LCFF Budget Overview for Parents

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

CDS Code: 06616060600000

School Year: 2021-22

LEA contact information:

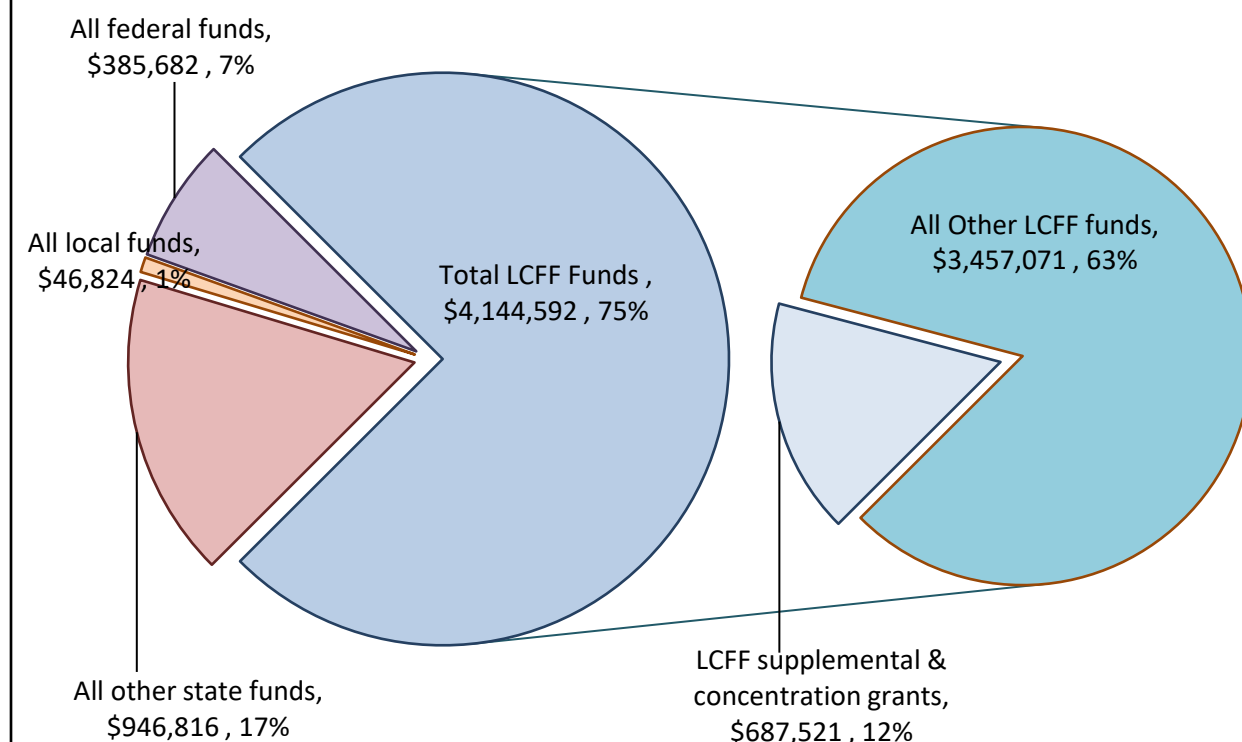Summer Shadley

Superintendent

summershadley@maxwell.k12.ca.us

530-438-2052

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $385,682 , 7%

All local funds, $46,824 , 1%

Total LCFF Funds , $4,144,592 , 75%

All Other LCFF funds, $3,457,071 , 63%

All other state funds, $946,816 , 17%

LCFF supplemental & concentration grants, $687,521 , 12%

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 $5,523,914, of which $4144592 is Local Control Funding Formula (LCFF), $946816 is other state funds, $46824 is local funds, and $385682 is federal funds. Of the $4144592 in LCFF Funds, $687521 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.

Budgeted Expenditures in the LCAP
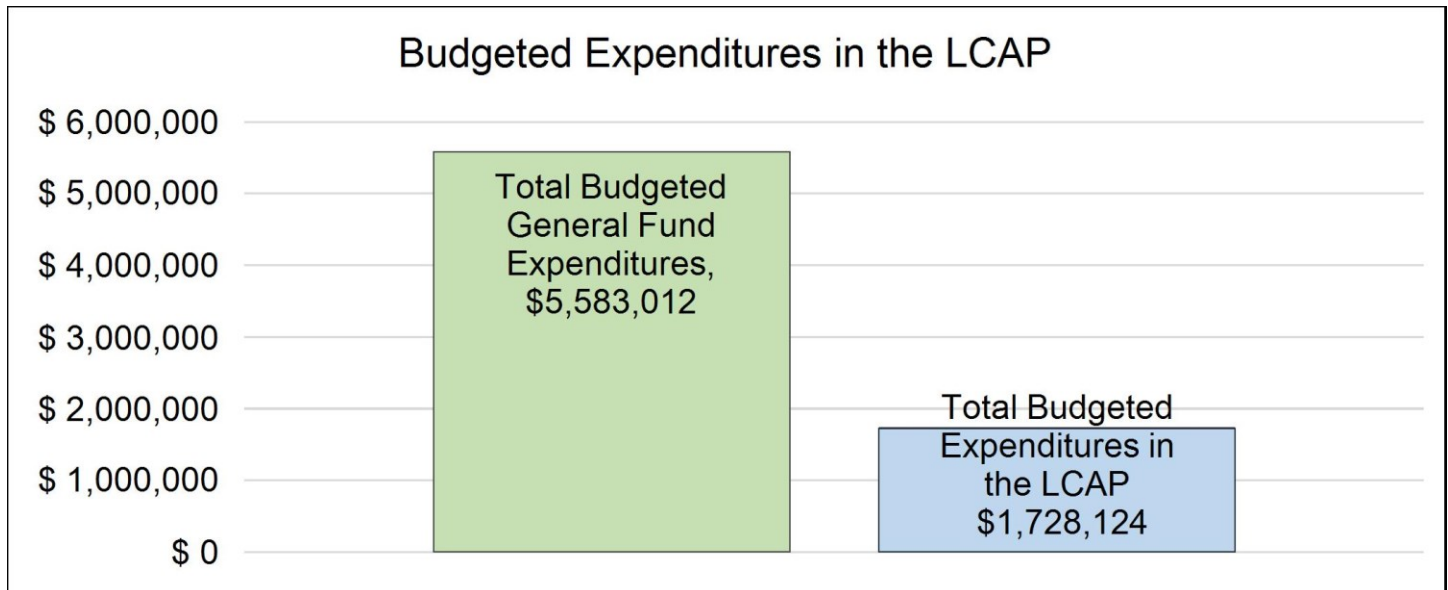
This chart provides a quick summary of how much Maxwell Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Maxwell Unified School District plans to spend $5583012 for the 2021-22 school year. Of that amount, $1728124 is tied to actions/services in the LCAP and $3,854,888 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
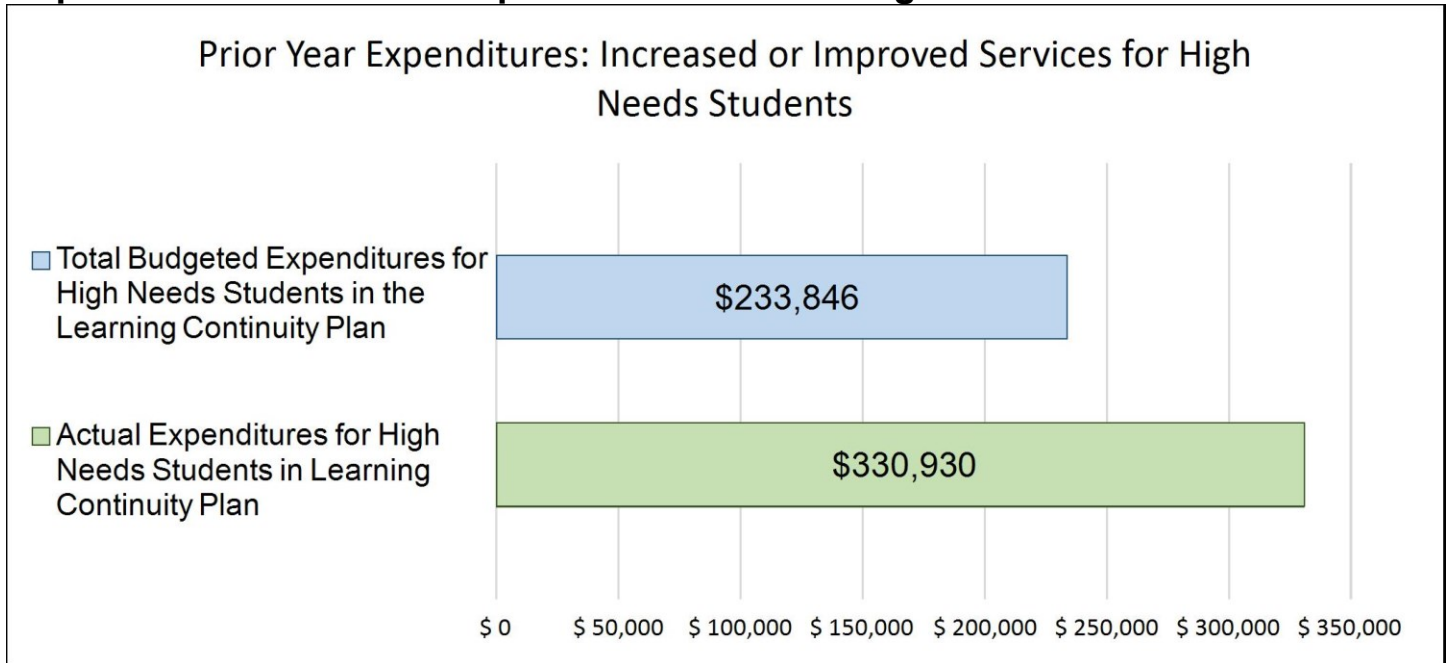
Core instructional costs for salary and benefits, textbooks, instructional materials, and supplies/equipment. Health Services, Administrative Services, Transportations and Special Education excess costs, Maintenance and Operations, Routine Restricted Maintenance Facility costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Maxwell Unified School District is projecting it will receive $687521 based on the enrollment of foster youth, English learner, and low-income students. Maxwell Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Maxwell Unified School District plans to spend $687521 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $233,846

