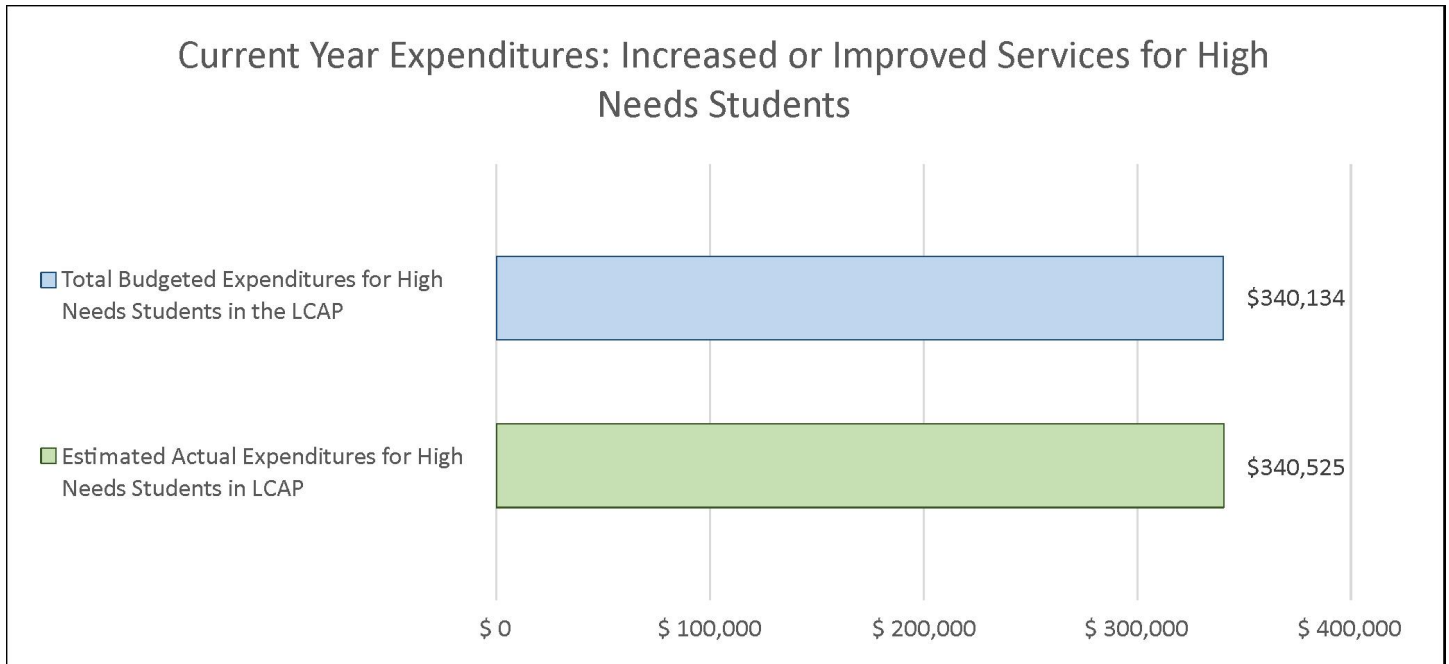
In 2019-20, Maxwell Unified School District is projecting it will receive \$659,832 based on the enrollment of foster youth, English learner, and low-income students. Maxwell Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Maxwell Unified School District plans to spend \$647,632 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

The Maxwell Unified School District intends to support high needs students by implementing and/or maintaining intervention programs, increasing access to technology, maintaining high quality staff, supporting parents by improving communication to families, and providing high quality professional learning for staff.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Maxwell Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Maxwell Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Maxwell Unified School District's LCAP budgeted \$340,134 for planned actions to increase or improve services for high needs students. Maxwell Unified School District estimates that it will actually spend \$340,525 for actions to increase or improve services for high needs students in 2018-19.

2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Maxwell Unified School District

Contact Name and Title

Zach Thurman
Superintendent/Principal

Email and Phone

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530-438-2052

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Introduction: Maxwell Unified School District was established in March of 1908 and is located on I-5 north of Sacramento in a small, agricultural community. Its rural setting provides a unique surrounding where teachers take on a individual sense of personal ownership that contributes to a sense of interconnection among students, staff, and administrators. These relationships provide the students in Maxwell Unified School District with an environment where they feel safe as they steadily develop their academic skills.

Maxwell Unified School District serves an area of 387 square miles. It consists of three schools, Maxwell Elementary (K-5), Maxwell Middle School (6-8), and Maxwell High School (9-12). Maxwell Elementary School and Maxwell Middle School are located on the same school site. Maxwell High School qualifies as a necessary small high school, which allows it to provide a number of programs, to include a broad course of study to support student learning.

There are approximately 340 students in the district and 246 of these students are unduplicated, approximately 72%. Of the 246 unduplicated pupils there are 241 Low-income; 117 English learners; 40 Students with Disabilities; 2 Foster Youth; and 29 pupils classified as Homeless. The Foster Youth coordinator and district homeless liaison ensures the students are able to fully participate in all school activities and programs for which they are eligible. Maxwell Unified School District strives to provide a meaningful, rigorous academic program for all students within a safe and supportive environment, prepare students to be career or college ready, positive contributors to

society, and promote academic excellence in all students, personal integrity, and responsible decision-making.

Maxwell Unified School District serves the students through a strong standards based curriculum. Students, including unduplicated students and students with exceptional needs, are supported with after school and during school tutoring services, small group reading support, small classes, and high school credit recovery support. The District's ultimate goal is to increase the percentage of students reaching proficiency on the ELPAC, CAASPP, and other State and locally determined measures. In addition, the District strives to provide career and college readiness pathways for students.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Maxwell Unified School District LCAP goals are as follows:

1. Maxwell Unified School District will strive to provide a broad course of study for all students from a highly qualified credentialed staff working towards full implementation of the California state standards.
2. Maxwell Unified School District will continue to provide all students with a rigorous and challenging education, instructional assistance, and tools necessary for college and/or career readiness.
3. Maxwell Unified School District will continue to engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.

Our 2019-20 LCAP actions/services will focus on several areas.

We will continue to focus on improving school climate for students and families as spring 2018 parent and student surveys still showed a concern in this area. We did make improvements in providing safe, academically productive, and positive schools. Some highlights include recognizing positive behavior and academic successes through awards/certificate recognition programs and ceremonies. The high school continued the monthly awards program for students who were recognized by staff members as doing something for others, representing high character, or academic achievement. The elementary school has a weekly reading awards ceremony, Panther of the Month ceremony, Citizenship and Academic Awards ceremonies at the end of grading periods, and Character Counts Awards ceremonies six times a year. LCAP actions/services still need to continue in this area. We will continue to expand on the successes. We will continue to provide InterQuest Detection Canines random searches and random drug testing for athletes along with updating the security cameras to improve school safety and climate at the high school. We will continue to implement social media awareness and character building programs district-wide.

Many of our decision making with respect to actions/services were based on the California School Dashboard Fall 2017 data and 2018 data. The one area marked "Red" in the Fall 2018 Dashboard was suspension rate. This red area for suspension rate also applied to the Special Education subgroup of students. The district formed a committee to discuss and address this area. The district will look at other means of consequences for discipline referrals. Staff will offer after school detention and Saturday School to support alternative discipline approaches and attendance make-up days. Our 2018 School Dashboard indicates an orange area for Chronic Absenteeism. Our school resource officers will be more involved with families of students who are chronically absent through home visits. Administration will attend professional development to learn about restorative

justice and approaches to increase attendance and reduce chronic absenteeism Another area in the Student Group Report where "Orange" is reported is English learner progress (1-12). The District has improved the process of reclassifying English Learner students moving forward.

The district status for Mathematics and Language Arts is also in the orange area. The district has implemented Measures of Academic Progress (MAP) growth assessments and Edgenuity to support interventions and differentiated instruction in areas of need. The district is in the second year of implementing a writing grant (C3WP) to support argumentative writing. Five teachers will be attending professional development this summer through the writing grant. The District has received a CTEIG grant to help support CTE pathways for students in agriculture related fields. The District received a STEM Coding and Robotics Grant this year. The grant covers 75% cost of the program with the District covering 25% of the cost. Four certificated staff will attend summer training for the grant. Ten coding and robotics Pod stations will be placed in classrooms starting at the third grade level. The LEA has actions/services in Goal 2 to address the need for improvement for our English learner progress. A paraprofessional will be hired to provide extra support for our English Learners at the high school. The paraprofessional position is currently not filled and we hope to fill the position for the 2019-20 school year. In addition, a certificated teacher taught a period of English Language development to support English Language proficiency and we hope to continue that support in the 2019-20 school year. After school tutorial support for students is available at all sites to help students who need extra support in ELA and mathematics. A Reading Specialist is an Action/Service from Goal 1 that will provide support for ELA/ELD for K-8 students. A goal 1 action/service is to provide two certificated teachers to avoid large class sizes and combination classes which will increase services for our unduplicated pupils and English Learners. Goal 2 has actions/services that provide supplemental support through technology based programs to help address interventions in mathematics and language arts. Our staff in-service and professional development plans are related to interventions/differentiated instruction, benchmark assessment, STEM, writing, and positive classroom management to address the needs of our unduplicated students, including English Learners and Special Education students. We will continue the implementation of MAP to help us focus on student growth/progress and identify areas for intervention. Specific professional development will focus on writing through our Northern California Writing Project Professional Development Grant (C3WP), MAP assessment, Edgenuity interventions and Acellus STEM training related to coding, robotics, and a CTE technology related pathway for students. For Goal 3 we will continue to strive for consistency with discipline, and continue to strive for improving positive recognition programs for students. We will continue focusing on character and anti-bullying programs and assemblies.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The California School Dashboard for Maxwell Unified School District highlights a significant increase in mathematics scores for our homeless students (green indicator) and the white student subgroup (yellow indicator) stayed constant in grades 3 - 8. The English language arts assessment report highlights a constant for the white student subgroup (yellow indicator). In addition, our graduation

rate indicator on the California School Dashboard is rated as very high (100%) for All Students and subgroups (Hispanic, White, English Learners, Special Education, and Homeless).

The District continues to build a positive school culture and will build upon this success by continuing to recognize positive behavior and academic successes through awards/certificate recognition programs and ceremonies. The high school continued an awards program for students who were recognized by staff members as doing something for others, representing high character, academic achievement, or perfect attendance. The elementary school has a weekly reading awards ceremony, Panther of the Month ceremony, Citizenship and Academic Awards ceremonies at the end of grading periods, and Character Counts Awards ceremonies six times a year. Many of these students receiving recognition are from low-income families, English learners, and students considered homeless. The District had 2 foster youth in the 2018-19 school year that were supported by our school counselor. The District will continue a character building program and address social media responsibility to help continue the improvement of district climate. The District will continue to improve school safety and climate at the high school with random drug testing, random visits by InterQuest Detection Canines, update school security cameras, improve academic and character awards recognition for students, and strive for consistent discipline policies.

The District successfully implemented the grant writing project, additional dual enrollment opportunities, MAP growth assessment, Edgenuity online courses and credit recovery, Edgenuity interventions, and additional ag related offerings and CTE pathways.

The District will continue to improve parent involvement and input into our schools. Our DELAC parent participation was again excellent as the meetings followed our weekly reading awards program at the elementary school. Through PTO, DELAC, Site Council, District Advisory Committee, Ag Advisory, and Rodeo Advisory, we will continue to work on making parents feel valued and involved in our schools.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the review of state indicators reported on the California School Dashboard, there is one area in the Student Group Report where "red" is reported: Suspension Rate. Other concerns are our "orange" areas reported: Chronic Absenteeism, English Language Arts Proficiency and Mathematics Proficiency. All subgroups also scored in the orange in the preceding three areas (exception - homeless). English learner progress (K-12): the percentage of English learners who made progress towards English proficiency (73.2%). The District implemented growth assessment (MAP), and interventions (Edgenuity in the 2018-19 school year to address ELA and Mathematics proficiency rates and hope the Fall 2019 Dashboard data shows growth in these areas. In addition, the District participated in a writing grant and will continue to participate in 2019-2020 to address improved proficiency in writing. The District will address improving chronic absenteeism rates with home visits from our school resource officers.

The LEA has actions/services in Goal 2 to address the needs for our English learner progress. A paraprofessional was hired to provide extra support for our English Learners at the high school, Goal

2, Action 9. This paraprofessional position will continue for the 2019-20 school year. In addition, certificated teachers will continue to provide Integrated and Designated ELD to increase English language proficiency. After school tutorial support for students is available at all sites to help students who need extra support ELA/ELD and mathematics, Goal 2, Action 10. A Reading Specialist will provide support for ELA/ELD for K-8 students, Goal 1, Action 4. Goal 1, Action 7 is to provide two certificated teachers to avoid large class sizes and combination classes which will increase services for our unduplicated pupils and English Learners. Professional development plans include a focus on growth assessment (Measures of Academic Progress - MAP), interventions, differentiated instruction, STEM related activities, writing grant and classroom management to help support the needs of our unduplicated students, including English Learners and Special Education students. We will continue implementing Measures of Academic Progress (MAP) to measure growth/progress and identify areas of intervention, Goal 2.

The District's Special Education Performance Indicator Review for 2018-19 indicated we met all 14 indicators except indicator 4a. We did not meet the Overall Discipline/Suspension Rate. After analyzing the data, the district will focus on using other means of consequences besides suspension and positive reinforcement to curb suspension rates. Administration will attend professional development activities this summer related to restorative justice and resources to decrease suspensions, increase attendance and reduce chronic absenteeism.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The California School Dashboard for the Maxwell Unified School District does not have any subgroup scoring two or more performance levels below the "all student" performance. The District will continue to assess and monitor all student groups during the 2019-20 school year.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

2018-19 School Year:

Maxwell Unified School District will strive to provide a broad course of study for all students from a highly qualified credentialed staff working towards full implementation of the California state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1: Local Indicator/Teacher credential

18-19

1a. Maintain 100% rate of teacher/staff that are appropriately assigned and continue to maintain the number of fully credentialed teachers at 100%.

Baseline

1a. 100% of teachers are appropriately assigned and currently, 100% of teachers are appropriately credentialed verified through our School Accountability Report Cards.

Metric/Indicator

Priority 1: Local Indicator/ Instructional materials

18-19

Actual

1a. 100% of teachers are appropriately assigned and currently, 100% of teachers are appropriately credentialed verified through our School Accountability Report Cards.

1b. 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and Williams report.

Expected

1b. Continue to maintain 100% of the classrooms as having sufficient instructional materials, as verified by a district board resolution and Williams report.

Baseline

1b. 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and Williams report.

Metric/Indicator

Priority 1: Local Indicator/ Facilities in good repair

18-19

1c. Continue to maintain a District rating of good condition as measured by the Facility Inspection Tool.

Baseline

1c. Overall, the District has a rating of good condition. The one area rated as fair at the high school is external areas (Playground/School Grounds, Windows/ Doors/Gates/Fences) as measured by the FIT report. The one area rated as poor at the elementary/middle school is also external areas (Trim around windows and doors - portables).

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

18-19

2a. Continue to provide opportunities for staff to further their implementation of the academic content standards and performance standards. Use the Local Indicator Reflection tool to assess the progress made by staff.

Baseline

2a. According to the Local Indicator Reflection tool our staff rated progress in providing professional learning for teaching and making instructional materials aligned to the standards/frameworks in ELA and ELD aligned to ELA standards as being in the early training and planning stage. Math for these areas was rated in the initial implementation stage. The Next Generation in Science Standards was rated in the initial awareness stage. History-Social Science was rated in the early training and planning stage. Progress in implementing Career Technical education, Health Education, Physical education, and Visual and Performing Arts Standards was rated as being in the early training and planning Stage. Progress in implementing World Language Standards was rated as being in the initial implementation stage.

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/ELD

Actual

1c. Overall, the District has a rating of good condition as measured by the FIT report.

2a. According to the Local Indicator Reflection tool our staff rated progress in providing professional learning for teaching and making instructional materials aligned to the standards/frameworks in ELA and ELD aligned to ELA standards as being in the full implementation stage. Math for these areas was rated in the full implementation stage. The Next Generation in Science Standards was rated in the beginning development stage. History-Social Science was rated in the initial development stage. Progress in implementing Career Technical Education, Health Education, Physical Education, and Visual and Performing Arts Standards was rated as being in the initial implementation stage. Progress in implementing World Language Standards was rated as being in the beginning development stage.

2b. The implementation of state standards enables English learners to access the California state standards and gain academic knowledge in

Expected

18-19

2b. Continue to implement and maintain programs and services to enable English learners to access California State Standards so they can gain academic knowledge in English language arts and mathematics.