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $330,930

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what Maxwell Unified School District budgeted last year in the Learning Continuity Plan 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 2020-21, Maxwell Unified School District's Learning Continuity Plan budgeted $233845.90 for planned actions to increase or improve services for high needs students. Maxwell Unified School District actually spent $330930 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Maxwell Unified School District	Summer Shadley Superintendent	summershadley@maxwell.k12.ca.us 530-438-2052

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

2019-2020 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	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** 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.	For 19/20 we had 100% of our teachers fully credentialed.
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** 1b. Continue to maintain 100% of the classrooms as having sufficient instructional materials, as verified by a district board resolution and Williams report.	100% of our classrooms have sufficient instructional materials as verified by the williams report.

Expected	Actual
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 **19-20** 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).	Facility is rated in good standing as verified by our Facility Inspection Report.
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** 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	Due to COVID and a fast switch to staff development on online learning platforms we were not able to complete the local evaluation tool. Also change in administration from 19/20-20/21 made it difficult to collect data. Staff did attend CA kindergarten conference, FBLA conference, FFA state convention, SSDA conference for elementary principal, Safe Schools conference, and CATA conference.

Expected	Actual
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 **19-20** 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. **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.	All teachers are CLAD or SDAIE certified, confirming they are well versed in the state standards for ELD, and support language development in the classroom. The elementary school had a pareducator providing support to English Learners and the high school started a focus group of teachers to address the needs of English learners.
Metric/Indicator Priority 7: Local Metric/A broad course of study **19-20** 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.	Broad course of study was offered. In addition, Spanish course was added to middle school along with band, extra math support and and extra support in reading as an elective. Advanced English was offered at the high school.

Expected	Actual
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.	
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils **19-20** 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.	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 **19-20** 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.	100% of our programs and services developed and provided are available to all individuals with exceptional needs.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Textbooks 4000-4999: Books And Supplies Base $50,000	Textbooks for Social studies, math, ELA, business 4000-4999: Books And Supplies Base 22582.50
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.	Training 5800: Professional/Consulting Services And Operating Expenditures LCFF $28,000	Training 5000-5999: Services And Other Operating Expenditures LCFF 0
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.	Standards/Pacing Guides 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1,500	Standards/Pacing Guides 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0
K - 8 Reading Specialist to support teachers and provide interventions for students.	Instructional Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $91,055	Instructional Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 91055
Provide online classes, online credit recovery support, and small group ELA/ELD support to students in grades 9 - 12.	Instructional Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $30,000	Instructional Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25950
Continue update of library software and books for reading counts/libraries if funding available.	Software and Books 4000-4999: Books And Supplies Supplemental and Concentration $5,000	Software and Books 4000-4999: Books And Supplies Supplemental and Concentration 4110.86
Provide two elementary school teachers to avoid large class sizes and combination classes which will increase services for our unduplicated and English Learners.	Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $181,382	Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 209946

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Mentor Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $4,000	No support needed 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000
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.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted for but were not utilized included, adoption, training and implementation of the NGSS science curriculum. This was slowed due to COVID 19 ending the year in school closures. These funds will be carried over for the same activities in the 2021/22 school year to support all unduplicated students including, EL, foster, homeless and special education students. Additional funds above those estimated in the LCAP that the district utilized to support students included adding para-educator time to support student learning loss. We also purchased additional technology and supports needed due to COVID. A software program that is utilized for Special Education students did not get billed as a separate item. The charge for that to the district was embedded in the SELPA invoice to the district for all services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A challenge for the District for the 2019/2020 school year was implementing activities that were scheduled to take place after March 17, 2020 due to the school closure that took place due to COVID 19 pandemic. Regular summer school was not held and after school We also were not able to continue training, writing pacing guides, and piloting of materials for the NGSS curriculum adoption due to the shut down. This in turn, will be pushed to the 21-22 school year and will be present in the LCAP. Tutoring stopped due to COVID-19. A huge success was having our teachers switch to a solely digital format and becoming familiar with Google Classroom and other platforms which students were able to access at home at their convenience. Breakfast and lunch meals were available for all students throughout the summer on days school would have been open.

Goal 2

2019-2020 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.

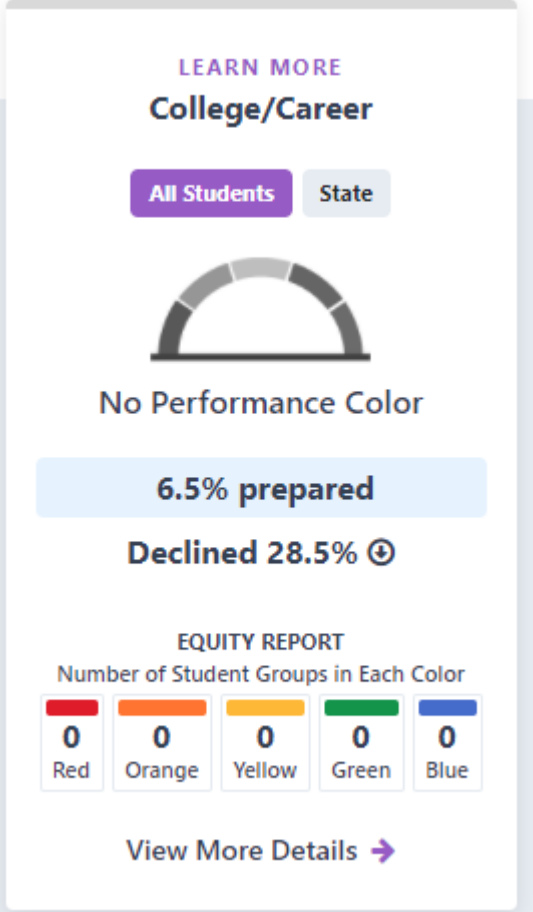State and/or Local Priorities addressed by this goal:

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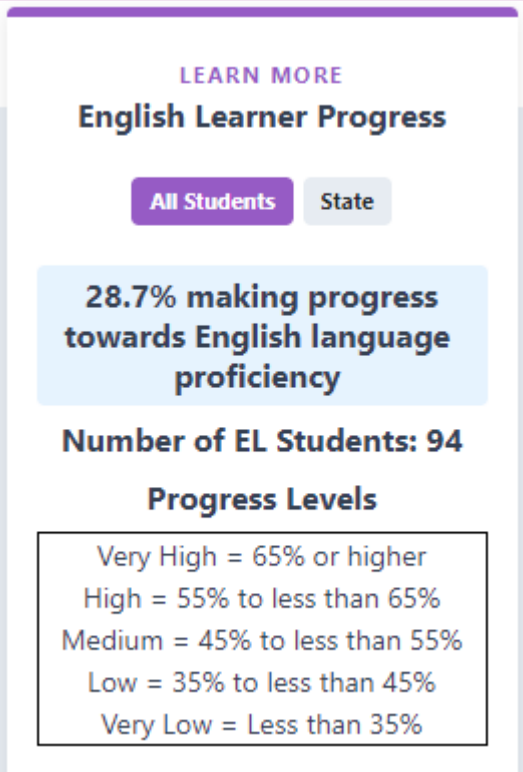   Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20** 4a. Increase the English Language Arts Met or Exceeded scores, from the 2018 scores, by at least 3%. **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%	4a. Performance on 2019 Standardized test: CAASPP data: English Language Arts: Met or Exceeded Grade 3 43% Grade 4 45% Grade 5 42% Grade 6 27% Grade 7 30% Grade 8 47% Grade 11 38%