Baseline

2b. The implementation of state standards enables English learners to access the California state standards and gain academic knowledge in English language arts and mathematics. Teachers rated their progress in being provided professional learning for teaching and making instructional materials aligned to the state content standards as being in the early training and planning stage. All teachers and CLAD or SDAIE certified and support English language development within the classroom.

Metric/Indicator

Priority 7: Local Metric/A broad course of study

18-19

7a. Continue to maintain and offer a broad course of study for all students districtwide, in all subject areas.

Baseline

7a. Students are offered a broad course of study. A Spanish course was added to our elective program in middle school. 100% of middle school students also have the option of taking band, extra support in math, or extra support in reading as an elective. At the high school, all seniors had the option of enrolling in an Honors Government/Economics course. All students at the high school had the option of enrolling in advanced English. An after school program is available for elementary/middle school students. The high school offers a weekly tutorial period as well as after school tutorial for students on academic probation.

Actual

English language arts and mathematics. Teachers rated their progress in being provided professional learning for teaching and making instructional materials aligned to the state content standards as being in the early training and planning stage. All teachers are CLAD or SDAIE certified and provide designated and integrated English language development within the classroom.

7a. 1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Using the Aeries School information system, we track individual student enrollment in courses grades 9-12 including students who have completed CTE pathways. Students have access to numerous courses, including various a-g courses in math, science, English, social studies, Ag and shop related CTE courses, business courses, performing arts courses, foreign language courses, and physical education. Students have access to dual enrollment business courses in our partnership with Woodland Community College. Our ROP Metals and Welding class has articulation agreements with Woodland Community College and Butte Community College. Students have access to a CTE plant science pathway and Ag mechanics pathway. Students can also take online courses through our partnership with Edgenuity. Our unduplicated students and exceptional needs students participate in all offerings of our Broad Course of Study.

2. A summary of the differences across school sites and student groups having access to, and are enrollment in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. Students have access to and are enrolled in courses that interest them and meet the courses required for high school graduation and college or career readiness. Classes are taught either through the direct instruction of a classroom teacher or through an on-line program called Edgenuity. All students, including our unduplicated and exceptional needs students, have access to A-G courses, elective courses, CTE courses, dual enrollment courses, and articulated course options.

Expected

Actual

3. Identification of any barriers preventing access to a broad course of study for all students.

Based on the results of our locally selected measure, the greatest barrier for our students is the smallness of our school. Class offerings can conflict with other courses offered/needed for graduation and college/career readiness.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students. The district will continue to monitor and track student access and enrollment in a broad course of study.

7b. 100% of our programs and services developed and provided are available to all unduplicated students.

7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.

Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

18-19

7b. 100% of our programs and services developed and provided are available to all unduplicated students.

Baseline

7b. 100% of our programs and services developed and provided are available to all unduplicated students.

Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs

18-19

7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.

Baseline

7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

K-12 History Social-Science textbooks or other textbooks in a broad course of study, reviewed and selected by staff, reviewed by the public, and adopted by the Board of Education by June 1, 2019. This will increase the access to current materials for all unduplicated pupils. The order will be placed July 1, 2019. Grades 9-12 ELA/ELD textbooks reviewed, reviewed by the public, and adopted by the Board of Education, and purchased by August 1, 2018.

ELA/ELD textbooks were adopted by the Board in June 2017 for grades K-8. Textbooks were ordered in July 2017. Grades 9-12 were not ordered as staff wanted to use novels to cover the 9-12 standards. Textbooks were purchased in July 2018 as we will have new English staff. Grades 6-12 Social Studies textbooks reviewed, reviewed by the public and adopted by the Board on October 10, 2018.

Textbooks 4000-4999: Books And Supplies Base \$50,000

Expenditures include cost of grades 6-12 social studies and ELA for grades 9-12. 4000-4999: Books And Supplies Lottery \$20,395

Action 2

Planned Actions/Services

K-12 History-Social Science textbook training provided, with a focus on improving instruction for all unduplicated pupils. Professional development through the 2018-19 school year as needed using various platforms. Professional development, using various platforms, for grades 9-12 ELA/ELD adoption for the 2018-19 school year will be used.

Actual Actions/Services

ELA/ELD training was included in the cost of the textbook adoptions. Teachers days and through webinars throughout the school year. Jr. High and high school staff will need additional training in StudySync. Social Studies training was included in the cost of the textbook adoptions.

Budgeted Expenditures

Training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$28,000

Estimated Actual Expenditures

Expenditures include cost of professional development for social studies adoption. 5000-5999: Services And Other Operating Expenditures Title II \$2,522

Action 3

Planned Actions/Services

Pacing guides and course of studies developed and correlated with California standards for the History-Social Science or other broad course of study areas.

Actual Actions/Services

Subject matter coaching and mentoring was not utilized by staff other than through teacher collaboration. Pacing guides and course of studies were part of the

Budgeted Expenditures

Standards/Pacing Guides 5800: Professional/Consulting Services And Operating Expenditures

Estimated Actual Expenditures

Expenditures include cost of providing subject matter mentor support for beginning teachers. 1000-1999: Certificated

Subject Matter Expert Coaching and Mentoring Support provided if available/needed.

language arts adoption materials with no extra cost.

Supplemental and Concentration \$1,500

Personnel Salaries Supplemental and Concentration \$4,805

Action 4

Planned Actions/Services

See description for 2017-18

Actual Actions/Services

A K-8 Reading Specialist was funded to provide reading support for teachers and students. The Reading Specialist teacher provided reading interventions and ELD support through small group instruction. Part of the Reading Specialist position was funded through Title I.

Budgeted Expenditures

See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18

Estimated Actual Expenditures

The reading specialist for grades K-8 was funded partially through Title I funds with the remainder funded through supplemental and concentration funding. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$42,326

Action 5

Planned Actions/Services

Provide online classes, online credit recovery support, and small group ELA/ELD support to students in grades 9 - 12.

Actual Actions/Services

This was funded for the 2018-19 school year. We provided online classes at the high school and credit recovery for two periods. ELD was offered for one period at the high school.

Budgeted Expenditures

Instructional Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000

Estimated Actual Expenditures

Two periods of credit recovery/online classes were funded at the high school as was one period of ELD at the high school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,131

Action 6

Planned Actions/Services

See description for 2017-18

Actual Actions/Services

Books were purchased for the elementary school library through a CTA grant.

Budgeted Expenditures

See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18

Estimated Actual Expenditures

Library materials were purchased for the elementary school. 4000-4999: Books And Supplies Supplemental and Concentration \$509

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide two elementary school teachers to avoid large class sizes and combination classes which will increase services for our unduplicated and English Learners.	Two certificated teachers were hired to alleviate large class size at the beginning of the school year.	Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$153,634	Two certificated teachers were hired to alleviate class sizes and combination classes. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$135,497

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
One-time purchase of music instruments for students and repair costs of current music instruments.	Musical instruments were purchased and repairs to current instruments were made as needed.	cost of musical instruments, repairs, and replacement instruments to improve access for our unduplicated students to performing arts. 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Musical instruments and instrument repair were completed. 4000-4999: Books And Supplies Supplemental and Concentration \$2,196

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the school 2018-19 year, we adopted ELA/ELD for grades 9-12. ELA/ELD professional development was offered through webinars. The K-8 certificated reading specialist was utilized to support teachers and students in reading and ELD. Two certificated teachers were hired to offer small class sizes at the elementary school which supports extra services for our unduplicated and English Learners. Library books were purchased through a CTA sponsored reading grant. Credit recovery was offered to students in grades 9-12. Pacing guides and courses of study were utilized through our textbook adoptions materials. Repairs were made to musical instruments and new instruments were purchased as needed by our music teacher.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Having a K-8 reading specialist has been very effective in providing intervention support for students, including our unduplicated and ELD students. We offered two periods of credit recovery at the high school utilizing the online program "Edgenuity". Many students

were successful in recovering credits needed to graduated high school. Our unduplicated students, English Learners, and homeless students receiving these services showed improvement based on local pre/post assessment data. We were effective in implementing the ELA/ELD adoption for grades 9-12 and implementing the Social Studies Adoption for grades 6-12. Our school library saw a significant increase in book offerings for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had several material differences in our actions/services. We had a material difference in Action 1 because of Not purchasing K-5 social studies material. We will purchase K-5 social studies material in the 2019-2020 school year. In addition, our actual cost of the 6-12 social studies materials came in lower than expected. Our Action 2 material difference was because of the professional development cost was included in the purchase of the textbook adoptions, so this expenditure was not needed. Action 3 material difference was due to an increased cost of subject matter mentor support for beginning teachers. Action 4 had a material difference as we decided to fund part of the reading specialist through Title I funding. Action 5 had a material difference as the small group ELA for grades 9 and 10 were funded through base grant funding. The material difference for item 6 was because of a reading grant received through CTA and the planned funding was not needed to purchase books for the library this school year. Action 7 had a material difference as the certificated salaries came in lower than projected. Action 8 had a material difference as repair costs of musical instruments came in lower than projected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis:

After analyzing the results of the actions/services and actual expected outcomes, the Maxwell Unified School District will continue to provide a broad course of study for all of our student subgroups. For the 2019-20 school year, the following changes will take place as a result of this analysis and engagement of stakeholders.

Changes:

There are no changes to goal 1 for the 2019-20 school year. Action/Service 1 will be modified to "K-12 Next Generation of Science Standards (NGSS) or other textbooks in a broad course of study, review and select by staff, review by the public, and adopt by the Board of Education by June 30, 2020." This will increase the access to current materials for all unduplicated pupils. The order placed July 1, 2020. Action/Service 2 language will be modified to align with Action 1: "K-12 Next Generation of Science Standards textbook or other adopted materials training provided, with a focus on improving instruction for all unduplicated pupils. For the 2019/20 school year." Action/Service 3 was also modified for alignment: "Pacing guides and course of studies developed and correlated with California standards for NGSS or other broad course of study areas. Subject Matter Expert Coaching and Mentoring Support provided if available/needed." Action/Service 8 will not be needed for the 2019-20 school year as musical instruments/repairs were purchased/completed during the 2018-19 school year. Action/Service 9 was added as we have one intern teacher: "Mentor Support for Intern Teacher. Mentor will support implementing standards based curriculum and supporting English Learners with a minimum 96 hours of consultation/collaboration time." Action/Service 10 was added as to expand the writing grant professional development participation and improve student writing: "Certificated staff to attend summer professional development in Nashville, TN, related to the

C3WP Writing Project Grant and ELA writing standards. Grant only covers cost of two staff to attend. We will be sending five teachers to the writing workshop."

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

2018-19 School Year:

Maxwell Unified School District will continue to provide all students with a rigorous and challenging education, instructional assistance, and tools necessary for college and/or career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results

18-19

4a. Increase the English Language Arts Met or Exceeded scores, from the 2017 scores, by at least 3%.

Priority 4a. Performance on Standardized test CAASPP data:

English Language Arts: Met or Exceeded

	2015	2016	2017	2018
Grade 3:	35%	35%	50%	50%
Grade 4:	46%	35%	52%	54%
Grade 5:	25%	57%	42%	54%
Grade 6:	42%	8%	50%	9%
Grade 7:	30%	28%	15%	48%
Grade 8:	14%	21%	32%	19%
Grade 11:	44%	31%	39%	17%

Expected

Baseline

4a. Performance on Standardized test:
CAASPP data:

English Language Arts: Met or Exceeded

	2015	2016
Grade 3:	35%	35%
Grade 4:	46%	35%
Grade 5	25%	57%
Grade 6	42%	8%
Grade 7	30%	28%
Grade 8	14%	21%
Grade 11	44%	31%

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics
SBAC results

18-19

4a. Increase the Mathematics Met or Exceeded scores, from the 2017 scores, by at least 3%.

Baseline

4a. Performance on Standardized test:
CAASPP data:

Mathematics: Met or Exceeded

	2015	2016
Grade 3	50%	56%
Grade 4	41%	41%
Grade 5	17%	33%
Grade 6	24%	12%
Grade 7	13%	39%
Grade 8	9%	9%
Grade 11	14%	19%

Metric/Indicator

Priority 4: The Academic Performance Index

18-19

4b. The Academic Performance Index - Multiple measure replacement for the API still under development, once it has been determined a baseline can be established.

Baseline

Actual

4a. Performance on Standardized test CAASPP data:

Mathematics: Met or Exceeded

	2015	2016	2017	2018
Grade 3	50%	56%	55%	67%
Grade 4	41%	41%	58%	51%
Grade 5	17%	33%	52%	33%
Grade 6	24%	12%	45%	23%
Grade 7	13%	39%	19%	43%
Grade 8	9%	9%	36%	22%
Grade 11	14%	0%	17%	4%

4b. Based on 2017-18 results, the California School Dashboard rates our Language Arts as follows: Our overall color rating is orange 32.4 points below standard. Our English Learners, Hispanic, socioeconomic disadvantaged and white subgroups all scored in the orange range. Our homeless subgroup scored in the yellow range. Our Dashboard rates for mathematics are as follows: Our overall color rating is orange 33.3 points below standard. Our English Learners, Hispanic, and socioeconomic disadvantaged subgroups all scored in the orange range. Our white subgroup scored in the yellow range and our homeless subgroup scored in the green range.

Expected

4b. The Academic Performance Index - Multiple measure replacement for the API still under development, once it has been determined a baseline can be established.

Metric/Indicator

Priority 4: College and Career Ready/A-G course completion

18-19

4c. Increase the number of students prepared using the College and Career Indicator by at least 5%.

Baseline

4c. Based on the 2017 Spring California School Dashboard College and Career Readiness Indicator there were 28 students in the 2013-14 cohort. The students rated as follows: Prepared 5 - 17.9%; Approaching Prepared 20 - 71.4%; Not Prepared 3 - 10.7%

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator

18-19

4d. English Proficiency: Increase the number of Fluent English Proficient by 5%

Baseline

4d. English Learner Progress: Based on the California School Dashboard English Learner Progress, we have a low status (65.5%) and a maintained Change (-0.8%).

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Reclassification rates

18-19

4e. EL reclassification rate: Continue to increase the number of English learners that are reclassified by 3%.

Baseline

4e. English Learner Reclassification Rate:

Elementary School:

2016-2017: 10 of the 83 students tested (12%) were re-designated Fluent English Proficient

High School:

2016-2017: 4 of the 20 students tested (20%) were re-designated Fluent English Proficient

District level:

Actual

4c. Based on the 2018 Fall California School Dashboard College and Career Readiness Indicator (2017-18) there were 20 students in the cohort. The students rated as follows: Prepared 35%; Approaching Prepared 40%; Not Prepared 25%

4d. Based on the 2018 Fall California School Dashboard English Learner Progress (2017-18) there were 112 students in the cohort. The students were rated as follows: Level 4 - Well Developed 32.1%; Level 3 - Moderately Developed 41.1%; Level 2 - Somewhat Developed 17.9%; and Level 1 - Beginning Stage 8.9%.

4e. English Learner Reclassification Rate:

Elementary School:

2017-2018: 5 of the 80 students tested (6.25%) were re-designated Fluent English Proficient

High School:

2017-2018: 1 of the 29 students tested (4.3%) were re-designated Fluent English Proficient

District level:

2017-2018: 6 of the 109 students tested (5.6%) were re-designated Fluent English Proficient

Expected

2016-2017: 14 of the 103 students tested (14%) were re-designated Fluent English Proficient

Metric/Indicator

Priority 4: State Indicator/College and Career Indicator/AP pass rate

18-19

4f. Increase the number of students at Maxwell High School who take the AP exams during the 2018-19 school year.

Baseline

4f. No students at Maxwell High School took AP exams during the 2016-2017 school year.

Metric/Indicator

Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results

18-19

4g. Increase the number of students passing the Early Assessment Program in both ELA and Mathematics by at least 3%, from the 2017 scores.

Baseline

4g. 28% of our juniors scored ready or conditionally ready for college in language arts (Early Assessment Program) in the 2015-16 school year. 0% of our juniors were ready in college in mathematics (Early Assessment Program) in the 2015-16 school year.

CAASPP Scores:

English Lang. Arts: Met or Exceeded

	2015	2016
Grade 11	44%	31%

Mathematics: Met or Exceeded

	2015	2016
Grade 11	14%	19%

Metric/Indicator

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

18-19

8. Increase the number of students who demonstrate mathematical understanding, in grades 3-12, using STAR math during the 2018-19 school year.

Actual

4f. 0 students at Maxwell High School took AP exams during the 2018-2019 school year.

4g. 17% of our juniors scored ready or conditionally ready for college in language arts (Early Assessment Program) in the 2017-18 school year. 4% of our juniors were ready or conditionally ready for college in mathematics (Early Assessment Program) in the 2018-19 school year.

For the 2018-19 school year, our District converted to MAP testing for our local math assessment. The following is MAP growth data for the 2018-19 school year:

MAP data is based on a nationally normed growth target for the year.

Kindergarten: Math - 8 met growth target, 15 did not meet growth target.