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **19-20** 4a. Increase the Mathematics Met or Exceeded scores, from the 2018 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%	4a. Performance on 2019 Standardized test: CAASPP data: Mathematics: Met or Exceeded Grade 3 56% Grade 4 60% Grade 5 32% Grade 6 27% Grade 7 33% Grade 8 28% Grade 11 16%
Metric/Indicator Priority 4: The Academic Performance Index **19-20** 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** 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 **19-20**	API was eliminated and replaced by the CA Data Dashboard. Visit Caschooldashboard.org for Maxwell Unified data. Based on the 2018 CA School Dashboard College and Career Readiness Indicator there were 20 students in teh cohort. The students rated as follows: Prepared 35%; Approaching Prepared 40%; Not Prepared 25%. The image below shows the % of

Expected	Actual
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%	students prepared according to the 2019 dashboard. As you can see we declined 28.5%. It is believed that this is a data entry error and the district is working to ensure all A-G classes are updated and student data is entered appropriatley in the future. **LEARN MORE** **College/Career** All Students State No Performance Color 6.5% prepared Declined 28.5% EQUITY REPORT Number of Student Groups in Each Color 0 Red 0 Orange 0 Yellow 0 Green 0 Blue View More Details →
Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator **19-20**	According to the 2019 CA School Dashboard we had 94 EL students in the District. 28.7% of Engish Learners are making progress toward English language proficiency.

Expected	Actual
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%).	LEARN MORE **English Learner Progress** **All Students** State **28.7% making progress towards English language proficiency** **Number of EL Students: 94** **Progress Levels** Very High = 65% or higher High = 55% to less than 65% Medium = 45% to less than 55% Low = 35% to less than 45% Very Low = Less than 35%
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates **19-20** 4e. EL reclassification rate: Continue to increase the number of English learners that are reclassified by3%. **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:	In 2018-2019 we reclassified the following students: Elementary School: 3 of 69 (4%) were re-designated Fluent English Proficient Middle School: 4 of 18 (22%) were re-designated Fluent English Proficient High School: 3 of 25 (12%) were re-designated Fluent English Proficient

Expected	Actual
2016-2017: 4 of the 20 students tested (20%) were re-designated Fluent English Proficient District level: 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 **19-20** 4f. Increase the number of students at Maxwell High School who take the AP exams during the 2019-20 school year. **Baseline** 4f. No students at Maxwell High School took AP exams during the 2016-2017 school year.	The District offered AP classes through our online course access, however we did not have any students choose to take any AP classes.
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **19-20** 4g. Increase the number of students passing the Early Assessment Program in both ELA and Mathematics by at least 3%, from the 2018 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	The EAP was offered but not students took the EAP for the 2019-2020 school year. CAASPP scores: Grade 11 ELA: 57% Met or Exceeded Standard Grade 11 Math: 32% Met or Exceeded Standard

Expected	Actual
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.) **19-20** 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. **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.	We no longer adminster the STAR assessment that was used as a baseline. Based on our MAPS data that was last administered in the winter of 2019-2020 school year 10.2% of our students would be considered on track for college in math based on the ACT College Readiness indicator. In reading 28% met the college readiness target. Report is not avaialble in MAPS to show the percentage of students who met their growth target.

Expected	Actual
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.) **19-20** 8. Increase the number of students Lexile measures in reading during the 2019-20 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. **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 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	A students Lexile score is now monitored through NWEA Maps as well as SAM. Winter 2020 Results 17% Advanced 24% Proficient 32% Basic 27% Below Basic

Expected	Actual
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	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Professional Development. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $15,000	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 14124.73
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.	Professional Development Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000	Professional Development Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8730

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide math and ELA interventions for middle school using a technology based intervention program (Edgenuity).	Instructional Support 4000-4999: Books And Supplies Supplemental and Concentration $3,495	Edgenuity Intervention 4000-4999: Books And Supplies Supplemental and Concentration 3995
Provide K-5 math and ELA interventions using a technology based intervention program (Edgenuity).	Instructional Support 4000-4999: Books And Supplies Supplemental and Concentration $10,495	Edgenuity 4000-4999: Books And Supplies Supplemental and Concentration 6495
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.	Instructional Support 4000-4999: Books And Supplies Supplemental and Concentration $9,495	Edgenuity Credit Recovery 4000-4999: Books And Supplies Supplemental and Concentration 8500
Qualifying unduplicated students will be offered GATE opportunities after school.	Gate Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,365	Did not fill 0
Continue purchase of chromebooks until each school is one to one.	Technology 4000-4999: Books And Supplies Supplemental and Concentration $12,000	Technology 4000-4999: Books And Supplies Supplemental and Concentration 6803.32
Budget for replacement technology as needed. For instance replacement cost of student chromebooks and staff computers.	Technology 4000-4999: Books And Supplies Supplemental and Concentration $10,000	Technology 4000-4999: Books And Supplies Supplemental and Concentration 12875.87
A paraprofessional will be utilized at the high school to help support English Learner progress.	English Learner Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration $13,113	Did not fill 0
After School tutorial services will be provided by certificated staff to support students academic success.	Instructional Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,000	Instructional Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25133.60
Summer school opportunities will be provided for students behind grade level or for credit recovery in grades 4 - 12.	Summer School 1000-1999: Certificated Personnel Salaries	Not offered 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $20,000	
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.	Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000	1 Day PD on Teacher Calendar 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8730
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.	CTE Pathways 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $113,250	CTE Teacher- Shop 112303
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.	MAP Assessment 4000-4999: Books And Supplies Supplemental and Concentration $15,000	MAP License 4000-4999: Books And Supplies Supplemental and Concentration 8100.50
Purchase student site licenses for the Acellus STEM Grant coding and other course access. (75% covered by the grant, 25% by the District.).	Site Licenses 4000-4999: Books And Supplies Supplemental and Concentration $8,000	Site license 4000-4999: Books And Supplies Supplemental and Concentration 8724
Cost of professional development services related to the Acellus STEM Grant (50% covered by grant, 50% covered by District).	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $3,797.50	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11797
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)	STEM Work Stations 4000-4999: Books And Supplies Supplemental and Concentration $18,185	STEM Work Stations 4000-4999: Books And Supplies Supplemental and Concentration 18185
Purchase curriculum and supplies to expand elective course offerings in grades 6 - 8.	Instructional Supplies 4000-4999: Books And Supplies Supplemental and Concentration $5,000	Instructional Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1996.80
Through are CTEIG grant funding improve pathways and expand college and career readiness support for all students. This will be	CTEIG Grant Not Applicable Other $75,000	CTE Grant Not Applicable Other 75000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
accomplished with dual enrollment classes, a career exploration program, support job shadowing and field trips, and college trips.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For goal 2 we did not offer summer school due to the shutdown caused by COVID-19, we also did not offer GATE in 19/20 and we had a paraeducator position at the high school that wasn't filled. The funds that were not implemented in 19/20 were used to support all students including unduplicated students through the COVID 19 pandemic including offering additional counseling hours for students as well as services to online platforms.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challendges were imposed on the district due to COVID-19 and our inability to offer in-person instruction. Teachers spent their time doing outreach to families to connect them tot he learning activities available to their students. There were some students who were not engaged the entire later half of the 19/20 school year. Prior to the shutdown we were able to face successes in staff development, sending staff to trainings in their content areas.
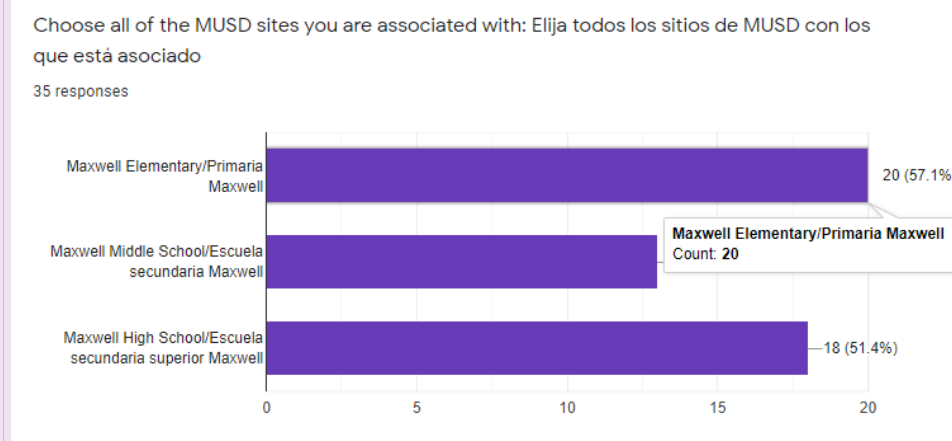
Goal 3