1st Grade: Math - 12 met growth target, 11 did not meet growth target.

2nd Grade: Math - 14 met growth target, 6 did not meet growth target.

3rd Grade: Math - 22 met growth target, 9 did not meet growth target.

Expected

Baseline

Priority 8: Other Pupil Outcomes Local STAR Math Assessments:

Of the high school data collected, approximately 62% of the students demonstrated more understanding and increased their scores from minimal to significant. 13% of the class maintained the same level and 25% of the class scores had decreased.

In Grades 3 -8 STAR Math assessment in the 206-17 school year. Graded 3 did not have data for growth as two tests were not taken during the school year.

4th Grade (15 students): Pretest average scale score of 616; posttest average scale score of 698 which is an 82 point increase.

5th Grade (24 students): Pretest average scale score of 667; posttest average scale score of 702 which is a 35 point increase.

6th Grade (21 students): Pretest average scale score of 720; posttest average scale score of 748 which is a 28 point increase.

7th Grade (26 students): Pretest average scale score of 705; posttest average scale score of 735 which is a 30 point increase.

8th Grade (19 students): Pretest average scale score of 811; posttest average scale score of 820 which is a 9 point increase.

Metric/Indicator

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

18-19

8. Increase the number of students Lexile measures in ELA, in grades 1-12, using local ELA assessments during the 2018-19 school year.

Baseline

8. Grades 1 - 12 students are assessed in reading using the McLeod Assessment, San Diego Quick, and Lexile Measure. The following are data from the 2016-17 school year:

1st Grade McLeod (21 students): 20 Grade 1 or Below; 5 Grade 2, Early; 1 Grade 2, Late

2nd Grade McLeod (19 students): 1/2 year growth: 6; 1 year growth: 2; 1 1/2 year growth: 1; 2 1/2 year growth: 1

3rd Grade McLeod (41 students): 1/2 year growth: 9; 1 year growth: 9; 1 1/2 year growth: 10; 2 year growth: 4; 4 1/2 year growth: 1

Actual

4th Grade: Math - 7 met growth target, 12 did not meet growth target.
5th Grade: Math - 21 met growth target, 16 did not meet growth target.
6th Grade: Math - 12 met growth target, 10 did not meet growth target.
7th Grade: Math - 12 met growth target, 11 did not meet growth target.
8th Grade: Math - 14 met growth target, 5 did not meet growth target.
9th Grade: Math Fall to Winter mean RIT scores went from 224 to 227.5; 13 students met growth target, 8 did not meet growth target.
10th Grade: Math Fall to Winter mean RIT scores went from 232.6 to 237.7; 11 students met growth target, 3 students did not meet growth target.
11th Grade: Math Fall to Winter mean RIT scores went from 239.1 to 238.6.
12th Grade: Math Fall to Winter mean RIT scores went from 239.2 to 242.1.

For the 2018-19 school year, our District converted to MAP testing for our local ELA assessment. The following is MAP growth data for the 2018-19 school year:

Kindergarten: Reading - 7 met growth target, 16 did not meet growth target
1st Grade: Reading - 11 met growth target, 12 did not meet growth target
2nd Grade: Reading - 6 met growth target, 14 did not meet growth target, Language - 10 met growth target, 10 did not meet growth target.
3rd Grade: Reading - 24 met growth target, 7 did not meet growth target; Language - 27 met growth target, 4 did not meet growth target.
4th Grade: Reading - 13 met growth target, 4 did not meet growth target, Language - 7 met growth target, 12 did not meet growth target.
5th Grade: Reading - 21 met growth target, 13 did not meet growth target; Language - 24 met growth target, 14 did not meet growth target.
6th Grade: Reading - 11 met growth target, 11 did not meet growth target; Language - 11 met growth target, 11 did not meet growth target.
7th Grade: Reading - 11 met growth target, 13 did not meet growth target; Language - 10 met growth target, 14 did not meet growth target.
8th Grade: Reading - 8 met growth target, 14 did not meet growth target; Language 7 met growth target, 15 did not meet growth target.

Expected

4th Grade McLeod (27 students): 1/2 Year growth: 6; 1 year growth: 3; 1 1/2 year growth: 5

5th Grade Lexile (28 students): 20 students made Lexile growth; 7 students improved by 100 Lexiles or more

6th Grade Lexile (21 Students): 20 students made Lexile growth; 9 students improved by 100 Lexiles or more

7th Grade Lexile (27 students): 19 students made Lexile growth; 7 students improved by 100 Lexiles or more

8th Grade Lexile (22 students): 15 students made Lexile growth; 3 students improved by 100 Lexiles or more

Grades 9-12, not all students are represented:

9th Grade - 8 of 12 students made Lexile growth with 4 improving by 10 Lexiles or more

10th Grade - 3 of 6 students represented made Lexile growth with 1 improving by 100 Lexiles or more

11th Grade - 1 of 7 students made Lexile growth

12th Grade - 4 of 12 students made Lexile growth

Actual

9th Grade: Reading Fall to Winter mean RIT scores went from 200.6 to 214.2; 10 students met growth target, 2 did not meet growth target. Language Fall to Winter data mean RIT scores went from 208.8 to 213.9; 12 students met growth target, 4 students did not meet growth target.
10th Grade: data not available
11th Grade: Data not available
12 Grade: Reading Fall to Winter mean RIT scores went from 216.6 to 217.6. Language Fall to winter mean RIT scores went from 219.7 to 212.9.

Grades 1 - 8 students are also assessed in reading using Lexile Measure. The following are data from the 2018-2019 school year:

1st Grade Lexile (12 Students growth ranged from 26 - 516): 9 students went up 2 lexile levels from below basic to proficient; 3 students went up 1 lexile level from below basic to basic.

2nd Grade Lexile (16 students growth ranged from 44 - 717; 5 students showed no growth): 2 students went up 2 lexiles from below basic to proficient); 2 students went up 3 lexiles from below basic to advanced; 2 students went up 1 lexile from basic to proficient; 1 student went up from proficient to advanced; 1 student went up 1 lexile from basic to proficient; two advanced students improved 121 - 145 lexile growth.

3rd grade (31 students growth ranged from 25 - 498; 1 student showed no growth): 9 students went up 1 lexile from below basic to basic; 4 students went up 2 lexiles from below basic to proficient; 8 students went up 1 lexile from basic to proficient; 1 student went up 2 lexiles from basic to advanced; 2 students went up 1 lexile from proficient to advanced.

4th grade (17 students growth ranged from 8 - 379; 5 students showed no growth): 4 students went up 1 lexile from below basic to basic; 3 students went up 1 lexile from basic to proficient; 1 student went up 1 lexile from proficient to advanced; 3 students remained proficient; 1 student remained advanced.

5th Grade (33 students growth ranged from 3 - 265; 6 students showed no growth): 3 students went up 1 lexile from below basic to basic; 6 students went up 1 lexile from basic to proficient; 4 students went up 1 lexile from proficient to advanced. 4 students remained advanced; 5 students remained proficient; 8 students remained basic.

6th Grade (15 students growth ranged from 1 - 208; 8 students showed no growth): 1 student went up 2 lexiles from basic to advanced; 4 students

Expected

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Actual

remained advanced; 1 student remained proficient; 9 students remained basic.

7th grade (18 students growth ranged from 8 - 193; 7 students showed no growth): 2 students went up 1 lexile from below basic to basic; 3 students went up 1 leixile from basic to proficient; 1 student went up 1 lexile from proficient to advanced; 2 students remained advanced; 7 students remained basic; 3 students remained proficient.

8th grade (15 students growth ranged from 41 - 230; 7 students showed no growth): 1 student went up 1 lexile from below basic to basic; 3 students went up 1 lexile from basic to proficient; 2 students went up 1 lexile from proficient to advanced; 4 students remained advanced; 5 students remained proficient; 3 students remained basic.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017-18	Teachers used professional development to access best practices, interventions, differentiated instruction and benchmark assessments as needed. Best practices were discussed and collaboration time was provided on intervention strategies and differentiated instruction. Funding was not needed for this action/service as professional development day.	See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18	Funding was used for one professional development day. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,540

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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See description for 2017-18

6-12 utilized professional development through the purchase of their ELA/ELD and social studies adoption programs. In-service was offered through webinars offered through the adopted programs.

See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18

Funding for this action was not needed as it was part of the adoption cost. \$ 0

Action 3

Planned Actions/Services

Provide math interventions for middle school students using technology based interventions programs.

Actual Actions/Services

The Edgenuity program was utilized for math interventions and extra support for grades 6-8.

Budgeted Expenditures

Instructional Support 4000-4999: Books And Supplies Supplemental and Concentration \$5,000

Estimated Actual Expenditures

Edgenuity was utilized for math interventions. 4000-4999: Books And Supplies Supplemental and Concentration \$4,420

Action 4

Planned Actions/Services

Provide supplemental math support for grades K - 5 using technology based intervention programs.

Actual Actions/Services

The Edgenuity program was utilized for math interventions and extra support in grades K-5.

Budgeted Expenditures

Instructional Support 4000-4999: Books And Supplies Supplemental and Concentration \$5,000

Estimated Actual Expenditures

Edgenuity was utilized for math interventions. 4000-4999: Books And Supplies Supplemental and Concentration \$4,420

Action 5

Planned Actions/Services

Provide supplemental math support using technology based intervention programs for grades 9 - 12.

Actual Actions/Services

The Edgenuity program and Accelerated Math was used to provide interventions and extra support for grades 9-12.

Budgeted Expenditures

Instructional Support 4000-4999: Books And Supplies Supplemental and Concentration \$5,000

Estimated Actual Expenditures

Edgenuity and accelerated math was utilized for math interventions 4000-4999: Books And Supplies Supplemental and Concentration \$4,420

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

See description for 2017-18

Qualified GATE students were offered enrichment activities after school.

See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18

Cost of GATE programs. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,069

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

see description for 2017-18

Additional chromebooks were purchased this school year to move closer to a 1-1 ratio.

See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18

Chromebooks were purchased through community donations. \$ 0

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

See description for 2017-18

Replacement computers and laptops were purchased during the school year.

See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18

Cost of replacement technology. 4000-4999: Books And Supplies Supplemental and Concentration \$1,825

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

A bilingual paraprofessional will be utilized at the high school to help support English Learner progress. In addition, a certificated teacher will teach one period of ELD at the high school to help support English Learner Progress.

A bilingual paraprofessional was utilized at the high school to support our English Learners.

English Learner Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000

Cost of a bilingual paraeducator. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,000

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

See description for 2017-18

Many certificated staff offered after school tutorial opportunities.

See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18

Cost of certificated tutorial services. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,144

Action 11

Planned Actions/Services

Summer school opportunities will be provided for students behind grade level or for credit recovery in grades 4 - 12.

Actual Actions/Services

Summer school opportunities were provided for students in grades 4-12.

Budgeted Expenditures

Summer School 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$20,000

Estimated Actual Expenditures

Cost of summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,925

Action 12

Planned Actions/Services

See description for 2017-18

Actual Actions/Services

Certificated staff had two days of individual professional development as part of their negotiated certificated contract. Certificated staff did participate in the required one day of professional development.

Budgeted Expenditures

See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18

Estimated Actual Expenditures

Cost of certificated staff professional development. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$23,516

Action 13

Planned Actions/Services

Provide support and research expansion of CTE pathway offerings through adding a agriculture teacher position and professional development opportunities related to career pathways.

Actual Actions/Services

In the 2018-19 school year two agriculture teachers were hired with one being a shop teacher. An extra plant science pathway was developed for students to add to our ag mechanics pathway.

Budgeted Expenditures

CTE Pathways 1000-1999: Certificated Personnel Salaries Other \$80,000

Estimated Actual Expenditures

Cost of an additional certificated ag teacher. 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$101,969

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a district-wide technology-bases benchmark assessment system (Measures of Academic Progress - MAP). The cost of implementation will include the program, training for staff, and a summer conference.	We implemented Measures of Academic Progress (MAP) district-wide during the 2018-19 school year. Staff attended two on-site professional development days and two administrators attended a 2018 summer professional develop opportunity.	MAP Assessment 4000-4999: Books And Supplies Supplemental and Concentration \$15,000	Cost of Measures of Academic Progress implementation. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The majority of the actions/services were implemented. The focus of staff collaboration days was MAP Assessment training and Edgenuity intervention/differentiated instruction training. Administration and certificated staff also attended classroom management training. Math interventions and supplemental support was successfully accomplished at all schools. Additional chromebooks were purchased and replacement computers as needed. English Learners at the high school received additional support through our bilingual paraprofessional and certificated ELD teacher. Summer school opportunities were provided for students as well as after school tutorial sessions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Having the Edgenuity technology based supplemental and intervention math programs was effective support for student interventions, online class opportunities and credit recovery. Our unduplicated students, English Learners, and homeless students receiving these services showed improvement based on local pre/post assessment data. Having more chromebooks has increased the effectiveness of student learning as this resource is more readily available, especially with our new ELA/ELD and social studies adoption (6 - 12) as it is technology based.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 material difference was due to these services being part of the cost of the ELA/ELD and social studies adoption. There was a material difference for Actions 4, 5, and 6 as the cost of the math intervention program was less expensive than anticipated. Action 6 had a material differences because of the increased cost of the GATE stipend in negotiations as well as an increase in classes offered. There was a material difference for Action 7 as additional chromebooks were funded through community donations to accelerate the process of reaching our goal of 1-1 student/chromebook ratio to improve services for our unduplicated students. Action 8 had a material difference because of replacement cost not being as high as projected. Action 9 had a material difference because

the certificated teacher portion was funded in Goal1/Action 5. There was a material difference in Action 11 as all the anticipated funding was not needed for summer school. Action 13 material difference was due to the cost of an added ag teacher being higher than anticipated. Action 14 had a material difference because of using a different funding source.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis:

After analyzing the results of the actions and the local indicators on the California School Dashboard, we will continue to provide and improve supplemental and intervention support to students. We will continue to implement MAP to measure student growth and identify interventions. We will implement classroom management best practices through professional development to improve student learning environments. We will implement STEM coding and robotics and start the development of a CTE pathway in this curriculum area. We will continue and expand the C3WP writing grant implementation.

Changes:

Action/Service 1: changes occurred due to the reduction of two individual days of professional development through certificated negotiations and to add MAP assessment and best teaching practices: "Staff in-service will be provided on best teaching practices, analyzing MAP assessment data and technology based intervention/differentiated instruction. This will be completed during staff development days, collaboration days and webinars." Action/Service 2 was changed for the 2019-2020 school year as ELA/ELD in-service has been completed and STEM training was needed: "Staff will be offered per diem with respect to an on-site professional development day on implementing our STEM coding and robotics grant program. Training to be held on August 6, 2019." Actions/Services for 3, 4, and 5 will be modified to add ELA in addition to mathematics for interventions that are aligned with the Measures of Academic Progress (MAP) assessment system. There are no changes to Action/Services 6 and 7. The Action/Service 8 modification was to add more funding for technology replacement. Action/Service 9 will be modified to reduce the services of certificated staff as most of the students served in 2018-19 have graduated high school. Action/Service 10 is modified and removed classified staff. Action/Service 11 is unchanged. Action/Service 12 was modified to take out two staff decision days of professional development due to the reduction of days through certificated negotiations. Action/Service 13 was Modified to add in STEM: " Provide support and research expansion of CTE pathway offerings through adding a agriculture teacher position, professional development opportunities, and STEM opportunities related to career pathways." Action/Service 14 was not changed. Action/Services 15, 16, and 17 were added and relate to the cost of professional development, training, course access, and equipment for our STEM coding and robotics grant as the grant covers 75% of the cost. Action 18 was added to support adding elective course offerings at the middle school (Agriculture, Art, technology offerings). Action 19 was added to assist us in improving our college and career readiness indicators for students.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

2018-19 School Year:

Maxwell Unified School District will continue to engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

18-19

3a. Using the survey results from the 2017-18 school year, increase the the number of parents participating in the annual survey. Increase the number of parents who feel their input in the education of their child is valued. Continue to increase the standards for high school students and maintain good attendance for meetings and school functions and events.

Actual

Using the newly developed rubric for local indicators, we rated the following for priority 3 based on athe analysis of data.

3a. Priority 3 – Parent Engagement

Based on the analysis of data, we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Building Relationships

Expected

Baseline

Priority 3: Parental Involvement (Engagement) including parents of unduplicated students and parents of students with exceptional need.
3a. We had an increase of 13 parents participating in the Spring 2017 Survey compared to the Spring 2016 survey responses, as compare to 5. The numbers are still quite low as only 18 parents participated in the survey. It was offered in Spanish but was not utilized. Most of the 35 survey questions had a majority of positive responses. The question of the school values my input was split pretty evenly with a few parents not feeling their input is valued. We will continue to try and increase parent input into school decisions related to the State Priorities through improved communication. Most the 35 survey questions had a majority of positive responses. The question of the school values my input was split pretty evenly with a few parents not feeling their input was valued. Another area of concern and thus focus area is the response to the question that the high school has high standards for all students. The staff and administration has focused on this area and is striving to continue to improve our expectations and the perception of some of our parents. There was good attendance for meetings: literacy night, agriculture advisory meeting, Rodeo committee, and LCAP stakeholder meeting, Site Council, and DELAC meeting.