2019-2020 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:	
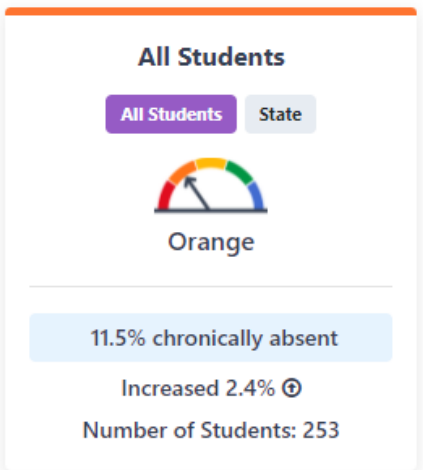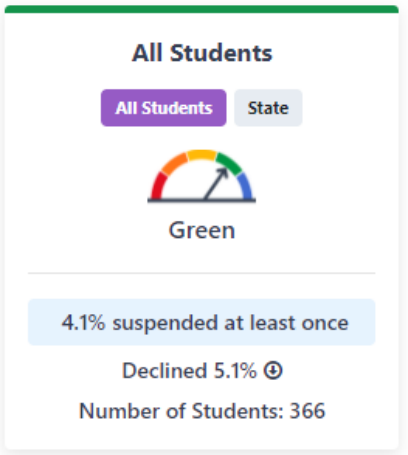
Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** 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. **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	20 surveys returned from Maxwell Elementary 15 returned from Maxwll Middle School 18 From Maxwell High School Choose all of the MUSD sites you are associated with: Elija todos los sitios de MUSD con los que está asociado 35 responses

Expected	Actual
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.	
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** 3b. Continue to maintain or increase the average of 20 parents participating in the DELAC meetings and other school related functions during the 2019-20 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.	DELAC meeting was held for the first part of the year but did not happen after March 17, 2020 due to the COVID shutdown. Due to a change in administration the new administrator is unable to locate data on number of pupils in attendance at meetings.
Metric/Indicator	Maintained

Expected	Actual
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** 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. **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, baseball, basketball, volleyball, and other curricular activities, parents attended these events	
Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates **19-20** 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) **Baseline** 5a. The district's overall attendance rate is 95%. (Aeries Data)	Attedance rate for 2019 was 96%. Due to COVID the 2019/20 attendance rate is inconsistent.
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **19-20** 5b. Decrease the district's 2017-18 chronic absenteeism rate of 9.1%. (Dashboard) **Baseline** 5b. The district's chronic absenteeism rate is 8%. (Aeries Data)	The 2019 chronically absent rate was 11.5% based on the CA School Dashboard. We were in the orange category.

Expected	Actual
	All Students All Students / State Orange 11.5% chronically absent Increased 2.4% Number of Students: 253
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **19-20** 5c. Continue to maintain the 2017-18 middle school dropout rate of 0%. (DataQuest) **Baseline** 5c. The middle school dropout rate is 0%. (DataQuest 2015-16)	0% maintained
Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate **19-20** 5d. Continue to maintain the high school cohort dropout rate of 0% for the 2019-20 school year. **Baseline** 5d. The high school cohort dropout rate is 3.6%.	2% drop out rate for 2019-2020.
Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	98% graduation rate for 19/20.

Expected	Actual
19-20 5e. Continue to maintain the high school cohort graduation rate of 100% for the 2019-20 school year. (Dashboard) **Baseline** 5e. The high school cohort graduation rate is 96.4%. (DataQuest 2015-16) **Metric/Indicator** Priority 6: State Indicator/Student Suspension Indicator **19-20** 6a. Decrease the 2017-18 suspension rate of 9.2%. (Dashboard) **Baseline** 6a. The suspension rate is 4.3%. (DataQuest 2014-15)	Our suspension rate for 2019 was 4.1%. We decreased the rate by 5.1% from 2018 and are now in the green. **All Students** All Students State Green 4.1% suspended at least once Declined 5.1% Number of Students: 366
Metric/Indicator Priority 6: Local Metric/Expulsion rate **19-20** 6b. Decrease the 2017-18 expulsion rate of 0.53%.(DataQuest) **Baseline** 6b. The expulsion rate is 0%. (DataQuest 2014-15) **Metric/Indicator** Priority 6: Local Indicator/Local tool for school climate **19-20** 6c. Using the results from the California Healthy Kids Survey and results from local surveys, continue to increase the sense of	0% expulsion for 19/20. The chart below demonstrates the percentage of stakeholders that chose "Strongly Agree" for each category listed below. Please note it does not include the % that chose "Agree." We did not have data from our end of year surveys due to COVID-19.

Expected	Actual
safety, school connectedness for all students, including English learners, students with exceptional needs, and low income for the 2019-20 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.	**Table A2.1** *Key Indicators of School Climate, Student Behavior, and Parental Involv*

Table A2.1

Key Indicators of School Climate, Student Behavior, and Parental Involv

	All %
Parental Involvement	
School allows input and welcomes parents' contributions[†]	13
School encourages me to be an active partner with the school in educating my child[†]	25
School actively seeks the input of parents before making important decisions[†]	6
Parents feel welcome to participate at this school[†]	31
School Supports for Students	
School promotes academic success for all students[†]	20
School is a safe place for my child[†]	31
School motivates students to learn[†]	13
School has adults who really care about students[†]	31
School provides opportunities for meaningful student participation[†]	13
Fairness, Rule Clarity, and Respect for Diversity	
School enforces school rules equally[†]	19
School clearly communicates consequences of breaking rules[†]	13
School treats all students with respect[†]	25
School promotes respect of all cultural beliefs and practices[†]	13
Substance Use and Bullying	
Student alcohol and drug use[‡]	25
Student tobacco use[‡]	13
Student vaping or e-cigarette use[‡]	25
Harassment or bullying of students[‡]	13
Facilities	
School has clean and well-maintained facilities/properties[†]	31

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement random searches by Interquest Detection Canines of North Valley to support a safe environment for students.	Random Unlawful Contraband Searches 5000-5999: Services And Other Operating Expenditures Base $3,500	Random Unlawful Contraband Searches 5000-5999: Services And Other Operating Expenditures Base 3500
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 analyzed and discussed with all stakeholder groups.	Survey Monkey - Surveys 4000-4999: Books And Supplies Supplemental and Concentration $500	Survey Monkey 4000-4999: Books And Supplies Supplemental and Concentration 384
Provide Assemblies and programs on character building, anti-bullying, and social media awareness.	Character Building Assemblies and Programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $20,000	0
Implement random drug testing program for students participating in extracurricular activities(sports).	Random Drug Testing Company 5000-5999: Services And Other Operating Expenditures Base $3,300	Random Drug Testing Company 5000-5999: Services And Other Operating Expenditures Base 3300
Provide awards/ribbons for positive student recognition.	Student Recognition 4000-4999: Books And Supplies Supplemental and Concentration $10,000	Student Recognition 4000-4999: Books And Supplies Supplemental and Concentration 2036.80
Provide uniforms for high school physical education and equipment for Physical education and recess/break time to help improve school culture and climate.	Uniforms and Equipment 4000-4999: Books And Supplies LCFF $5,000	0
Provide Family Literacy Nights in order to engage parents and the community in a positive school culture and climate.	Parent Engagement 4000-4999: Books And Supplies Title I $2,000	0
Replace and add security cameras to the high school campus to increase positive school climate and safety.	Security Cameras 4000-4999: Books And Supplies Base $15,490	Security Cameras 4000-4999: Books And Supplies Base 15490