Actual

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

2- Beginning Development

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

2- Beginning Development

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

2- Beginning Development

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

1- Exploration and Research Phase

The current strength of the LEA lies in the relationships between the Maxwell Community and our small schools. We will work to develop strategies to increase engagement that will fit the needs of our schools and community.

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

3- Beginning Development

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

1- Exploration and Research Phase

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

1- Exploration and Research Phase

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

1- Exploration and Research Phase

The LEA's current strength is the relationship that the teaching staff have with the individual students. Our focus will be to identify strategies and activities to improve parent engagement.

Seeking Input for Decision Making

Expected

Actual



9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.
2- Beginning Development

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
3- Beginning Development

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
2- Beginning Development

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.
2- Beginning Development

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

18-19

3b. Continue to maintain or increase the average of 20 parents participating in the DELAC meetings and other school related functions during the 2018-19 school year.

Baseline

3b. After the DELAC meeting was changed from the evening to Friday mornings, directly following the Reading Awards, the attendance increased from 1 parent to an average of 20 parents per meeting.

3b. The District was able to maintain the same level of parent engagement/participation in the DELAC meetings and other school related functions during the 2018-2019 school year as verified by sign-in sheets.

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

18-19

3c. Continue to maintain the 80-90%, or increase the number of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2018-19 school year.

Baseline

3c. IEP meetings were well attended by the parents of students with exceptional needs. 80%-90% of the students at the high school level, all except 2 students, participated in extra-curricular activities: sports, football,

3c. The District was able to maintain the 80%-90% of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2018-2019 school year.

Expected

baseball, basketball, volleyball, and other curricular activities, parents attended these events

Metric/Indicator

Priority 5: Local Metric/Student Engagement/School attendance rates

18-19

5a. Continue to maintain or improve the district's overall attendance rate of 95% for the 2018-19 school year. (Aeries Data)

Baseline

5a. The district's overall attendance rate is 95%. (Aeries Data)

Metric/Indicator

Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates

18-19

5b. Continue to decrease the district's chronic absenteeism rate of 8% for the 2017-18 school year. (Aeries Data)

Baseline

5b. The district's chronic absenteeism rate is 8%. (Aeries Data)

Metric/Indicator

Priority 5: Local Metric/Middle school dropout rate

18-19

5c. Continue to maintain the middle school dropout rate of 0% for the 2017-18 school year. (DataQuest 2017-18)

Baseline

5c. The middle school dropout rate is 0%. (DataQuest 2015-16)

Metric/Indicator

Priority 5: Local Metric/Student Engagement/High school dropout rate

18-19

5d. Continue to decrease the high school cohort dropout rate of 3.6% for the 2018-19 school year.

Baseline

5d. The high school cohort dropout rate is 3.6%.

Metric/Indicator

Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator

18-19

Actual

5a. The district's overall attendance rate is 95.87%. (LCFF Calculator)

5b. The chronic absenteeism rate was 9.1% based on the Fall California School Dashboard (orange).

5c. The middle school dropout rate is 0%. (DataQuest 2017-18)

5d. The high school cohort dropout rate is 0%. (DataQuest 2017-18)

5e. The high school cohort graduation is 100% based on the Fall 2018 California School Dashboard (increase of 3.4%).

Expected

5e. Continue to maintain or improve the high school cohort graduation rate is 96.4% for the 2018-19 school year. (DataQuest 2017-18)

Baseline

5e. The high school cohort graduation rate is 96.4%. (DataQuest 2015-16)

Metric/Indicator

Priority 6: State Indicator/Student Suspension Indicator

18-19

6a. Continue to decrease the suspension rate of 4.3% for the 2018-19 school year. (DataQuest 2016-17)

Baseline

6a. The suspension rate is 4.3%. (DataQuest 2014-15)

Metric/Indicator

Priority 6: Local Metric/Expulsion rate

18-19

6b. Continue to maintain the expulsion rate of 0% for the 2018-19 school year. (DataQuest 2016-17)

Baseline

6b. The expulsion rate is 0%. (DataQuest 2014-15)

Metric/Indicator

Priority 6: Local Indicator/Local tool for school climate

18-19

6c. Using the results from local surveys, continue to increase the sense of safety, school connectedness for all students, including English learners, students with exceptional needs, and low income for the 2018-19 school year.

Baseline

6c. Using the results from the parent, student, and staff survey results actions/services will be discussed to increase the sense of safety, school connectedness for all students, including English learners, students with disabilities, and low income.

Actual

6a. The suspension rate is 9.2% based on the Fall 2018 California School Dashboard (Red).

6b. The expulsion rate is 0.53%. (DataQuest 2017-18)

6c. Using the results from the parent, student, and staff survey results actions/services were discussed to increase the sense of safety, school connectedness for all students, including English learners, students with disabilities, and low income.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement random searches by Interquest Detection Canines of North Valley to support a safe environment for students.	The Interquest Detection Canines was successfully implemented.	Random Unlawful Contraband Searches 5000-5999: Services And Other Operating Expenditures Base \$3,500	Cost of Interquest Detection Canines. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017-18	Parent, student, and staff surveys were given in the spring 2018. Data was analyzed for focus areas and areas of concern.	See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18	\$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Assemblies and programs on character building, anti-bullying, and social media awareness.	Character building assemblies with Mister Brown were offered at both sites three times per site per year.	Character Building assemblies and program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000	Cost of character building assemblies. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017-18	The random drug testing program was implemented at the high school for participants in extracurricular activities.	See Budget Reference for 2017-18 See Source for 2017-18 See amount for 2017-18	\$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

See description for 2017-18

Awards and ribbons were purchased for student recognition.

See Budget Reference for 2017-18 See Source for 2017-18 \$10,000

Cost of awards for student recognition. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$567

Action 6

Planned Actions/Services

Provide uniforms for high school physical education and equipment for Physical education and recess/break time to help improve school culture and climate.

Actual Actions/Services

Physical education Equipment was purchased for P.E. and recess time. P.E. uniforms were not purchased at this time.

Budgeted Expenditures

Uniforms and equipment 4000-4999: Books And Supplies LCFF \$5,000

Estimated Actual Expenditures

Cost of physical education equipment. 4000-4999: Books And Supplies Base \$2,771

Action 7

Planned Actions/Services

Provide Family Literacy Nights in order to engage parents and the community in a positive school culture and climate.

Actual Actions/Services

Open House, Mister Brown came and provided an assembly for parents and students to start the evening. Family Night was held on May 9, 2019.

Budgeted Expenditures

Parent Engagement 5000-5999: Services And Other Operating Expenditures Title I \$2,000

Estimated Actual Expenditures

\$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The majority of the actions/services for Goal 3 were implemented to achieve the articulated goal. PE uniforms were not needed during the 2018-19 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The listed actions and services were implemented successfully. The detection canines and drug testing programs have had a positive effect on school climate, safety, and student expectations. Student, parent, and staff surveys showed a need for continued emphasis

on improving discipline, school safety, and school climate. We also had assemblies addressing character building. Positive awards and recognition programs were utilized by both school sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference for Action 2 as the cost of Survey Monkey was funded through a different source. There was material difference with Action 3 as the cost character building assemblies was less than anticipated. There was a material difference for action 4 as the cost of the drug testing program was funded under a different source. There was a material difference with Action 5 as we did not purchase as many items for reward and recognition as anticipated. There was a material difference for Action 6 as PE uniforms were not purchased. There was a material difference for Action 7 as Family Night was funded under Action 3.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis:

After analyzing the results of the actions/services and gathering input from our stakeholders, improving school climate will continue to be a focus for all of our student subgroups. For the 2019-20 school year, the following changes will take place as a result of this analysis and engagement of stakeholders.

Changes:

Goal 3 is not changed for the 2019-20 school year. Action/Services 1 - 6 are not changed for the 2019-20 school year. Action/Service 8 was added to increase student safety and learning environment for students: "Replace and add security cameras to the high school campus to increase positive school climate and safety."

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

To meet the state requirements of stakeholders input into the LCAP, developmental meetings were held at each site so that parents of each subgroup, staff, and at-large community members were represented. All participants provided input on the expenditures of the supplemental and concentrated funds. Input gathered during these meetings and surveys with parents, teachers, classified employees, students, board, and community during the following meetings listed below:

Specific meetings were led with School Site Council members/District Language Advisory Committee. Due to the size of our district we were unable to get enough parent involvement for multiple committees. Additionally, the District surveyed in both English and Spanish to all parents in the District.

District Informational/Input Meetings:

Board Meetings:

*August 8, 2018 - The meeting provided Need for Fully Qualified Educators (Priority 1)

*October 10, 2018 - The meeting provided State Test Results and Review California School Dashboard Local Indicators for Priorities 1, 2, 3, 6C, and 7

*February 14, 2018 - School Safety (Priority 6)

*June 20, 2019 - School Site Plans.

Strategic Planning/Board Workshop Meetings (Open to the Public):

*March 28, 2019 - Meeting included discussion of developing and implementing actions and services.

Community/Parent Meetings - District English Learners' Advisory Committee (DELAC): The meetings had members that represented unduplicated parents, staff members, community members, and district personnel.

*October 26, 2018 - Maxwell Elementary School - Discussion of actions in LCAP took place. ELPAC results. CAASPP results.

*December 7, 2018 - Maxwell Elementary School - An overview took place on how to support English learners and to provide parents with the understanding of how to support their child at school. LCAP Discussion of actions.

*March 22, 2019 - Maxwell Elementary School LCAP, California School Dashboard, and Safety Plan were discussed.

*April 12, 2019 - Maxwell Elementary School - Discussion of LCAP actions and services.

Student Input Opportunities - Students participated with input for the LCAP through student surveys, participation on the High School Site Council, board meetings, ASB meetings, Ag Advisory Committee meetings, and Rodeo Committee meetings.

Parent Advisory Committee input meetings:(Review of data and LCAP, revision of SPSA and set priorities)

School Site Council Elementary/Middle School:

*October 8, 2018, November 5, 2018, December 10, 2018, January 28, 2019, February 11, 2019, March 11, 2019, April 8, 2019, May 13, 2019 - Each meeting had a standing agenda item to discuss goals/actions/services/expenditures in the LCAP.

School Site Council High School:

*September 9, 2018, October 15, 2018, January 14, 2019, February 25, 2019, March 11, 2019 - Each meeting had a standing agenda item to discuss goals/actions/services/expenditures in the LCAP.

Consultations Meetings:

CSEA/MTA/District Personnel Meetings: March 28, 2019 - The LCAP was shared and discussed. Discussion on the completion of the Annual Update and actions/services for the 2019-20 school year.

Colusa County Office of Education LCAP Meeting and California School Dashboard Meeting was held on February 28, 2019 with Maria Espinoza.

Surveys:

*Student Online Survey conducted May 2018 - 186 student surveys were completed.

*Parent Online Survey conducted May 2018 - 12 parent surveys were completed.

*Staff Online Survey conducted May 2018 - 13 staff surveys were completed.

Public Hearing for 2019-20 LCAP held on: June 19, 2019 Board members present: Cristy Edwards, Diana Azevedo, Robert Shadley III, Tom Charter, Kelly Haywood. Public Discussion: No Public comment

Board Meeting - 2019-20 LCAP submitted for board approval on: June 20, 2019 - LCAP unanimously approved. (5 votes Yes, 0 No) (Board members present: Tom Charter, Cristy Edwards, Robert Shadley III, Kelly Haywood, Diana Azevedo)

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

District Informational/Input Meetings:

Board Meetings:

*August 8, 2018 - The meeting provided Need for Fully Qualified Educators (Priority 1) - no impact or changes to the LCAP.

*October 10, 2018 - The meeting provided State Test Results and Review California School Dashboard Local Indicators for Priorities 1, 2, 3, 6C, and 7 - no impact or changes to the LCAP.

*February 14, 2018 - School Safety (Priority 6) - no impact or changes to the LCAP.

*June 20, 2019 - School Site Plans - no impact or changes to the LCAP.

Community/Parent Meetings - District English Learners' Advisory Committee (DELAC): The meetings had members that represented unduplicated parents, staff members, community members, and district personnel.

*October 26, 2018 - Maxwell Elementary School - Discussion of actions in LCAP took place. ELPAC results. CAASPP results. No impact or changes to the LCAP.

*December 7, 2018 - Maxwell Elementary School - An overview took place on how to support English learners and to provide parents with the understanding of how to support their child at school. LCAP Discussion of actions/services. No Impact or changes to LCAP.

*March 22, 2019 - Maxwell Elementary School LCAP, California School Dashboard, and Safety Plan were discussed. No impact or changes to the LCAP.

*April 12,, 2019 - Maxwell Elementary School - Discussion of LCAP actions and services. No impact or changes to the LCAP.

Parent Advisory Committee input meetings:(Review of data and LCAP, revision of SPSA and set priorities)

School Site Council Elementary/Middle School:

*October 8, 2018, November 5, 2018, December 10, 2018, January 28, 2019, February 11, 2019, March 11, 2019, April 8, 2019, May 13, 2019 - Each meeting had a standing agenda item to discuss goals/actions/services/expenditures in the LCAP. There was no impact or changes to the LCAP in the site council meetings.

School Site Council High School:

*September 9, 2019, October 15, 2018, January 14, 2019, February 25, 2019, March 11, 2019. Each meeting had a standing agenda item to discuss goals/actions/services/expenditures in the LCAP.

There was no impact or changes to the LCAP during the site council meetings.

Consultations Meetings:

CSEA/MTA/District Personnel Meetings: March 28, 2019 - The LCAP was shared and discussed. Discussions included the completion of the Annual Update and actions/services for the 2019-20 school year. It was discussed to modify and add actions/services to the 2019-20 LCAP year.

Surveys:

*Student Online Survey conducted May 2018 - approximately 186 student surveys were completed.

*Parent Online Survey conducted May 2018 - approximately 13 parent surveys were completed.

*Staff Online Survey conducted May 2018 - approximately 12 staff surveys were completed.

Public Hearing for 2019-20 LCAP held on: June 19, 2019 Public Comments/Impact on LCAP: There was no public comment at the June 19, 2019 Hearing.

Board Meeting - 2019-20 LCAP submitted for board approval on: June 20, 2019 - LCAP unanimously approved. (5 to 0; Board members in present: Tom Charter, Kelly Haywood, Diana Azevedo, cristy edwards, Robert Shadley III)

Additional Information:

After meeting with and surveying stakeholders, the District has identified common recurring themes which are identified below. The themes are reflected in the goals, action/services and investments of the District. Common themes included:

- *School Climate/Safety
- *Bullying
- *Differentiated Instruction and Interventions for Students
- *Availability of instructional materials
- *Increased communication between school and home
- *Professional development supporting California State Standards Curriculum and Technology
- *Course rigor, meeting UC and CSU requirements for admission
- *Improve STEM and coding related activities/courses for students

Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and staff observation, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.

- *Academic supports that meet the individual student needs (e.g. Special Education)
- *Connecting classroom learning to real world experiences (e.g., career pathways, linked learning, internships, STEM)
- *College and Career Readiness Preparation
- *Technology (Full implementation of one-to-one) (implementation of interactive J-touch screens in all classrooms)
- *School-Family Communications (e.g., automated phone calls, newsletters, bulletins, college credit)
- *Review and collaborative discussions on school discipline expectations.
- *Bullying and School Climate
- *Access to teaching materials and textbooks
- *Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria
- *Technology supports (e.g., computers, software)

The following is a detailed description of the 2018-19 Local Control and Accountability Plan activities:

New activities provided to stakeholder groups during the course of the year included:

- * English/Language Arts (ELA) curriculum was adopted for grades 9-12. Social Studies curriculum was adopted for Grades 6-12. Social Studies curriculum will be adopted for grades K-5 in July 2019. science curriculum will be considered for adoption in 2019-20.
- * Two staff members attended professional development related to positive classroom management "Tools for Teaching". MAP professional development and Edgenuity professional development occurred for all staff.
- * Once again, *Technology made a significant jump this year with the installation of 3 sets of 30 chrome books and charging stations as well j-touch interactive boards. We are moving closer to becoming 1-1 student-chromebook ratio.