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In 19/20 the district did not offer character building assemblies. Mr. Brown was scheduled to return but was cancelled due to COVID. We have eliminated the requirement to dress down for PE. We also were not able to schedule family literacy nights due to the nature of COVID. We were short in the area of rewards for positive student recognition and this was due largely because many of the end of the year recognitions did not take place due to COVID. The funds not implemented were used to support students during the COVID 19 closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Healthy Kids parent surveys were administered in the fall prior to the school closure. Parent meetings with 8th graders transitioning to high school were held at the start of the 20/21 school year and were mostly over the phone. School Messenger was our tool for communicating with parents during the closure. A challenge that exists is the low participation in parent workshops and trainings largely focused at our unlduplicated students. The parents of our unduplicated students tend to be the most challenging to get involved with their student's education. The District is working to identify barriers and offer solutions to encourage involvement.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase barriers for students in large classes to promote social distancing	2500	9054.20	No
Purchase barriers for staff for social distancing	1061.71	1061.71	No
Purchase touchless hand sanitizer dispenser, paper towel dispensers, and sanitizer	2500	16100.81	No
Purchase of floor cleaning machines	7817.35	7817.35	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All money that was budgeted in this section was spent but was under budget for the purchase of barriers as well as the cleaning supplies and touchless dispensers.   We expanded on our in-person offerings by adding additional outdoor seating areas, and purchasing desks to allow for social distancing. These items have been hard to get on hand due to supply so this action will rollover in to the new LCAP.   We underestimated the number of barriers needed to return based on the high percentage of students that returned to in-person instruction. Please see 'Additional Actions' section for more information on areas we expanded on.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The district returned to in person instruction in September for elementary and October for high school and this is a large success for the district. These days were half days and on a modified block schedule. However, all students had the opportunity to return to in-person instruction if they chose to do so. The schools remained open for the entire year with full day in-person instruction starting on March 15. We had over 80% of our students who returned in October and by March we had over 96% of our students on campus for full-day instruction. The district faced multiple challenges returning to in-person instruction including a lack of technology present in the district and inability to effectively teach online. We also faced challenges with our bargaining units that slowed our re-opening plan as well. Feedback from stakeholders indicated a successful transition to in-person instruction which can be verified by the % of students who returned in person.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase labels and label writer for technology	191.93	191.93	No
Purchase Google Chromecast	771.94	771.94	Yes
Purchase Document Cameras	4504.50	4504.50	Yes
Purchase additional monitors for dual screen for distance learning	3121.62	3121.62	Yes
Kami district license for online submitting and completing work	2226	2226	Yes
Purchase Nearpod interactive lesson subscription	4000	4000	Yes
Purchase Seesaw app for K-3	589.98	589.98	Yes
Purchase screen recording software	390	390	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hotspot acquisition T-Mobile and AT&T (will be prorated when EduNet is up and running)	36000	60039	Yes
EduNet infrastructure purchase	125000	118697.51	Yes
Purchase laptops needed to efficiently implement distance learning	18243.23	18235.61	Yes
Purcahse earbuds for students	400	119.92	Yes
Purchase Zoom for Education	2290	2290	Yes
Purchase IncidentIQ	4438.75	4438.75	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The cost of providing individual hotspots was substantially higher due to the timeline of our EduNet installation being pushed back about 6 months. The purchasing of the monitors was double the cost budgeted due to having to order additional monitors than originally ordered and supply and demand inflation. We also added the purchase of projectors for a couple rooms to help facilitate virtual meeting platforms, this was not budget originally. Additionally, we had to purchase the online subscriptions from our curriculum adoptions due to distance learning platform. We also purchased additional projectors and E-book subscriptions that were not in the original plan but were necessary for quality instruction and acess to curriculum.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Maxwell Unified was able to begin distance learning with students at the beginning of the year. We did push back the start of the school year by 1-week, starting August 19th. This allowed the district to provide professional development in the implementation and delivery of curriculum and instruction to students virtually. Our teachers were paid to come in 2 days ahead of contract and plan for the new teaching platform. Parent survey results indicated they were on board with pushing the start of the year back so we could be better prepared. The district had been working on 1:1 devices for students so we had a majority of the devices needed for a successful rollout. We had to purchase some tracking devices and monitoring software to ensure all devices were returned. A tremendous challenge was in regards to connectivity. Survey results indicated many of our students did not have access to the

internet inlcuding our unduplicated students. This was either due to financial limitations and/or their rural locations in which the internet wasn't an option. The district worked closely with internet providers to come up with connectivity solutions for nearly every student including unduplicated students. For those with zero connectivity availability, we worked to get paper copies of work to those students. While using hotspots as a temporary solution, the district worked with the county to create its own internet connectivity for students through the EduNet project. After a delay in setup, we were able to get the hotspots returned and students switched to the District provided internet solution. Food was delivered to students on a daily basis throughout the pandemic to ensure all students had access to a nutritious meal. Our special education teacher was on site daily and worked with students with unique needs to ensure we were meeting individual learning needs. Stakeholders and community supported district decisions in regards to our Distance Learning program and quick transition to in-person instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost of teachers providing intervention outside of their regular contract day	10000	18557.50	Yes
NWEA	5000	4522.50	Yes
Online interventon and credit recovery program	20000	18990	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The cost of providing intervention to students was substantially over budget largely due to teachers working with distance learning students outside of their regular in-person contracted day. All other expenditures in this section were within budgeting expectations.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Maxwell Unified was able to administer NWEA testing to students when school re-opened in fall and again when school was out in the spring. This data informs teachers and parents of student content knowledge in language arts, math and science. Our Edgenuity

online program integrates directly with the NWEA system to create individual learning plans for students. Students have access to this resource at home and at school. At the high school level we began to work directly with students who needed to partake in credit recovery due to failing grades. Students were enrolled in an online self-paced credit recovery course through Edgenuity. Stakeholder data revealed that an extended summer learning program was necessary, targeting our unduplicated pupils including homeless and foster youth, so the district is offering an extended school year which includes intervention and enrichment opportunities for all students who choose to join. Overall district stakeholders identified intervention and supports would be necessary moving forward so you will see this reflected in the LCAP to support our unduplicated students and homeless populations.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

There have been many challenges for our students and staff this past year. Being so small, we did not have a prevention and intervention counselor on staff. The site administrators were responsible for ensuring a safe learning environment for all students, including the welfare of individual students based on their social and emotional well-being. This past year we started a professional learning community and created a plan for staff development in the area of social and emotional learning. This has also been the focus at the District level with several trainings throughout the year with this focus. For the 21/22 school year the district has hired an intervention and prevention counselor as well as an academic technician that will be working with students District wide. We administered the CAHKS in spring of 2021 but do not have the data results available at this time.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes with family engagement include the formation of online and virtual meetings which allow parents to attend meetings virtually from an alternative location such as work. The district utilized the school messenger system to communicate with parents throughout the pandemic. We also kept the website up to date and posted many of our communications on Facebook. Families of chronically absent students were and still are very hard to connect with. The students in these families were not required to come to in-person instruction due to COVID. However, they were not engaging with the school at all. We provided phone calls, text messages, emails and even home visits with our School Resource Officer as part of our tiered intervention program, to help us engage students. Stakeholder meetings throughout the year were held virtually to allow for more parent participation. Parents took the CAHKS in spring of 2021 but we do not have the data results available at the time of writing the annual review.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Maxwell Unified made it a priority to provide meals to all students every day of the school year and we did so successfully. Prior to in person instruction we were making routes in town and through our bus routes to deliver meals to the homes of students. Once in-person instruction started we began to provide meals at school for those students who were not in person learning. Feedback from community and stakeholders was positive regarding our meal distribution program. We served 7,235 lunches between March 15-September 15.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Purchase bottle filling stations to eliminate sharing of drinking fountains during COVID-19	6000	10377	Yes
School Nutrition	Purchase vehicle identification magnets for vehicles delivering lunches	150	335	No
School Nutrition	Purchase uniforms for employees providing lunches to students off campus to ensure safety and proper identification	500	431	No
In-Person Instructional Offerings	Purchase Health Assist software for staff health screening	1150	1150	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were purchases that were not originally budgeted for but were added throughout the year as the need arose. Those items are captured in this section. Gaiters were purchased to allow our sports team to play sports through the pandemic. Mask lanyards were purchased to allow our students to have handy access to masks while at school. We purchased an online staff attendance monitoring system which allows staff to submit absence requests without having to cross contaminate with hard paper copies. We also purchased a technology tracking system which allows us to keep track of all our technology devices and determine who has what device assigned. We also purchased furniture to expand our outdoor learning areas for students and staff. We also opened the swimming pool for students to allow all students in town to have a safe place to go over the summer and continue to build on their

social skills while keeping physically active. The district spent funds not originally budgeted for in the following ways: purchasing gaiters for sports, laynards for in person instruction, purchased online attendance monitoring program, purhcased technology tracking system and purchased furniture for outdoor educational opportunities for students.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The district will continue to allow students in grades 2-12 to take their Chromebook devices back and forth every day between school and home. This allows students to have access to online skill building programs from home and school. It also gives the district the ability to quickly pivot to distance learning in the event of an emergency. Students will have access to our EduNet internet which will be provided by the school. We will continue to offer virtual meetings for parents due to ease of flexibility and convenience. The district will also be adding a part time nurse to take the load off of our sites and ensure compliance with health plans and protocols. The district will also emphasize social and emotional learning within the next LCAP. We are also adding a reading specialist, math intervention teacher and a nurse to address learning loss amongst our students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Maxwell Unified will continue to monitor learning loss as a good practice of quality instruction. We will continue to utilize the NWEA testing platform to assess reading, math, language usage and science. Students will continue to have access to our online intervention program and students will be pulled to small group or 1:1 instruction with our paraeducators based on teacher direction. The District will also focus on strategies for English learners and language development throughout this next phase. We will also focus on enhacing learning opportunities for our unduplicated students including students with unique needs, and homeless and foster youth. After school tutoring will be offered and available for students identified as at risk. We will also be purchasing a new data analysis system which will help in assessing students knowledge.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no major differences between the actions and services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the requirement. Actions and services were implemented and any budget differences or discrepancies in actions were addressed under each specific area, if substantive.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

It has been determined that our district needs to focus on the academic progress of students in math and language arts. The LCAP will address areas of support for students in these areas. In addition, the district will continue to focus on the integration of technology and the 1:1 rotation of devices for students and staff that will make a transition back to distance learning seamless, if that need arises. We have also determined a need for students and parents to have access to a health clerk. We will be increasing para-educator time and hiring a prevention and intervention counselor which will work district wide. Support to accelerate student learning is a tremendous need based on the loss of instructional minutes students faced this past year. We will also implement strategies that foster a safe learning and working environment for all, including unduplicated students, moving forward.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	829,922.50	713,848.98
	0.00	112,303.00
Base	72,290.00	44,872.50
LCFF	33,000.00	0.00
Other	75,000.00	75,000.00
Supplemental	0.00	14,124.73
Supplemental and Concentration	647,632.50	467,548.75
Title I	2,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	829,922.50	713,848.98
	0.00	112,303.00
1000-1999: Certificated Personnel Salaries	482,052.00	373,544.60
2000-2999: Classified Personnel Salaries	13,113.00	0.00
4000-4999: Books And Supplies	179,660.00	120,279.65
5000-5999: Services And Other Operating Expenditures	6,800.00	32,721.73
5800: Professional/Consulting Services And Operating Expenditures	73,297.50	0.00
Not Applicable	75,000.00	75,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	829,922.50	713,848.98
		0.00	112,303.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	482,052.00	373,544.60
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	13,113.00	0.00
4000-4999: Books And Supplies	Base	65,490.00	38,072.50
4000-4999: Books And Supplies	LCFF	5,000.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	107,170.00	82,207.15
4000-4999: Books And Supplies	Title I	2,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	6,800.00	6,800.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	14,124.73
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	11,797.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	28,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	45,297.50	0.00
Not Applicable	Other	75,000.00	75,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	395,937.00	357,644.36
Goal 2	374,195.50	331,493.82
Goal 3	59,790.00	24,710.80

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$13,879.06	$34,034.07
Distance Learning Program	$202,167.95	$219,616.76
Pupil Learning Loss	$35,000.00	$42,070.00
Additional Actions and Plan Requirements	$7,800.00	$12,293.00
All Expenditures in Learning Continuity and Attendance Plan	$258,847.01	$308,013.83

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$13,879.06	$34,034.07
Distance Learning Program	$191.93	$191.93
Pupil Learning Loss		
Additional Actions and Plan Requirements	$1,800.00	$1,916.00
All Expenditures in Learning Continuity and Attendance Plan	$15,870.99	$36,142.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$201,976.02	$219,424.83
Pupil Learning Loss	$35,000.00	$42,070.00
Additional Actions and Plan Requirements	$6,000.00	$10,377.00
All Expenditures in Learning Continuity and Attendance Plan	$242,976.02	$271,871.83

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maxwell Unified School District	Summer Shadley Superintendent	summershadley@maxwell.k12.ca.us 530-438-2052

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 an 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 is 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 345 students in the district and 246 of these students are unduplicated, approximately 77%.

Maxwell Unified Districrt has a diverse student population that it serves as represented below:

Hispanic Students: 53.4%

White Students: 41.1%

English Learners: 31.8%

Economically Disadvantaged: 68.5%

Homeless: 8.7%

Foster youth: 1.2%

Students with Disabilities: 10.2%

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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Maxwell Unified continues to maintain a positive graduation rate among all students and subgroups. The rate for 2020 was 94% and 2019 was 96.6%. Suspension rates have been on a decline in the district. In the 2018 school year we had 15.1% of students suspended at least once and in 2019 we had 7.5% suspended. This decrease in suspensions moved the district from 'red' to 'green.' The district has put a large focus on preparing students for college and career. We have added multiple dual enrollment classes and have increased the pathways we offer. The data dashboard doesn't reflect this data for 2019 due to an error in the data. The district is working to ensure student data is entered correctly in our student data system to correct this error. In the meantime, the district is committed to increasing opportunities for students that prepare them for college and career. The goals within this LCAP build upon each other and will ensure students are given the supports and opportunities they need to be successful.   On the 19/20 CAHKS results 82% of the respondents believe that the school welcomes parent input. 94% believe that the school keeps parents well informed. Stakeholders state that the staff and teachers worked together during COVID to ensure student learning continued through the virtual format. Due to COVID 19, the district did not administer the end of year stakeholder surveys which would provide more detailed feedback on district successes.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English language arts and mathematics have been identified as areas in need of refinement. The 2019 California Dashboard for English Language Arts reports that the district is in the 'yellow' for "All Students' group. English learners and Hispanic students were reported in the 'orange.' Homeless and Socioeconomically Disadvantaged students were in the 'yellow' and White students were in the 'green.' There was

no performance color for Students with Disabilities. In 2019 we were 18.7 points below standard with 38.5% of students meeting or exceeding the standard. For mathematics the California Dashboard reports that the district is in the 'orange' for the "All Students' group. English Learners, Hispanic and Socioeconomically Disadvantaged students were in the 'orange' category. Our Homeless and White students were reported in 'green.' In mathematics we were 87.4% below standard with 36.4% of students meeting standard. Suspensions on the dashboard are positive as a whole with the district being in 'green' for all students. However, our English Learners, Homeless and Students with Disabilities are in the 'yellow.' Chronic Absenteeism is an area of need for the district with the 'all Student' group being 'orange.' The English Learners, Hispanic and White subgroups have been rated in the orange category. While our Homeless and Socioeconomically Disadvantaged students are in the 'green.' The district is implementing a mathematics intervention teacher at the elementary school and middle schools. In addition, we are adding a reading specialist position. The District will also be adding additional paraeducator time to allow for small group instruction. We will also be adding a social and emotional curriculum and academic technician who will work with families and students to engage them in their education. We have also added 2 additional staff development days to our staff calendar which will allow us to offer professional development which will increase our ELA and mathematics scores. We will also be focusing on increasing instructional support for our English learners. We will also be increasing our benefits cap as well as our salary schedule so we can be competitive with area schools and keep and retain highly qualified teachers.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Maxwell Unified School District has three goals that have been revised for the course of this three year plan. These goals are broad and measured by the many metrics included under each of the goals themselves.

GOAL 1- Maxwell Unified School District will prepare students that are college and/or career ready.

Goal 1 focuses on preparing students for college and career. It includes hiring of additional staff to close achievement gaps, purchasing curriculum and resources needed as well as retaining highly qualified staff.

GOAL 2: Maxwell Unified School District students will connect academically, socially, emotionally and physically in their schools.

Goal 2 focuses on students and their connectedness to school. It includes an addition of a counselor, increased staffing, fuding of our deferred maintenance fund, a plan for abseenteism, as well as integration of social and emotional learning.

GOAL 3: Maxwell Unified School District will engage with stakeholders as educational partners.

Goal 3 is all about parent and stakeholder engagement with the school. It includes communication tools, parent trainings and interaction opportunities as well as survey options.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools in the district are identified for comprehensive support and improvement (CSI).

Support for Identified Schools

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

Does not apply

Monitoring and Evaluating Effectiveness

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

Does not apply

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The following meetings were held to get stakeholder input over the course of several months.