- * Two periods of credit recovery were offered at the high school. Two dual enrollment classes were offered through Woodland Community College and our business department. Students had the option of enrolling in Computer Applications and Coding and/or Career Planning and Development. We added an additional ag teacher to the staff giving the school two pathways - Ag Mechanics and Plant Science. Edgenuity was utilized for our online classes. Students had access to a - g courses through this online program.
- * Edgenuity was used for supplemental math support for students in grades 9 - 12.
- * Jr. high school students were offered reading interventions, band, keyboarding and Spanish during their elective period.
- * K - 8 students were provided extra math support through the technology based Edgenuity program.
- * One day of professional development was provided by the district. This day focused on training of MAP assessment. Collaboration days professional development included MAP and Edgenuity training.
- * The High School continued the implementation of pathways for Career and Technical Education.
- * Several teachers were involved in the New Teacher Induction program and the District provided mentors to work with them throughout the school year.
- * The District implemented benchmark assessments (MAP) for all student's in math and ELA to measure student growth and to identify intervention levels for students.
- * The Elementary School had a full time Reading Specialist working with groups of students including English Learners, foster youth, homeless youth, and socioeconomic disadvantaged students
- * Tutorial was offered after school for elementary/middle school students. High School students on academic probation were required to attend three days of after school tutorial per week.
- * The elementary school implemented a Family Night featuring Mister Brown that was well attended by families.
- * Summer school was offered for grades 4-12 in the summer of 2018. Grades 9-12 attended at the Village in Williams through the Colusa County Office of Education.
- * A summer reading program was offered at the elementary school.
- * The Footsteps to Brilliance "And Literacy for All" program was continued for families.
- * Mister Brown Character Building Assemblies were offered at both school sites 3 times during the school year.
- * Athlete drug testing and canine contraband searches occurred at the high school.

Engagement data provided to stakeholders:

- *The District's attendance Rate is 95% or better (95.97%).
- *There were no drop-outs in the most recent Dataquest data 2017-18.
- *The District has a 9.2% suspension rate and 0.53% expulsion rate based on the most recent Dashboard data (Fall 2018). The District has met with Colusa County Office of Education to discuss ways to improve the suspension rate as this was an area of concern (red) our the California School Dashboard. The District is using alternative means for discipline issues and administration will be attending professional development that addresses school climate and restorative justice.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

2019-20 School Year:

Maxwell Unified School District will strive to provide a broad course of study for all students from a highly qualified credentialed staff working towards full implementation of the California state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Identified Needs: To continue to provide access and increase options for all students to a broad course of study aligned with California State Standards. Graduating students need to be prepared for college and career. All students will have access to a broad course of study, taught by highly qualified teachers, which includes all the subjects. The need for Priority 1 is to recruit and retain Highly Qualified Teachers, provide all students with sufficient instructional materials, and maintain both schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT). The need for Priority 2 is to increase student academic achievement through lessons using California state standards and standards aligned materials. The California School Dashboard data from Fall 2018 indicates "orange" for language arts (32.4 points below standard) district-wide and for EL, Hispanic, socioeconomically disadvantaged, and white subgroups. Our homeless language arts subgroup indicator was "yellow". The 2018 Fall Dashboard data for mathematics is "orange" district-wide and for the EL, Hispanic and socioeconomic disadvantaged subgroups. Our white subgroup indicator for math was "yellow". These scores show a need for improvement in the implementation of the California Standards with respect to language arts and mathematics students achievement. The need for Priority 7 is to provide a broad course of study for all students, including English learners and students with disabilities.

Associated Metrics: SARC, FIT, CBEDS, Williams' Compliance, Training Data, CALPADS, California School Dashboard, Schedules, and Course of Studies.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	1a. 100% of teachers are appropriately assigned and currently, 100% of teachers are appropriately credentialed verified through our School Accountability Report Cards.	1a. Maintain 100% rate of teacher/staff that are appropriately assigned and continue to maintain the number of fully credentialed teachers at 100%.	1a. Maintain 100% rate of teacher/staff that are appropriately assigned and continue to maintain the number of fully credentialed teachers at 100%.	1a. Maintain 100% rate of teacher/staff that are appropriately assigned and continue to maintain the number of fully credentialed teachers at 100%.
Priority 1: Local Indicator/ Instructional materials	1b. 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and Williams report.	1b. Continue to maintain 100% of the classrooms as having sufficient instructional materials, as verified by a district board resolution and Williams report.	1b. Continue to maintain 100% of the classrooms as having sufficient instructional materials, as verified by a district board resolution and Williams report.	1b. Continue to maintain 100% of the classrooms as having sufficient instructional materials, as verified by a district board resolution and Williams report.
Priority 1: Local Indicator/ Facilities in good repair	1c. Overall, the District has a rating of good condition. The one area rated as fair at the high school is external areas (Playground/School Grounds, Windows/ Doors/Gates/Fences) as measured by the FIT report. The one area rated as poor at the elementary/middle school is also external areas (Trim around	1c. Continue to maintain a District rating of good condition as measured by the Facility Inspection Tool.	1c. Continue to maintain a District rating of good condition as measured by the Facility Inspection Tool.	1c. Continue to maintain a District rating of good condition as measured by the Facility Inspection Tool.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	windows and doors - portables).			
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	<p>2a. According to the Local Indicator Reflection tool our staff rated progress in providing professional learning for teaching and making instructional materials aligned to the standards/frameworks in ELA and ELD aligned to ELA standards as being in the early training and planning stage. Math for these areas was rated in the initial implementation stage. The Next Generation in Science Standards was rated in the initial awareness stage. History-Social Science was rated in the early training and planning stage. Progress in implementing Career Technical education, Health Education, Physical education, and Visual and Performing Arts Standards was rated as being in the early training and planning Stage. Progress in implementing World</p>	<p>2a. Continue to provide opportunities for staff to further their implementation of the academic content standards and performance standards. Use the Local Indicator Reflection tool to assess the progress made by staff.</p>	<p>2a. Continue to provide opportunities for staff to further their implementation of the academic content standards and performance standards. Use the Local Indicator Reflection tool to assess the progress made by staff.</p>	<p>2a. Continue to provide opportunities for staff to further their implementation of the academic content standards and performance standards. Use the Local Indicator Reflection tool to assess the progress made by staff.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Language Standards was rated as being in the initial implementation stage.			
Priority 2: Local Indicator/Implementation of State Standards/ELD	2b. The implementation of state standards enables English learners to access the California state standards and gain academic knowledge in English language arts and mathematics. Teachers rated their progress in being provided professional learning for teaching and making instructional materials aligned to the state content standards as being in the early training and planning stage. All teachers and CLAD or SDAIE certified and support English language development within the classroom.	2b. Continue to implement and maintain programs and services to enable English learners to access California State Standards so they can gain academic knowledge in English language arts and mathematics.	2b. Continue to implement and maintain programs and services to enable English learners to access California State Standards so they can gain academic knowledge in English language arts and mathematics.	2b. Continue to implement and maintain programs and services to enable English learners to access California State Standards and ELD so they can gain academic knowledge in English language arts and mathematics.
Priority 7: Local Metric/A broad course of study	7a. Students are offered a broad course of study. A Spanish course was added to our elective program in middle school. 100% of middle school students also have the option of taking band, extra support in math, or extra	7a. Continue to maintain and offer a broad course of study for all students districtwide, in all subject areas.	7a. Continue to maintain and offer a broad course of study for all students districtwide, in all subject areas.	7a. Continue to maintain and offer a broad course of study for all students districtwide, in all subject areas.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>support in reading as an elective. At the high school, all seniors had the option of enrolling in an Honors Government/Economics course. All students at the high school had the option of enrolling in advanced English. An after school program is available for elementary/middle school students. The high school offers a weekly tutorial period as well as after school tutorial for students on academic probation.</p>			
<p>Priority 7: Local Metric/Programs/service s developed and provided to unduplicated pupils</p>	<p>7b. 100% of our programs and services developed and provided are available to all unduplicated students.</p>	<p>7b. 100% of our programs and services developed and provided are available to all unduplicated students.</p>	<p>7b. 100% of our programs and services developed and provided are available to all unduplicated students.</p>	<p>7b. 100% of our programs and services developed and provided are available to all unduplicated students.</p>
<p>Priority 7: Local Metric/Programs/service s developed and provided to individuals with exceptional needs</p>	<p>7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.</p>	<p>7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.</p>	<p>7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.</p>	<p>7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

K-12 English language arts/English language development (ELA/ELD) textbooks review and select by staff, review by the public, and adopt by the Board of Education by June 1, 2017. This will increase the access to current materials for all unduplicated pupils. The order placed July 1, 2017.

2018-19 Actions/Services

K-12 History Social-Science textbooks or other textbooks in a broad course of study, reviewed and selected by staff, reviewed by the public, and adopted by the Board of Education by June 1, 2019. This will increase the access to current materials for all unduplicated pupils. The order will be placed July 1, 2019. Grades 9-12 ELA/ELD textbooks reviewed, reviewed by the public, and adopted by the Board of Education, and purchased by August 1, 2018.

2019-20 Actions/Services

K-12 Next Generation of Science Standards (NGSS) or other textbooks in a broad course of study, review and select by staff, review by the public, and adopt by the Board of Education by June 30, 2020. This will increase the access to current materials for all unduplicated pupils. The order placed July 1, 2020.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Textbooks	4000-4999: Books And Supplies Textbooks	4000-4999: Books And Supplies Textbooks

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

K-12 English Language Arts/English Language Development training provided for the new textbook adoption, with a focus on improving instruction for all unduplicated pupils. One day on site August 2017. 3 days Fall, Winter, and Spring of 2017/18 school year.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

K-12 History-Social Science textbook training provided, with a focus on improving instruction for all unduplicated pupils. Professional development through the 2018-19 school year as needed using various platforms. Professional development, using various platforms, for grades 9-12 ELA/ELD adoption for the 2018-19 school year will be used.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

K-12 Next Generation of Science Standards textbook or other adopted materials training provided, with a focus on improving instruction for all unduplicated pupils. For the 2019/20 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,000	\$28,000	\$28,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training	5800: Professional/Consulting Services And Operating Expenditures Training	5800: Professional/Consulting Services And Operating Expenditures Training

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Pacing guides and course of studies developed and correlated with California

2018-19 Actions/Services

Pacing guides and course of studies developed and correlated with California

2019-20 Actions/Services

Pacing guides and course of studies developed and correlated with California

standards for English Language Arts/English Language Development or other broad course of study areas. Subject Matter Coaching and Mentoring Support provided if available/needed.

standards for the History-Social Science or other broad course of study areas. Subject Matter Expert Coaching and Mentoring Support provided if available/needed.

standards for NGSS or other broad course of study areas. Subject Matter Expert Coaching and Mentoring Support provided if available/needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Standards/Pacing Guides	5800: Professional/Consulting Services And Operating Expenditures Standards/Pacing Guides	5800: Professional/Consulting Services And Operating Expenditures Standards/Pacing Guides

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Maxwell Elementary/Middle School
Specific Grade Spans: K - 8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
K - 8 Reading Specialist to support teachers and provide interventions for students.	See description for 2017-18	K - 8 Reading Specialist to support teachers and provide interventions for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$91,055	See amount for 2017-18	\$91,055
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Support	See Budget Reference for 2017-18	1000-1999: Certificated Personnel Salaries Instructional Support

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Maxwell High School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Reading Intervention teacher, ELA small group support, and credit recovery support to students in grades 9 - 12.	Provide online classes, online credit recovery support, and small group ELA/ELD support to students in grades 9 - 12.	Provide online classes, online credit recovery support, and small group ELA/ELD support to students in grades 9 - 12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$95,952	\$80,000	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Support	1000-1999: Certificated Personnel Salaries Instructional Support	1000-1999: Certificated Personnel Salaries Instructional Support

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue update of library software and books for reading counts/libraries if funding available.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Continue update of library software and books for reading counts/libraries if funding available.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	See amount for 2017-18	\$5,000
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies software and books	See Budget Reference for 2017-18	4000-4999: Books And Supplies software and books

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Maxwell Elementary School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Provide a certificated teacher to avoid large class sizes and combination classes which will increase services for our unduplicated pupils and English Learners.

2018-19 Actions/Services

Provide two elementary school teachers to avoid large class sizes and combination classes which will increase services for our unduplicated and English Learners.

2019-20 Actions/Services

Provide two elementary school teachers to avoid large class sizes and combination classes which will increase services for our unduplicated and English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$61,908.28	\$153,634	\$181,382
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Class Size Reduction	1000-1999: Certificated Personnel Salaries Class Size Reduction	1000-1999: Certificated Personnel Salaries Class Size Reduction

Action 8

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

New Action

Modified Action

One-time purchase of music instruments for students and repair costs of current music instruments.

Action eliminated for the 2019-20 school year

Budgeted Expenditures

Amount		\$5,000	\$0
Source		Supplemental and Concentration	
Budget Reference		4000-4999: Books And Supplies cost of musical instruments, repairs, and replacement instruments to improve access for our unduplicated students to performing arts.	action eliminated

Action 9

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Maxwell High School
--	------------	---------------------------------------

Actions/Services

		New Action
		Mentor Support for Intern Teacher. Mentor will support implementing standards based curriculum and supporting English Learners with a minimum 96 hours of consultation/collaboration time.

Budgeted Expenditures

Amount			\$4,000
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Mentor Support

Action 10

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

New Action

Certificated staff to attend summer professional development in Nashville, TN, related to the C3WP Writing Project Grant and ELA writing standards. Grant only covers cost of two staff to attend. We will be sending six teachers to the writing workshop.

Budgeted Expenditures

Amount

\$5,000

Source

Supplemental and Concentration

Budget
Reference

5800: Professional/Consulting
Services And Operating
Expenditures
professional development

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

2019-20 School Year:

Maxwell Unified School District will continue to provide all students with a rigorous and challenging education, instructional assistance, and tools necessary for college and/or career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Identified Needs: The needs for Priority 4 is to continue to increase student achievement results for all students, including significant subgroups. Ensure that English learners are gaining one year of proficiency for each year of schooling. Develop actions/services to increase proficiency/growth on CAASPP testing. Provide high-quality education for all students so they are college or career ready or both upon graduation from high school. The need for Priority 8 is to ensure student outcomes in a broad course of study meet the district requirements for graduation, for all students. The California School Dashboard data from Fall 2018 indicates "orange" for language arts (32.4 points below standard) district-wide and for EL, Hispanic, socioeconomically disadvantaged, and white subgroups. Our homeless language arts subgroup indicator was "yellow". The 2018 Fall Dashboard data for mathematics is "orange" district-wide and for the EL, Hispanic and socioeconomic disadvantaged subgroups. Our white subgroup indicator for math was "yellow". These scores show a need for improvement in the implementation of the California Standards with respect to language arts and mathematics students achievement.

Associated Metrics: CAASPP Results, CELDT/ELPAC, Early Assessment Program (EAP), California School Dashboard, Local and State Indicator, and local assessments.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	4a. Performance on Standardized test: CAASPP data: English Language Arts: Met or Exceeded <table border="0"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Grade 3:</td> <td>35%</td> <td>35%</td> </tr> <tr> <td>Grade 4:</td> <td>35%</td> <td>46%</td> </tr> <tr> <td>Grade 5:</td> <td>57%</td> <td>25%</td> </tr> <tr> <td>Grade 6:</td> <td>8%</td> <td>42%</td> </tr> <tr> <td>Grade 7:</td> <td>28%</td> <td>30%</td> </tr> <tr> <td>Grade 8:</td> <td>21%</td> <td>14%</td> </tr> <tr> <td>Grade 11:</td> <td>31%</td> <td>44%</td> </tr> </tbody> </table>		2015	2016	Grade 3:	35%	35%	Grade 4:	35%	46%	Grade 5:	57%	25%	Grade 6:	8%	42%	Grade 7:	28%	30%	Grade 8:	21%	14%	Grade 11:	31%	44%	4a. Increase the English Language Arts Met or Exceeded scores, from the 2016 scores, by at least 3%.	4a. Increase the English Language Arts Met or Exceeded scores, from the 2017 scores, by at least 3%.	4a. Increase the English Language Arts Met or Exceeded scores, from the 2018 scores, by at least 3%.
	2015	2016																										
Grade 3:	35%	35%																										
Grade 4:	35%	46%																										
Grade 5:	57%	25%																										
Grade 6:	8%	42%																										
Grade 7:	28%	30%																										
Grade 8:	21%	14%																										
Grade 11:	31%	44%																										
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	4a. Performance on Standardized test: CAASPP data: Mathematics: Met or Exceeded <table border="0"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Grade 3:</td> <td>56%</td> <td>50%</td> </tr> <tr> <td>Grade 4:</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>Grade 5:</td> <td>33%</td> <td>17%</td> </tr> <tr> <td>Grade 6:</td> <td>12%</td> <td>24%</td> </tr> </tbody> </table>		2015	2016	Grade 3:	56%	50%	Grade 4:	41%	41%	Grade 5:	33%	17%	Grade 6:	12%	24%	4a. Increase the Mathematics Met or Exceeded scores, from the 2016 scores, by at least 3%.	4a. Increase the Mathematics Met or Exceeded scores, from the 2017 scores, by at least 3%.	4a. Increase the Mathematics Met or Exceeded scores, from the 2018 scores, by at least 3%.									
	2015	2016																										
Grade 3:	56%	50%																										
Grade 4:	41%	41%																										
Grade 5:	33%	17%																										
Grade 6:	12%	24%																										

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Grade 7 13% 39% Grade 8 9% 9% Grade 11 14% 19%			
Priority 4: The Academic Performance Index	4b. The Academic Performance Index - Multiple measure replacement for the API still under development, once it has been determined a baseline can be established.	4b. The Academic Performance Index - Multiple measure replacement for the API still under development, once it has been determined a baseline can be established.	4b. The Academic Performance Index - Multiple measure replacement for the API still under development, once it has been determined a baseline can be established.	4b. The Academic Performance Index - Multiple measure replacement for the API still under development, once it has been determined a baseline can be established.
Priority 4: College and Career Ready/A-G course completion	4c. Based on the 2017 Spring California School Dashboard College and Career Readiness Indicator there were 28 students in the 2013-14 cohort. The students rated as follows: Prepared 5 - 17.9%; Approaching Prepared 20 - 71.4%; Not Prepared 3 - 10.7%	4c. Increase the number of students prepared using the College and Career Indicator by at least 5%.	4c. Increase the number of students prepared using the College and Career Indicator by at least 5%.	4c. Increase the number of students prepared using the College and Career Indicator by at least 5%.
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	4d. English Learner Progress: Based on the California School Dashboard English Learner Progress, we have a low status (65.5%) and a maintained Change (-0.8%).	4d. English Proficiency: Increase the number of Fluent English Proficient by 5%	4d. English Proficiency: Increase the number of Fluent English Proficient by 5%	4d. English Proficiency: Increase the number of Fluent English Proficient by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 4: State Indicator/Academic Indicator/Reclassification rates</p>	<p>4e. English Learner Reclassification Rate: Elementary School: 2016-2017: 10 of the 83 students tested (12%) were re-designated Fluent English Proficient</p> <p>High School: 2016-2017: 4 of the 20 students tested (20%) were re-designated Fluent English Proficient</p> <p>District level: 2016-2017: 14 of the 103 students tested (14%) were re-designated Fluent English Proficient</p>	<p>4e. EL reclassification rate: Continue to increase the number of English learners that are reclassified by 3%.</p>	<p>4e. EL reclassification rate: Continue to increase the number of English learners that are reclassified by 3%.</p>	<p>4e. EL reclassification rate: Continue to increase the number of English learners that are reclassified by 3%.</p>
<p>Priority 4: State Indicator/College and Career Indicator/AP pass rate</p>	<p>4f. No students at Maxwell High School took AP exams during the 2016-2017 school year.</p>	<p>4f. Increase the number of students at Maxwell High School who take the AP exams during the 2017-18 school year.</p>	<p>4f. Increase the number of students at Maxwell High School who take the AP exams during the 2018-19 school year.</p>	<p>4f. Increase the number of students at Maxwell High School who take the AP exams during the 2019-20 school year.</p>
<p>Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p>	<p>4g. 28% of our juniors scored ready or conditionally ready for college in language arts (Early Assessment Program) in the 2015-16 school year. 0% of our juniors were ready in college in mathematics (Early Assessment</p>	<p>4g. Increase the number of students passing the Early Assessment Program in both ELA and Mathematics by at least 3%, from the 2016 scores.</p>	<p>4g. Increase the number of students passing the Early Assessment Program in both ELA and Mathematics by at least 3%, from the 2017 scores.</p>	<p>4g. Increase the number of students passing the Early Assessment Program in both ELA and Mathematics by at least 3%, from the 2018 scores.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Program) in the 2015-16 school year.</p> <p>CAASPP Scores: English Lang. Arts: Met or Exceeded 2015 2016 Grade 11 44% 31%</p> <p>Mathematics: Met or Exceeded 2015 2016 Grade 11 14% 19%</p>			
<p>Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p>	<p>Priority 8: Other Pupil Outcomes Local STAR Math Assessments:</p> <p>Of the high school data collected, approximately 62% of the students demonstrated more understanding and increased their scores from minimal to significant. 13% of the class maintained the same level and 25% of the class scores had decreased.</p> <p>In Grades 3 -8 STAR Math assessment in the 206-17 school year. Graded 3 did not have data for growth as two</p>	<p>8. Increase the number of students who demonstrate mathematical understanding, in grades 3-12, using STAR math during the 2017-18 school year.</p>	<p>8. Increase the number of students who demonstrate mathematical understanding, in grades 3-12, using STAR math during the 2018-19 school year.</p>	<p>8. Increase the number of students who meet nationally normed growth targets in mathematics by 5% using through Measures of Academic Progress (MAP) assessment system.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>tests were not taken during the school year.</p> <p>4th Grade (15 students): Pretest average scale score of 616; posttest average scale score of 698 which is an 82 point increase.</p> <p>5th Grade (24 students): Pretest average scale score of 667; posttest average scale score of 702 which is a 35 point increase.</p> <p>6th Grade (21 students): Pretest average scale score of 720; posttest average scale score of 748 which is a 28 point increase.</p> <p>7th Grade (26 students): Pretest average scale score of 705; posttest average scale score of 735 which is a 30 point increase.</p> <p>8th Grade (19 students): Pretest average scale score of 811; posttest average scale score of 820 which is a 9 point increase.</p>			
Priority 8: Local Metric/Other student outcomes (Local	8. Grades 1 - 12 students are assessed in reading using the McLeod Assessment,	8. Increase the number of students Lexile measures in ELA, in grades 1-12, using local	8. Increase the number of students Lexile measures in ELA, in grades 1-12, using local	8. Increase the number of students Lexile measures in reading during the 2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Assessments, Interims, MAPs, etc.)	<p>San Diego Quick, and Lexile Measure. The following are data from the 2016-17 school year:</p> <p>1st Grade McLeod (21 students): 20 Grade 1 or Below; 5 Grade 2, Early; 1 Grade 2, Late</p> <p>2nd Grade McLeod (19 students): 1/2 year growth: 6; 1 year growth: 2; 1 1/2 year growth: 1; 2 1/2 year growth: 1</p> <p>3rd Grade McLeod (41 students): 1/2 year growth: 9; 1 year growth: 9; 1 1/2 year growth: 10; 2 year growth: 4; 4 1/2 year growth: 1</p> <p>4th Grade McLeod (27 students): 1/2 Year growth: 6; 1 year growth: 3; 1 1/2 year growth: 5</p> <p>5th Grade Lexile (28 students): 20 students made Lexile growth; 7 students improved by 100 Lexiles or more</p>	ELA assessments during the 2017-18 school year.	ELA assessments during the 2018-19 school year.	school year. Increase the number of students who meet nationally normed growth targets in Language Arts by 5% using through Measures of Academic Progress (MAP) assessment system.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>6th Grade Lexile (21 Students): 20 students made Lexile growth; 9 students improved by 100 Lexiles or more</p> <p>7th Grade Lexile (27 students): 19 students made Lexile growth; 7 students improved by 100 Lexiles or more</p> <p>8th Grade Lexile (22 students): 15 students made Lexile growth; 3 students improved by 100 Lexiles or more</p> <p>Grades 9-12, not all students are represented: 9th Grade - 8 of 12 students made Lexile growth with 4 improving by 10 Lexiles or more</p> <p>10th Grade - 3 of 6 students represented made Lexile growth with 1 improving by 100 Lexiles or more</p> <p>11th Grade - 1 of 7 students made Lexile growth</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	12th Grade - 4 of 12 students made Lexile growth			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Staff in-service will be provided on Intervention strategies and differentiated instruction as well as collaboration time to

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Staff in-service will be provided on best teaching practices, analyzing MAP assessment data and technology based

discuss best practices and review case studies. This will be completed during monthly collaboration meetings and staff development days. One mandatory day and two days of individualized professional development is offered as well.

intervention/differentiated instruction. This will be completed during staff development days, collaboration days and webinars.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	See amount for 2017-18	\$15,000
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development/Collaboration Time	See Budget Reference for 2017-18	5800: Professional/Consulting Services And Operating Expenditures Professional Development.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Staff will be provided in-service on implementing the California State Standards in ELA/ELD as well as collaboration time to discuss best practices and case studies. This will be completed during monthly collaboration meetings as well as staff development will be scheduled.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Staff will be offered per diem with respect to an on-site professional development day on implementing our STEM coding and robotics grant program. Training to be held on August 6, 2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	See amount for 2017-18	\$10,000
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	See Budget Reference for 2017-18	1000-1999: Certificated Personnel Salaries Professional Development Training

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Maxwell Middle School Specific Grade Spans: 6 - 8
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified Action Modified Action Modified Action

2017-18 Actions/Services Provide math interventions for middle school students using accelerated math and IXL program.	2018-19 Actions/Services Provide math interventions for middle school students using technology based interventions programs.	2019-20 Actions/Services Provide math and ELA interventions for middle school using a technology based intervention program (Edgenuity).
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,664	\$5,000	\$3,495
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Support	4000-4999: Books And Supplies Instructional Support	4000-4999: Books And Supplies Instructional Support

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Maxwell Elementary School Specific Grade Spans: K - 5
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Modified Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide supplemental math support for grades K - 5 using the technology based IXL program.	Provide supplemental math support for grades K - 5 using technology based intervention programs.	Provide K-5 math and ELA interventions using a technology based intervention program (Edgenuity).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,702	\$5,000	\$10,495
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Support	4000-4999: Books And Supplies Instructional Support	4000-4999: Books And Supplies Instructional Support

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Maxwell High School Specific Grade Spans: 9 - 12
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Modified Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide supplemental math support using technology based accelerated math for grades 9 - 12.	Provide supplemental math support using technology based intervention programs for grades 9 - 12.	Provide math and ELA interventions using a technology based intervention program (Edgenuity). In addition, provide access for students to online classes opportunities and credit recovery.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,664	\$5,000	\$9,495
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Support	4000-4999: Books And Supplies Instructional Support	4000-4999: Books And Supplies Instructional Support

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Maxwell Elementary School and Maxwell Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Qualifying unduplicated students will be offered GATE opportunities after school.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Qualifying unduplicated students will be offered GATE opportunities after school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,365	See amount for 2017-18	\$2,365
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries GATE Stipend	See Budget Reference for 2017-18	1000-1999: Certificated Personnel Salaries Gate Stipend

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue purchase of chromebooks until each school is one to one.

2018-19 Actions/Services

see description for 2017-18

2019-20 Actions/Services

Continue purchase of chromebooks until each school is one to one.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	See amount for 2017-18	\$12,000
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology	See Budget Reference for 2017-18	4000-4999: Books And Supplies Technology

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Budget for replacement technology as needed. For instance replacement cost of student chromebooks and staff computers.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Budget for replacement technology as needed. For instance replacement cost of student chromebooks and staff computers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	See amount for 2017-18	\$10,000
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology	See Budget Reference for 2017-18	4000-4999: Books And Supplies Technology

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Maxwell High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A bilingual paraprofessional will be utilized at the high school to help support English Learner progress.

2018-19 Actions/Services

A bilingual paraprofessional will be utilized at the high school to help support English Learner progress. In addition, a certificated teacher will teach one period of ELD at the high school to help support English Learner Progress.

2019-20 Actions/Services

A paraprofessional will be utilized at the high school to help support English Learner progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,113	\$30,000	\$13,113
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries English Learner Support	2000-2999: Classified Personnel Salaries English Learner Support	2000-2999: Classified Personnel Salaries English Learner Support

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

After School tutorial services will be provided by certificated and classified staff to support students academic success.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

After School tutorial services will be provided by certificated staff to support students academic success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	See amount for 2017-18	\$20,000
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	See Budget Reference for 2017-18	1000-1999: Certificated Personnel Salaries Instructional Support

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Summer school opportunities will be provided for students K-12

2018-19 Actions/Services

Summer school opportunities will be provided for students behind grade level or for credit recovery in grades 4 - 12.

2019-20 Actions/Services

Summer school opportunities will be provided for students behind grade level or for credit recovery in grades 4 - 12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0001-0999: Unrestricted: Locally Defined Summer School	0001-0999: Unrestricted: Locally Defined Summer School	1000-1999: Certificated Personnel Salaries Summer School

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Three days of professional development opportunities for certificated staff (one required/two staff decision) during the school year to able staff to focus on area of needs for unduplicated pupils.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

One day of required professional development for staff to begin the school year to able staff to focus on areas of needs for unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,516	See amount for 2017-18	\$10,000
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development	See Budget Reference for 2017-18	1000-1999: Certificated Personnel Salaries Professional Development

Action 13

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	New Action	Modified Action
	Provide support and research expansion of CTE pathway offerings through adding a agriculture teacher position and professional development opportunities related to career pathways.	Provide support and research expansion of CTE pathway offerings through adding a agriculture teacher position, professional development opportunities, and STEM opportunities related to career pathways.

Budgeted Expenditures

Amount		\$80,000	\$113,250
Source		Other	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries CTE Pathways	1000-1999: Certificated Personnel Salaries CTE Pathways

Action 14

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	New Action	Unchanged Action
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Implement a district-wide technology-bases benchmark assessment system (Measures of Academic Progress - MAP). The cost of implementation will include the program, training for staff, and a summer conference.

Implement a district-wide technology-bases benchmark assessment system (Measures of Academic Progress - MAP). The cost of implementation will include the program, training for staff, and a summer conference.

Budgeted Expenditures

Amount		\$15,000	\$15,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies MAP Assessment	4000-4999: Books And Supplies MAP Assessment

Action 15

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

New Action

Purchase student site licenses for the Acellus STEM Grant coding and other course access. (75% covered by the grant, 25% by the District.)

Budgeted Expenditures

Amount			\$8,000
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Site Licenses

Action 16

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

		New Action
		Cost of professional development services related to the Acellus STEM Grant (50% covered by grant, 50% covered by District).

Budgeted Expenditures

Amount			\$3,797.50
Source			Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Professional Development

Action 17

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

		New Action
		Purchase Acellus STEM Working Stations - three students to each Pod. 5 Level 1 Pods and 5 level 2 Pods. (50% covered by STEM grant, 50% covered by District)

Budgeted Expenditures

Amount			\$18,185
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies STEM Work Stations

Action 18

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

		New Action
		Purchase curriculum and supplies to expand elective course offerings in grades 6 - 8.

Budgeted Expenditures

Amount			\$5,000
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Instructional Supplies

Action 19

All	Specific Schools: Maxwell High School
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		New Action
		Through are CTEIG grant funding improve pathways and expand college and career readiness support for all students. This will be accomplished with dual enrollment classes, a career exploration program, support job shadowing and field trips, and college trips.

Budgeted Expenditures

Amount			\$75,000
Source			Other
Budget Reference			Not Applicable CTEIG Grant

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

2019-20 School Year:

Maxwell Unified School District will continue to engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Identified Needs: The needs for Priority 3 are to Increase efforts to seek parent, student, and staff input to build interpersonal relationships and enhance institutional environment, especially promoting participation for all unduplicated pupil subgroups. The need for Priority 5 is to increase attendance rates and graduation rates. The needs for Priority 6 are to increase the feeling of safety for all students and to decrease suspension rates. Creating a set of norms and values that focus everyone's attention on what is most important and motivates them to work towards a common purpose will be necessary. Implement character education and anti-bullying/cyberbullying assemblies and programs. Continue working with boy's and girl's Circle and with County Mental Health. Implement random drug testing program and unlawful contraband searches using trained K9's to help provide a safe productive learning environment at the high school. The 2018 Fall California School Dashboard data indicates we have a 100% graduation rate. Based on the the Fall 2018 dashboard data identified needs include suspension rate and our chronic absentism rate. Our suspension rate was "red" district-wide and for the Hispanic, homeless, socioeconomically disadvantaged, students with disabilities, and white subgroups. Our Suspension rate indicator for EL students was "orange". Our chronic absentism rate was "orange" district-wide and for EL, Hispanic, homeless, and white subgroups. The chronic absentism indicators for the socioeconomically disadvantaged subgroup was "red" and students with disabilities was "yellow".