2/24/21 HS Teachers including certificated bargaining unit

2/25/21 SELPA/County

3/3/21 Elementary and JH LCAP Stakeholder Meeting including certificated bargaining unit

3/11/21 LCAP Stakeholder Meeting- DAC

3/18/21 DELAC Stakeholder Input

3/20/21   Stakeholder survey sent out to all staff, parents and community members. Stakeholder survey sent out to all staff, community members, parents, including parents of English learners, socioeconomically disadvantaged and foster youth.

3/23/21 High School Student Leadership Team including unduplicated students

3/30/21 Board LCAP- Strategic Planning

3/25/21 Classified Staff LCAP Stakeholder Input including classified bargaining unit

3/25-4/25 Open window for LCAP input by Stakeholders

5/12/21 Draft and discussion at May Board Meeting

5/15-6/21/21 Draft available for public/stakeholders

Superintendent/principal held all meetings above and kept a master list of all the input and suggestions the stakeholders had. A list was given to the school board at our board planning day in March and we prioritized the list based on a collection of all the data. Once data was collected, a draft was produced, sent to all staff and community members asking for input and feedback. A public comment session was held at our May meeting and a draft of the LCAP was included in our board packet for review.

A summary of the feedback provided by specific stakeholder groups.

The stakeholders stated that after school programs, clubs and opportunities for students are essential. In the survey sent out 85% of all stakeholders value CTE (Career Technical Education) and think it is essential in our District. The stakeholders also value the benefits of fieldtrips and would like funding addressed in the LCAP. 97% of stakeholders would like music and art classes to continue District wide. Math and reading support were brought up as an area that needs addressed by all stakeholder groups. Attendance and building strong

social and emotional relationships were also considered an area that needed to be addressed. The following are the top 7 areas identified by the following stakeholders (parents, students, teachers, administrators, other school personnel, bargaining units, community members, PAC, ELAC, and DELAC) as areas that are the most important:

1. Add life skills class (budgeting, goal setting, life skills) to middle school
2. Add structured math intervention program
3. Add paraeducators to classrooms to support small group intervention
4. Retain highly qualified staff
5. Teacher training on standards for English learners
6. Add counselor to support students district wide
7. Implement a social and emotional curriculum

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input influenced the LCAP and Annual Review in many aspects including the addition of the intervention/prevention counselor district wide, adding math intervention, maintaining smaller class sizes and providing paraeducators to support teachers, adding the reading specialist to teach intervention, enhancing the ELD program through training, offering funds for fieldtrips and off site activities for students, retaining highly qualifed staff, and adding a science curriculum adoption over the course of the plan.

Goals and Actions

Goal

Goal #	Description
1	GOAL 1- Maxwell Unified School District will prepare students that are college and/or career ready.

An explanation of why the LEA has developed this goal.

Maxwell Unified strives to develop individuals that are productive and contributing citizens to society. It was identified after reviewing our data dashboard that we need to focus on the area of math and English language arts as we are performing in the yellow for English language arts and in the orange for mathematics. We have developed this goal to ensure all students have the foundation needed to be successful in college and/or career. The actions and metrics listed in this goal will ensure our students are prepared for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2021-2022 CAASPP Academic Indicator (Grades 3-8): English Language Arts a. All students: decrease points below standard by 7 points to 20.9 points below b.English Learners: decrease points below	2019 Dashboard Data Academic Indicator (grades 3-8): Enlgish Language Arts (Actuals include 11th grade) a. Increased by 4.6 points to 27.9 points below b. Maintained at -.08 points below				1. Academic Indicator (Grades 3-8) English Language Arts a. All students: decrease points below standard to 15 points below b.English Learners: decrease points below standard to 30 below points below c. Socioeconomically Disadvantaged:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard 3 by 7 points to 43.2 points below c. Socioeconomically Disadvantaged: decrease points below standard by 7 points to 31.8 points below d. Students with Disabilities: decrease points below standard by 10 points to 85.8 points below e. Hispanic: decrease points below standard by 7 points to 36.7 points below f. White: increase points above standard by 3 to 7 points above	c. Increased 3.9 points below d. Declined 29.6 points below e. Maintained 2.6 Points below f. Increased 11.4 points above				decrease points below standard to 25 points below d. Students with Disabilities: decrease points below standard to 70 points below e. Hispanic: decrease points below standard 20 points below f. White: increase points above standard to 15 points above
CAASPP Academic Indicator (Grades 3-8): Math a. All students: decrease points below standard by 7 points to 28.5 points below b.English Learners: decrease points below	Academic Indicator (grades 3-8): Math a. Maintained by -2.2 points to 35.5 points below b. Declined by 11.3 points to 57 points below				2. Academic Indicator (Grades 3-8): Math a. All students: decrease points below standard to 20 points below. b.English Learners: decrease points below standard 3 to 45

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard 3 by 7 points to 50 points below c. Socioeconomically Disadvantaged: decrease points below standard by 7 points to 35.7 points below d. Students with Disabilities: decrease points below standard by 10 points to 69.6 points below e. Hispanic: decrease points below standard by 7 points to 46.7 points below f. White: idecrease points below standard by 5 to 4.8 points below	c. Maintained -2.5 points to 42.7 points below d. Increased 4.6 points to 79.6 below e. Declined 11.6 Points to 53.7 below f. Increased 5.5 points to 9.8 points below				c. Socioeconomically Disadvantaged: decrease points below standard to 30 d. Students with Disabilities: decrease points below standard by to 65 e. Hispanic: decrease points below standard to 40 f. White: increase points below standard to 5 points above standard
College/Career Indicator a. ELA- All students: decrease points below standard by 7 points to 20.9 points below b. Math- All students: decrease points below	a. ELA Increased by 4.6 points to 27.9 points below b. Maintained by -2.2 points to 35.5 points below c. 22% of students performed above 900 on the 2021 administration of the PSAT				a. ELA- All students: decrease points below standard to 15 points below b. Math- All students: decrease points below standard 20 points below c. PSAT- Increase % of student performing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard by 7 points to 28.5 points below c. PSAT- Increase % of student performing above a 900 from 22% to 30%. d. Add 2 certificate programs to the course offerings e. Increase the number of internships and work experience placements 5%	d. Currently no certificate programs are available to students e. Currently we have 1% of our students participating in work experience				above a 900 from 40%. d. Add 2 certificate programs to the course offerings e. Increase the number of internships and work experience placements to 10%
English Learner Progress Indicator which includes ELPAC data and Reclassification rate data Reclassification Rate: increase to 20%	In 2019 we reclassified 6.5% of students.				Reclassify 20% of students annually
Graduation Rate Indicator	93.5% graduation rate in 2019				Increse graduation rate to 95% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain > or = 95%					
LCFF Priority 1: Basic (Availability of Textbooks, and Correctly Assigned Teachers) Maintain 'met'	Actual: Met				Maintain 'Met'
LCFF Priority 2: Implementation of State Academic Standards Maintain 'met'	Actual Met				Maintain 'Met'
LCFF Priority 7: Access to a Broad Course of Study including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs Maintain 'met'	Actual Met				Maintain 'Met'
LCFF priority 8: Outcomes in a Broad Course of Study	Actual: Met				Maintain 'Met'

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Priority 4: CTE Pathway completers Number of CTE pathway completers	13/89 (14%) students completed CTE pathway in 20-21				Increase to 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Reading Support Teacher K-8	Reading specialist to give additional support in reading instruction 1:1 or small group instruction to students at middle and elementary school to support English learners.	$114,394.00	Yes
2	Software Licensing for High School	Provide Edgenuity online classes and online credit recovery options to increase our broad course of study options and provide opportunities for students needing to get on graduation track	$11,250.00	No
3	Software Licensing for Middle and Elementary School	Purchase Edgenuity online intervention program for students that integrates with assessment system.	$10,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Data Assessment System	Purchase NWEA assessment system to assess student learning and adjust instruction	$6,500.00	Yes
5	Coaching and Instructional Support for Teachers	Provide coaching and release time for math teachers to integrate new mathematics framework and create a cohesive math program K-12	$20,000.00	Yes
6	Provide Teacher for Increased Class Offerings/Small Class Sizes	Maintain teacher to avoid large class sizes and combination classes which will increase services for our unduplicated students	$110,011.00	Yes
7	Library Services	Library services include librarian tiime, increasing book collections including literature books sets for English classes and software needed to run library.	$17,814.10	No
8	Curriculum Adoption	Sites to adopt NGSS aligned state adopted curriculum for science	$60,000.00	No
9	Tutoring and Instruction	Hire regular day teachers to provide tutoring and instruction after school for all students including English learners and all unduplicated students.	$24,000.00	Yes
10	CTE Program	Maintain 2nd agriculture teacher and business teacher to broaden CTE pathway and course offerings	$221,180.00	No