Associated Metrics: Surveys, Site Council, DELAC, DAC, and other sign in sheets, SARC, California School Dashboard, CALPADS attendance/truancy reports

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p>	<p>Priority 3: Parental Involvement (Engagement) including parents of unduplicated students and parents of students with exceptional need. 3a. We had an increase of 13 parents participating in the Spring 2017 Survey compared to the Spring 2016 survey responses, as compare to 5. The numbers are still quite low as only 18 parents participated in the survey. It was offered in Spanish but was not utilized. Most of the 35 survey questions had a majority of positive responses. The question of the school values my input was split pretty evenly with a few parents not feeling their input is valued. We will continue to try and increase parent input into school decisions related to the State</p>	<p>3a. Using the survey results from the 2016-17 school year, increase the the number of parents participating in the annual survey. Increase the number of parent who feel their input in the education of their child is valued. Continue to increase the standards for high school students and maintain good attendance for meetings and school functions and events.</p>	<p>3a. Using the survey results from the 2017-18 school year, increase the the number of parents participating in the annual survey. Increase the number of parents who feel their input in the education of their child is valued. Continue to increase the standards for high school students and maintain good attendance for meetings and school functions and events.</p>	<p>3a. Using the survey results from the 2018-19 school year, increase the the number of parents participating in the annual survey. Increase the number of parents who feel their input in the education of their child is valued. Continue to increase the standards for high school students and maintain good attendance for meetings and school functions and events.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Priorities through improved communication. Most the 35 survey questions had a majority of positive responses. The question of the school values my input was split pretty evenly with a few parents not feeling their input was valued. Another area of concern and thus focus area is the response to the question that the high school has high standards for all students. The staff and administration has focused on this area and is striving to continue to improve our expectations and the perception of some of our parents. There was good attendance for meetings: literacy night, agriculture advisory meeting, Rodeo committee, and LCAP stakeholder meeting, Site Council, and DELAC meeting.</p>			
Priority 3: Local Indicator/Parent	3b. After the DELAC meeting was changed from the evening to	3b. Continue to maintain or increase the average of 20 parents	3b. Continue to maintain or increase the average of 20 parents	3b. Continue to maintain or increase the average of 20 parents

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Involvement/Local Evaluation Tool	Friday mornings, directly following the Reading Awards, the attendance increased from 1 parent to an average of 20 parents per meeting.	participating in the DELAC meetings and other school related functions during the 2017-18 school year.	participating in the DELAC meetings and other school related functions during the 2018-19 school year.	participating in the DELAC meetings and other school related functions during the 2019-20 school year.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3c. IEP meetings were well attended by the parents of students with exceptional needs. 80%-90% of the students at the high school level, all except 2 students, participated in extra-curricular activities: sports, football, baseball, basketball, volleyball, and other curricular activities, parents attended these events	3c. Continue to maintain the 80-90%, or increase the number of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2017-18 school year.	3c. Continue to maintain the 80-90%, or increase the number of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2018-19 school year.	3c. Continue to maintain the 80-90%, or increase the number of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2019-20 school year.
Priority 5: Local Metric/Student Engagement/School attendance rates	5a. The district's overall attendance rate is 95%. (Aeries Data)	5a. Continue to maintain or improve the district's overall attendance rate of 95% for the 2017-18 school year. (Aeries Data)	5a. Continue to maintain or improve the district's overall attendance rate of 95% for the 2018-19 school year. (Aeries Data)	5a. Continue to maintain or improve the district's 2018-19 overall attendance rate of 95.97% for the 2019-20 school year. (LCFF Calculator)
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5b. The district's chronic absenteeism rate is 8%. (Aeries Data)	5b. Continue to decrease the district's chronic absenteeism rate of 8% for the 2017-18 school year. (Aeries Data)	5b. Continue to decrease the district's chronic absenteeism rate of 8% for the 2017-18 school year. (Aeries Data)	5b. Decrease the district's 2017-18 chronic absenteeism rate of 9.1%. (Dashboard)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Local Metric/Middle school dropout rate	5c. The middle school dropout rate is 0%. (DataQuest 2015-16)	5c. Continue to maintain the middle school dropout rate of 0% for the 2017-18 school year. (DataQuest 2016-17)	5c. Continue to maintain the middle school dropout rate of 0% for the 2017-18 school year. (DataQuest 2017-18)	5c. Continue to maintain the 2017-18 middle school dropout rate of 0%. (DataQuest)
Priority 5: Local Metric/Student Engagement/High school dropout rate	5d. The high school cohort dropout rate is 3.6%.	5d. Continue to decrease the high school cohort dropout rate of 3.6% for the 2017-18 school year.	5d. Continue to decrease the high school cohort dropout rate of 3.6% for the 2018-19 school year.	5d. Continue to maintain the high school cohort dropout rate of 0% for the 2019-20 school year.
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	5e. The high school cohort graduation rate is 96.4%. (DataQuest 2015-16)	5e. Continue to maintain or improve the high school cohort graduation rate is 96.4% for the 2017-18 school year. (DataQuest 2016-17)	5e. Continue to maintain or improve the high school cohort graduation rate is 96.4% for the 2018-19 school year. (DataQuest 2017-18)	5e. Continue to maintain the high school cohort graduation rate of 100% for the 2019-20 school year. (Dashboard)
Priority 6: State Indicator/Student Suspension Indicator	6a. The suspension rate is 4.3%. (DataQuest 2014-15)	6a. Continue to decrease the suspension rate of 4.3% for the 2017-18 school year. (DataQuest 2015-16)	6a. Continue to decrease the suspension rate of 4.3% for the 2018-19 school year. (DataQuest 2016-17)	6a. Decrease the 2017-18 suspension rate of 9.2%. (Dashboard)
Priority 6: Local Metric/Expulsion rate	6b. The expulsion rate is 0%. (DataQuest 2014-15)	6b. Continue to maintain the expulsion rate of 0% for the 2017-18 school year. (DataQuest 2015-16)	6b. Continue to maintain the expulsion rate of 0% for the 2018-19 school year. (DataQuest 2016-17)	6b. Decrease the 2017-18 expulsion rate of 0.53%. (DataQuest)
Priority 6: Local Indicator/Local tool for school climate	6c. Using the results from the parent, student, and staff survey results actions/services will be discussed to increase the sense of safety,	6c. Using the results from the California Healthy Kids Survey and results from local surveys, continue to increase the sense of	6c. Using the results from local surveys, continue to increase the sense of safety, school connectedness for all students, including	6c. Using the results from the California Healthy Kids Survey and results from local surveys, continue to increase the sense of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	school connectedness for all students, including English learners, students with disabilities, and low income.	safety, school connectedness for all students, including English learners, students with exceptional needs, and low income for the 2017-18 school year.	English learners, students with exceptional needs, and low income for the 2018-19 school year.	safety, school connectedness for all students, including English learners, students with exceptional needs, and low income for the 2019-20 school year.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Maxwell High School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement random searches by Interquest Detection Canines of North Valley to support a safe environment for students. One time purchase of a breathalyzer for Maxwell High School.

Implement random searches by Interquest Detection Canines of North Valley to support a safe environment for students.

Implement random searches by Interquest Detection Canines of North Valley to support a safe environment for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,300	\$3,500	\$3,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Random Unlawful Contraband Searches	5000-5999: Services And Other Operating Expenditures Random Unlawful Contraband Searches	5000-5999: Services And Other Operating Expenditures Random Unlawful Contraband Searches

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide parent, student, and staff surveys that address the State priorities listed in the LCAP. Observations and conversations to be included. Surveys to be provided each spring. Surveys will be analyzed and discussed with all stakeholder groups.	See description for 2017-18	Provide parent, student, and staff surveys that address the State priorities listed in the LCAP. Observations and conversations to be included. Surveys to be provided each spring. Surveys will be analyzed and discussed with all stakeholder groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	See amount for 2017-18	\$500
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Survey Monkey - Surveys	See Budget Reference for 2017-18	4000-4999: Books And Supplies Survey Monkey - Surveys

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide Assemblies and program on character building and social media awareness such as the program "icanhelp"

Provide Assemblies and programs on character building, anti-bullying, and social media awareness.

Provide Assemblies and programs on character building, anti-bullying, and social media awareness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Character Building assemblies and program	5800: Professional/Consulting Services And Operating Expenditures Character Building assemblies and program	5800: Professional/Consulting Services And Operating Expenditures Character Building Assemblies and Programs

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Maxwell High School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement random drug testing program for students participating in extracurricular activities(sports).

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Implement random drug testing program for students participating in extracurricular activities(sports).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,300	See amount for 2017-18	\$3,300
Source	Base	See Source for 2017-18	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Random Drug Testing Company	See Budget Reference for 2017-18	5000-5999: Services And Other Operating Expenditures Random Drug Testing Company

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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New Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services Provide awards/ribbons for positive student recognition.	2018-19 Actions/Services See description for 2017-18	2019-20 Actions/Services Provide awards/ribbons for positive student recognition.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$10,000	\$10,000
Source	Supplemental and Concentration	See Source for 2017-18	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Student recognition	See Budget Reference for 2017-18	4000-4999: Books And Supplies Student Recognition

Action 6

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Unchanged Action
	Provide uniforms for high school physical education and equipment for Physical	Provide uniforms for high school physical education and equipment for Physical

	education and recess/break time to help improve school culture and climate.	education and recess/break time to help improve school culture and climate.
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Budgeted Expenditures

Amount	\$5,000	\$5,000
Source	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Uniforms and equipment	4000-4999: Books And Supplies Uniforms and Equipment

Action 7

All	Specific Schools: Maxwell Elementary School Specific Grade Spans: K - 5
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Unchanged Action
	Provide Family Literacy Nights in order to engage parents and the community in a positive school culture and climate.	Provide Family Literacy Nights in order to engage parents and the community in a positive school culture and climate.

Budgeted Expenditures

Amount	\$2,000	\$2,000
Source	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Engagement	4000-4999: Books And Supplies Parent Engagement

Action 8

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Maxwell High School
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Actions/Services

		New Action
		Replace and add security cameras to the high school campus to increase positive school climate and safety.

Budgeted Expenditures

Amount			\$15,490
Source			Base
Budget Reference			4000-4999: Books And Supplies Security Cameras

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$659,832

Percentage to Increase or Improve Services

20.75%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2019-20 School Year:

The Maxwell Unified School District, under the Local Control Funding Formula (LCFF), estimates the Supplemental and Concentration grant funding will be approximately \$659,832 for the 2019-20 school year. Additionally, the Maxwell Unified School District will need to increase or improve services to all unduplicated pupils by 20.75%. There are approximately 340 students in the district and 246 of these students are unduplicated, approximately 72%. Of the 246 unduplicated pupils there are 241 Low-income; 117 English learners; 40 Students with Disabilities; 2 Foster Youth; and 29 pupils classified as Homeless. According to the research of Jeffrey M. Vincent, (Small Districts, Big Challenges, 2018) and Todd Kominiak (Rural Schools face common challenges, but need unique solutions, December 2018)) there are significant attributes that face small districts. The Maxwell Unified School District has determined these actions/services described in the LCAP are the most effective use of funds to close the achievement gap and meet the needs of all unduplicated pupils. With the high percentage of unduplicated, approximately 72%, the implementation of actions will predominately be on a district-wide basis. This will not only improve the achievement for the unduplicated student groups, the remaining 28% of students will also benefit from the approach of closing the achievement gap and raising student achievement.

The Maxwell Unified School District believes that the services provided in this LCAP are the most effective use of funds to meet the District's Annual Measurable Outcomes for all pupils and unduplicated pupil subgroups (Foster Youth, English Learners, and Low Income). The above actions and funds will be used to implement, predominately district-wide; however services will be principally directed towards or targeted towards specific unduplicated student subgroups. The District's ultimate goal is to increase the percentage of students reaching proficiency on the ELPAC, CAASPP, and other State and locally determined measures. The District also strives to provide clear pathways for students related to college and career goals.

The Maxwell Unified School District intends to support all students, including unduplicated, by implementing and/or maintaining intervention programs, increasing access to technology, maintaining high quality staff, supporting parents by improving communication to families, and providing high quality professional learning for staff. Through consultation of the LCAP Parent Advisory Committee and District English Learner Advisory Committee, the 2019-20 estimated LCFF Supplemental and Concentration funds will be used in the following ways:

Goal 1:

Action 3: Pacing guides and course of studies developed and correlated with California standards for NGSS or other broad course of study areas. Subject Matter Coaching and Mentoring Support provided if available/needed. Cost for this action \$1,500.

Action 4: By providing a K - 8 Reading Specialist to support teachers and provide interventions for students, will be principally directed towards and effective in increasing outcomes in reading for all unduplicated pupils. Cost for this action \$91,055.

Action 5: By providing a ELA small class support and credit recovery support, and online class options in grades 9 - 12, that will be effective in improving outcomes in ELA and to maintain cohort graduation rates for all unduplicated pupils. Cost for this action \$30,000.

Action 6: The maintenance and updating of library software and books will be principally directed towards all unduplicated pupils so they have full access to new reading materials. Cost for this action \$5,000.

Action 7: Two certificated teaching positions will reduce class sizes and will improve services for all unduplicated pupils by increasing teacher contact time and additional support for English learners. Cost for this action \$181,382.

Action 9: Provide professional development opportunities for six certificated staff to attend a C3WP Writing Project Grant Summer Workshop. Cost for this action \$5,000.

Goal 2:

Action 1: Providing staff in-service on best teaching practices, analyzing MAP data and technology based intervention/differentiated instruction. This action will be principally directed towards and effective in improving instruction and learning outcomes for all unduplicated students. Cost for this action \$15,000.

Action 2: Staff will be offered professional development training implementing our STEM coding and robotics grant program on August 6, 2019. This action will be principally directed towards and improving outcomes for all unduplicated pupils, including English learners. Cost for this action \$10,000.

Action 3: Math and ELA interventions for middle school students will be continued and will be principally directed towards all unduplicated pupils. Cost for this action \$3,495.

Action 4: Math and ELA interventions for elementary school students will be continued and will be principally directed towards all unduplicated pupils. Cost for this action \$10,495.

Action 5: Math and ELA interventions for high school students will be continued along with access to online courses and credit recovery online courses and will be principally directed towards all unduplicated pupils. Cost for this action \$9,495.

Action 6: Qualifying unduplicated students will be offered GATE opportunities after school, this action will be principally directed towards unduplicated pupils. Cost for this action \$2,365.

Action 7: Supporting learning through technology, Chromebooks, will be principally directed towards all unduplicated pupils by moving towards one to one devices. Cost for this action \$12,000.

Action 8: Replacement costs for technology, will be principally directed towards unduplicated by ensuring devices are replaced on an ongoing basis so students and staff always have access. Cost for this action \$10,000.

Action 9: A paraprofessional will be utilized at the high school and will be targeted toward supporting and improving progress of all English Learners. Cost for this action \$13,133.

Action 10: After School tutorial services will be provided by certificated staff and will be principally directed towards and effective in increasing all unduplicated students' academic success. Cost for this action \$20,000.

Action 11: Summer school opportunities will be provided and will be principally directed towards all unduplicated students in the district, 4-12. Cost for this action \$20,000.

Action 12: Professional development for certificated staff will be offered during the school year to support staff in providing quality services to all unduplicated pupils. Cost for this action \$10,000.

Action 13: Students will have access to addition STEM, Agriculture related shop classes, and CTE Pathways by hiring an additional certificated ag teacher with shop emphasis. Cost of this action \$113,250.

Action 14: Continued implementation of a district-wide technology-bases benchmark assessment system (Measures of Academic Progress - MAP). The cost of implementation is \$15,000 which will include the program, training for staff, and a summer conference.

Action 15: Purchase student site licenses to access out STEM Coding and Robotics Grant program course offerings. Cost of this action is \$8,000.

Action 16: Cost associated with on site professional development for our STEM Coding and Robotics Grant program. Cost of this action is \$3,797.50.

Action 17: Purchase 10 STEM Coding and Robotics Pod stations for classrooms for our STEM Coding and Robotics program. Cost of this action is \$18,185.

Action 18: Purchase curriculum and supplies to expand elective course offerings in grades 6 - 8. Cost of this action is \$5,000.

Goal 3:

Action 2: Surveys will be provided to all parents, students, and staff to gather information on the progress of State and Local priorities listed in the LCAP. Surveys and other sources of data will be analyzed to ensure actions and services to increase outcomes of all unduplicated pupils is improving. Cost for this action \$500.

Action 3: Assemblies and program on character building, social media awareness, and anti-bullying will be provided to all pupils, with the focus to improve pupil engagement and school climate for all unduplicated pupils. Cost for this action \$20,000.

Action 5: Awards/ribbons will be provided for positive student recognition, including all unduplicated pupils subgroups. Cost for this action \$10,000.

The Maxwell Unified School District believes that the services provided in this LCAP are the most effective use of funds to meet the District's Annual Measurable Outcomes for all pupils, including all unduplicated pupil subgroups (Foster Youth, English Learners, and Low Income). The above actions and funds will be used to implement, predominately district-wide; however services will be principally directed towards or targeted towards specific unduplicated student subgroups. The District's ultimate goal is to increase the percentage of students reaching proficiency on the ELPAC, CAASPP, and other State and locally determined measures. In addition, the District strives to provide career and college readiness pathways for students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$653,140

21.96%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2018-19 School Year:

The Maxwell Unified School District, under the Local Control Funding Formula (LCFF), estimates the Supplemental and Concentration grant funding will be approximately \$653,140 for the 2018-19 school year. Additionally, the Maxwell Unified School District will need to increase or improve services to all unduplicated pupils by 21.96%. There are approximately 327 students in the district and 242 of these students are unduplicated, approximately 74%. Of the 242 unduplicated pupils there are 234 Low-income; 109 English learners; 41 Students with Disabilities; 2 Foster Youth; and 29 pupils classified as Homeless. The Maxwell Unified School District has determined these actions/services described in the LCAP are the most effective use of funds to close the achievement gap and meet the needs of all unduplicated pupils. With the high percentage of unduplicated, approximately 74%, the implementation of actions will predominately be on a district-wide basis. This will not only improve the achievement for the unduplicated student groups, the remaining 26% of students will also benefit from the approach of closing the achievement gap and raising student achievement.

The Maxwell Unified School District believes that the services provided in this LCAP are the most effective use of funds to meet the District's Annual Measurable Outcomes for all pupils and unduplicated pupil subgroups (Foster Youth, English Learners, and Low Income). The above actions and funds will be used to implement, predominately district-wide; however services will be principally directed towards or targeted towards specific unduplicated student subgroups. The District's ultimate goal is to increase the percentage of students reaching proficiency on the ELPAC, CAASPP, and other State and locally determined measures.

The Maxwell Unified School District intends to support all students, including unduplicated, by implementing and/or maintaining intervention programs, increasing access to technology, maintaining high quality staff, supporting parents by improving communication to families, and providing high quality professional learning for staff. Through consultation of the LCAP Parent Advisory Committee and District English Learner Advisory Committee, the 2018-19 estimated LCFF Supplemental and Concentration funds will be used in the following ways:

Goal 1:

Action 3: Pacing guides and course of studies developed and correlated with California standards for English Language Arts/English Language Development as well as other broad course of study areas, will be principally directed towards and effective in improving outcomes for all unduplicated pupils. Cost for this action \$1,500.

Action 4: By providing a K - 8 Reading Specialist to support teachers and provide interventions for students, will be principally directed towards and effective in increasing outcomes in reading for all unduplicated pupils. Cost for this action \$91,055.

Action 5: By providing a ELA small class support and credit recovery support, and online class options in grades 9 - 12, that will be effective in improving outcomes in ELA and to maintain cohort graduation rates for all unduplicated pupils. Cost for this action \$80,000.

Action 6: The maintenance and updating of library software and books will be principally directed towards all unduplicated pupils so they have full access to new reading materials. Cost for this action \$5,000.

Action 7: Two certificated teaching positions will reduce class sizes and will improve services for all unduplicated pupils by increasing teacher contact time and additional support for English learners. Cost for this action \$153,634.

Action 8: Cost of additional instruments, replacement instruments, and repairs on instruments to improve access for unduplicated students to performing arts. Cost for this action \$5,000.

Goal 2:

Action 1: Providing staff in-service on intervention strategies and differentiated instruction, including staff collaboration time, this action will be principally directed towards and effective in improving instruction and learning outcomes for all unduplicated students. Cost for this action \$10,000.

Action 2: Staff will be provided training on implementing the California State ELA/ELD standards, including staff collaboration time analyzing and discussing best practices and case studies, this action will be principally directed towards and improving outcomes for all unduplicated pupils, especially English learners. Cost for this action \$5,000.

Action 3: Math interventions for middle school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action \$5,000.

Action 4: Math intervention for elementary school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action \$5,000.

Action 5: Math interventions for high school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action \$5,000.

Action 6: Qualifying unduplicated students will be offered GATE opportunities after school, this action will be principally directed towards unduplicated pupils. Cost for this action \$2,365.

Action 7: Supporting learning through technology, Chromebooks, will be principally directed towards all unduplicated pupils by moving towards one to one devices. Cost for this action \$24,000.

Action 8: Replacement costs for technology, will be principally directed towards unduplicated by ensuring devices are replaced on an ongoing basis so students and staff always have access. Cost for this action \$10,000.

Action 9: A bilingual paraprofessional will be utilized at the high school and will be targeted toward supporting and improving progress of all English Learners. Cost for this action \$30,000.

Action 10: After School tutorial services will be provided by certificated and classified staff and will be principally directed towards and effective in increasing all unduplicated students' academic success. Cost for this action \$20,000.

Action 11: Summer school opportunities will be provided and will be principally directed towards all unduplicated students in the district, K-12. Cost for this action \$20,000.

Action 12: Professional development opportunities for certificated staff will be offered during the school year to support staff in providing quality services to all unduplicated pupils. Cost for this action \$23,516.

Action 14: Implement a district-wide technology-bases benchmark assessment system (Measures of Academic Progress - MAP). The cost of implementation is \$15,000 which will include the program, training for staff, and a summer conference.

Goal 3:

Action 2: Surveys will be provided to all parents, students, and staff to gather information on the progress of State and Local priorities listed in the LCAP. Surveys and other sources of data will be analyzed to ensure actions and services to increase outcomes of all unduplicated pupils is improving. Cost for this action \$500.

Action 3: Assemblies and program on character building and social media awareness, such as the program "icanhelp" will be provided to all pupils, with the focus to improve pupil engagement and school climate for all unduplicated pupils. Cost for this action \$20,000.

Action 5: Awards/ribbons will be provided for positive student recognition, including all unduplicated pupils subgroups. Cost for this action \$10,000.

Action 6: Provide uniforms for high school physical education and equipment for physical education and recess/break time to help with improving culture/climate and improve access for unduplicated students. Cost of this action \$5,000.

Action 7: Provide Family Literacy Nights in order to engage parents and the community in a positive school culture and climate and to improve access to Literature for unduplicated students and families. Cost of this action \$2,000.

The Maxwell Unified School District believes that the services provided in this LCAP are the most effective use of funds to meet the District's Annual Measurable Outcomes for all pupils, including all unduplicated pupil subgroups (Foster Youth, English Learners, and Low Income). The above actions and funds will be used to implement, predominately district-wide; however services will be principally directed towards or targeted towards specific unduplicated student subgroups. The District's ultimate goal is to increase the percentage of students reaching proficiency on the ELPAC, CAASPP, and other State and locally determined measures.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$444,177

Percentage to Increase or Improve Services

15.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2017-18 School Year:

The Maxwell Unified School District, under the Local Control Funding Formula (LCFF), estimates the Supplemental and Concentration grant funding will be approximately \$444,177 for the 2017-18 school year. Additionally, the Maxwell Unified School District will need to increase or improve services to all unduplicated pupils by 8.40%. There are approximately 326 students in the district and 251 of these students are unduplicated, approximately 77%. Of the 251 unduplicated pupils there are 243 Low-income; 108 English learners; 44 Students with Disabilities; 0 Foster Youth; and 26 pupils classified as Homeless. The Maxwell Unified School District has determined these actions/services described in the LCAP are the most effective use of funds to close the achievement gap and meet the needs of all unduplicated pupils. With the high percentage of unduplicated, approximately 77%, the implementation of actions will predominately be on a district-wide basis. This will not only improve the achievement for the unduplicated student groups, the remaining 23% of students will also benefit from the approach of closing the achievement gap and raising student achievement.

The Maxwell Unified School District intends to support all students, including unduplicated, by implementing and/or maintaining intervention programs, increasing access to technology, maintaining high quality staff, supporting parents by improving communication to families, and providing high quality professional learning for staff. Through consultation of the LCAP Parent Advisory Committee and District English Learner Advisory Committee, the 2017-18 estimated LCFF Supplemental and Concentration funds will be used in the following ways:

Goal 1:

Action 3: Pacing guides and course of studies developed and correlated with California standards for English Language Arts/English Language Development as well as other broad course of study areas, will be principally directed towards and effective in improving outcomes for all unduplicated pupils. Cost for this action \$1,500.

Action 4: By providing a K - 8 Reading Specialist to support teachers and provide interventions for students, will be principally directed towards and effective in increasing outcomes in reading for all unduplicated pupils. Cost for this action \$91,055.

Action 5: By providing a Reading Intervention teacher, ELA small group support, and credit recovery support in grades 9 - 12, that will be principally directed towards and effective in improving outcomes in reading and to maintain cohort graduation rates for all unduplicated pupils. Cost for this action \$95,952.

Action 6: The maintenance and updating of library software and books will be principally directed towards all unduplicated pupils so they have full access to new reading materials. Cost for this action \$5,000.

Action 7: An additional certificated teaching position will reduce class sizes and will improve services for all unduplicated pupils by increasing teacher contact time and additional support for English learners. Cost for this action \$61,908.28.

Goal 2:

Action 1: Providing staff in-service on intervention strategies and differentiated instruction, including staff collaboration time, this action will be principally directed towards and effective in improving instruction and learning outcomes for all unduplicated students. Cost for this action \$10,000.

Action 2: Staff will be provided training on implementing the California State ELA/ELD standards, including staff collaboration time analyzing and discussing best practices and case studies, this action will be principally directed towards and improving outcomes for all unduplicated pupils, especially English learners. Cost for this action \$5,000.

Action 3: Math interventions for middle school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action \$2,664.

Action 4: Math intervention for elementary school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action \$4,702.

Action 5: Math interventions for high school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action \$2,664.

Action 6: Qualifying unduplicated students will be offered GATE opportunities after school, this action will be principally directed towards unduplicated pupils. Cost for this action \$2,365.

Action 7: Supporting learning through technology, Chromebooks, will be principally directed towards all unduplicated pupils by moving towards one to one devices. Cost for this action \$12,000.

Action 8: Replacement costs for technology, will be principally directed towards unduplicated by ensuring devices are replaced on an ongoing basis so students and staff always have access. Cost for this action \$2,500.

Action 9: A bilingual paraprofessional will be utilized at the high school and will be targeted toward supporting and improving progress of all English Learners. Cost for this action 13,113

Action 10: After School tutorial services will be provided by certificated and classified staff and will be principally directed towards and effective in increasing all unduplicated students' academic success. Cost for this action \$20,000.

Action 11: Summer school opportunities will be provided and will be principally directed towards all unduplicated students in the district, K-12. Cost for this action \$13,000.

Action 12: Professional development opportunities for certificated staff will be offered during the school year to support staff in providing quality services to all unduplicated pupils. Cost for this action \$23,516.

Goal 3:

Action 2: Surveys will be provided to all parents, students, and staff to gather information on the progress of State and Local priorities listed in the LCAP. Surveys and other sources of data will be analyzed to ensure actions and services to increase outcomes of all unduplicated pupils is improving. Cost for this action \$500.

Action 3: Assemblies and program on character building and social media awareness, such as the program "icanhelp" will be provided to all pupils, with the focus to improve pupil engagement and school climate for all unduplicated pupils. Cost for this action \$2,500.

Action 5: Awards/ribbons will be provided for positive student recognition, including all unduplicated pupils subgroups. Cost for this action \$4,000.

The Maxwell Unified School District believes that the services provided in this LCAP are the most effective use of funds to meet the district's Annual Measurable Outcomes for all pupils, including all unduplicated pupil subgroups. The District will additionally strive to include additional paraeducator support and remediation course activities which are targeted to increase outcomes for all unduplicated students. The above actions and funds will be used to implement, predominately district-wide; however services will be principally directed towards or targeted towards specific unduplicated student subgroups. The District's ultimate goal is to increase the percentage of students reaching proficiency on the CELDT/ELPAC, CAASPP, and other State and locally determined measures.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- 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.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	518,634.00	467,467.00	458,539.28	518,634.00	829,922.50	1,807,095.78
	0.00	0.00	0.00	0.00	0.00	0.00
Base	53,500.00	2,771.00	56,600.00	53,500.00	72,290.00	182,390.00
California Career Pathways Trust	0.00	101,969.00	0.00	0.00	0.00	0.00
LCFF	33,000.00	0.00	28,000.00	33,000.00	33,000.00	94,000.00
Lottery	0.00	20,395.00	0.00	0.00	0.00	0.00
Other	80,000.00	0.00	0.00	80,000.00	75,000.00	155,000.00
See Source for 2017-18	10,000.00	0.00	0.00	10,000.00	0.00	10,000.00
Supplemental and Concentration	340,134.00	339,810.00	373,939.28	340,134.00	647,632.50	1,361,705.78
Title I	2,000.00	0.00	0.00	2,000.00	2,000.00	4,000.00
Title II	0.00	2,522.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	518,634.00	467,467.00	458,539.28	518,634.00	829,922.50	1,807,095.78
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	20,000.00	0.00	13,000.00	20,000.00	0.00	33,000.00
1000-1999: Certificated Personnel Salaries	313,634.00	380,382.00	294,796.28	313,634.00	482,052.00	1,090,482.28
2000-2999: Classified Personnel Salaries	30,000.00	16,000.00	13,113.00	30,000.00	13,113.00	56,226.00
4000-4999: Books And Supplies	90,000.00	40,956.00	84,030.00	90,000.00	179,660.00	353,690.00
5000-5999: Services And Other Operating Expenditures	5,500.00	30,129.00	6,600.00	5,500.00	6,800.00	18,900.00
5800: Professional/Consulting Services And Operating Expenditures	49,500.00	0.00	47,000.00	49,500.00	73,297.50	169,797.50
Not Applicable	0.00	0.00	0.00	0.00	75,000.00	75,000.00
See Budget Reference for 2017-18	10,000.00	0.00	0.00	10,000.00	0.00	10,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	518,634.00	467,467.00	458,539.28	518,634.00	829,922.50	1,807,095.78
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	20,000.00	0.00	13,000.00	20,000.00	0.00	33,000.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	101,969.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	80,000.00	0.00	0.00	80,000.00	0.00	80,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	233,634.00	278,413.00	294,796.28	233,634.00	482,052.00	1,010,482.28
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	30,000.00	16,000.00	13,113.00	30,000.00	13,113.00	56,226.00
4000-4999: Books And Supplies	Base	50,000.00	2,771.00	50,000.00	50,000.00	65,490.00	165,490.00
4000-4999: Books And Supplies	LCFF	5,000.00	0.00	0.00	5,000.00	5,000.00	10,000.00
4000-4999: Books And Supplies	Lottery	0.00	20,395.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	35,000.00	17,790.00	34,030.00	35,000.00	107,170.00	176,200.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	0.00	2,000.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Base	3,500.00	0.00	6,600.00	3,500.00	6,800.00	16,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	27,607.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	2,000.00	0.00	0.00	2,000.00	0.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	2,522.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	28,000.00	0.00	28,000.00	28,000.00	28,000.00	84,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	21,500.00	0.00	19,000.00	21,500.00	45,297.50	85,797.50
Not Applicable		0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	Other	0.00	0.00	0.00	0.00	75,000.00	75,000.00
See Budget Reference for 2017-18	See Source for 2017-18	10,000.00	0.00	0.00	10,000.00	0.00	10,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	318,134.00	246,381.00	333,415.28	318,134.00	395,937.00	1,047,486.28
Goal 2	160,000.00	203,748.00	111,524.00	160,000.00	374,195.50	645,719.50
Goal 3	40,500.00	17,338.00	13,600.00	40,500.00	59,790.00	113,890.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	433,634.00	441,779.00	380,539.28	433,634.00	734,922.50
	0.00	0.00	0.00	0.00	0.00
Base	3,500.00	0.00	6,600.00	3,500.00	22,290.00
California Career Pathways Trust	0.00	101,969.00	0.00	0.00	0.00
LCFF	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	0.00
Other	80,000.00	0.00	0.00	80,000.00	75,000.00
See Source for 2017-18	10,000.00	0.00	0.00	10,000.00	0.00
Supplemental and Concentration	340,134.00	339,810.00	373,939.28	340,134.00	637,632.50
Title I	0.00	0.00	0.00	0.00	0.00
Title II	0.00	0.00	0.00	0.00	0.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	201,500.00	145,369.00	458,539.28	201,500.00	183,113.00
	0.00	0.00	0.00	0.00	0.00
Base	50,000.00	2,771.00	56,600.00	50,000.00	50,000.00
California Career Pathways Trust	0.00	101,969.00	0.00	0.00	0.00
LCFF	33,000.00	0.00	28,000.00	33,000.00	33,000.00
Lottery	0.00	20,395.00	0.00	0.00	0.00
Other	80,000.00	0.00	0.00	80,000.00	75,000.00
See Source for 2017-18	10,000.00	0.00	0.00	10,000.00	0.00
Supplemental and Concentration	26,500.00	17,712.00	373,939.28	26,500.00	23,113.00
Title I	2,000.00	0.00	0.00	2,000.00	2,000.00
Title II	0.00	2,522.00	0.00	0.00	0.00