Action #	Title	Description	Total Funds	Contributing
11	Technology Director	Maintain .5 FTE computer technology director	$36,865.00	No
12	College/Career Curriculum	Purchase curriculum needed for classes to incorporate college and career skills into English classes in grades 7-8 and 9-12	$3,000.00	No
13	Teacher Salary and Benefits	Teacher salary and health and benefits increased in 19/20 and 20/21 to retain experienced and qualified staff	$121,884.00	Yes
14	Staff Development	Administrative and staff training and feedback on effective instructioanl strategies for quality first instruction in the classroom and English Learner Engagement. To enusre progress toward CCSS and ELD standards, continue Professional Learning Communities during early release 1x/monthly with an emphasis on instructional planning and delivery, formative assessment and data analysis. This includes two additional staff development days added to the calendar starting 20/21.	$25,421.00	Yes
15	Testing Fees	Cover student assessment fees for PSAT, SAT, etc	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	College and Career Integration	Hire college and career technician to work under the direction of the counselor, providing direct services to students on college and career counseling	$57,000.00	Yes
17	Special Education Services	SELPA provides services to the district for students with IEPs	$291,219.00	No
18	Math Suppoprt for High School	Add a period of math support to the high school schedule	$9,795.00	Yes
19	Dual Enrollment	Continue partnership with Woodland Community College for dual enrollment courses for students and high school and purchase necessary curriculum	$3,500.00	No
20	Technology	Maintain and remain current with 1:1 technology devices for student access to technology while following 20-25% rotation each year with Chromebooks. Maintain teacher's classroom technology tools such as tablets, document cameras and smart boards.	$25,000.00	Yes
21	Purhcase Data Analysis System	Purchase Illuminate as a student assessment, data and analysis system	$6,500.00	Yes
22	Summer School Offerings	Summer school classes for enrichment, acceleration, intervention and credit recovery	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
23	Math Intervention	Add math intervention to provide 1:1 and small group instruction to students in grades k-8.	$90,779.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	GOAL 2: Maxwell Unified School District students will be connected academically, socially, emotionally and physically in their schools.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that students are successful at school and in life. We know that if a students doesn't feel connected to school, attendance and grades will fail and they will lack college and career readiness. Relationships are first. The actions in this goal will ensure our students are connected to school academically, socially and physically, Each of these actions grouped together will support the goal of student connectedness at school which we know is essential to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. LCFF Priority 1: Basic (Adequate Facilities) rating 2. LCFF Priority 5: Chronic Absenteeism Maintain Chronic absenteeism rate 3. State Suspension Rate Indicator Decrease Suspension rate by 1% to 3.1% 4. Attendance Rate 5. Middle-school dropout rate	1. LCFF Priority 1: Basic (Adequate Facilities) 'Exemplar' rating 2. LCFF Priority 5: Chronic Absenteeism 11.5% 3. State Suspension Rate 4.1% 4. Attendance Rate 96% 5. Middle-school dropout rate 0% 6. LCFF Priority 6: School Climate				1. LCFF Priority 1: Basic (Adequate Facilities) Maintain 'Exemplar' rating 2. LCFF Priority 5: Chronic Absenteeism Chronic absenteeism rate at 5% or less 3. State Suspension Rate Indicator Maintain suspension rate at 4% or less 4. Attendance Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 0% middle school dropout 6. LCFF Priority 6: School Climate 7. District Expulsion Rate 8. High School Dropout Rate	2019 CAHKS: School treats all students with respect: 75% School is a safe place for students: 100% 7. District Expulsion Rate 0% 8. High School Dropout Rate 2% or less				Maintain 97% attendance rate 5. Middle-school dropout rate Maintain 0% middle school dropout 6. LCFF Priority 6: CAHKS School treats all students with respect: increase to 90% School is a safe place for students: Maintain 100% 7. District Expulsion Rate Maintain at 2% or less 8. High School Dropout Rate Maintain High School Dropout Rate at 2% or less

Actions

Action #	Title	Description	Total Funds	Contributing
1	Prevention/Intervention Counselor	A fulltime prevention and intervention counselor will work throughout the District	$96,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Music Position	Increase fine arts offerings to enrich the lives of our unduplicated students	$116,794.00	No
3	Increase Custodial	Maintain facility services at school site which include an additional 2.25 hours to overall classified custodial staff time in the 19/20 school year.	$15,370.00	No
4	Enrichment Clubs and Educational Field Trips	Add extra-curriculur funding and funding for school clubs and activities for academic enrichment	$17,500.00	Yes
5	Musical Instruments	Continue to purchase musical instruments for music class which allows our unduplicated students to have access to instruments	$3,000.00	Yes
6	Security Cameras	Maintain video camera systems on buses and school sites. Purchase new cameras as needed. Install cameras at elementary school.	$21,000.00	No
7	Deferred Maintenance	Fund deferred maintenance plan to ensure clean and safe learning environments	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
8	Longterm Independent Study	Offer long-term independent study for those students/families needing this type of learning platform	$5,000.00	No
9	Staff Training	Provide training to staff regarding trauma, Social-Emotional Learning, and discipline	$5,000.00	Yes
10	Campus Supervision	Site administrator meet monthly with campus supervisors to provide training, support and feedback	$0.00	No
11	Para-educator	Increase paraeducator time 2 hours to provide support and supervision	$21,033.00	Yes
12	Create a District Attendance Review Team	We currently have a very high chronic abseenteism rate which is over 11%. Create DART and hold quarterly meetings. Create an attendance protocol to prevent chronic abseenteism.	$0.00	Yes
13	Social and Emotional Curriculum	Purchase social and emotional curriculum for use district wide	$14,715.00	Yes
14	Conflict Resolution	Implement peer conflict resolution at elementary and middle school	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Hire 2 hour day nurse (.25) FTE	Nurse will work 10 hours a week at district school sites to bridge health and school connections as well as prepare health protocols and plans for students.	$25,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Maxwell Unified School District will engage with stakeholders as educational partners.

An explanation of why the LEA has developed this goal.

Maxwell Unified understands the importance of home to school connection. It is only when our parents and stakeholders are connected that we see great gains with student success. Parents are the number one factor in a student's success and we want to leverage and support our parents so students become productive citizens for our greater community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Priority 3- Family engagement California Healthy Kids Parent Survey Data	Based on 19/20 CAHKS School promptly responds to my phone calls, messages or emails- % agree or strongly agree- 94% Met with a guidance counselor in person- 44% yes School staff are helpful to parent- % agree or strongly agree- 69%				School promptly responds to my phone calls, messages or emails- % agree or strongly agree- Maintaining at 90% or higher Met with a guidance counselor in person- increase to 80% or higher School staff are helpful to parent- increase to 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School staff treat parents with respect- % agree or strongly agree- 69% Parents feel welcome to participate at this school- % agree or strongly agree- 94%				School staff treat parents with respect- Increase to 80% Parents feel welcome to participate at this school- Maintain at 90% or higher
LCFF Priority 3- Family engagement California Healthy Kids Student Survey Data	Based on 19/20 CAHKS I feel like I am part of this school -80%				I feel like I am part of this school -Increase to 90%
LCFF Priority 3- Family engagement California Healthy Kids Staff Survey Data	Due to COVID-19 and restructure of administration, we do not have staff survey results available. We will update results in year 1 when available.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication Tools	District will utilize a message system to communicate with all parents, including parents of unduplicated pupils	$3,600.00	No
2	Parent Trainings/Workshops	District and school sites will offer trainings/workshops to parents on pertinent topics that support student growth and achievement with a specific emphasis to encourage parents of EL, low-income, special education, foster youth and homeless.	$5,000.00	Yes
3	Healthy Kids Parent Survey	Administer the CAHKS annually for feedback.	$700.00	Yes
4	Virtual Option for Parent Meetings	Parents will have the option to attend meetings virtually	$500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.62%	696023

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1

Action 1. Reading Specialist
With the closure of schools due to the pandemic, students at the primary school level had interrupted reading instruction. Data shows unduplicated students were affected at a higher degree than other students. Having a reading specialist to serve the elementary and middle school will allow more intervention primarily directed to unduplicated students during the school day.

Action 3: Software licensing for middle and elementary
Edgenuity interfaces with the NWEA platform and prescribes and individual learning plan for all students. This intervention is targeted toward our unduplicated students based on testing performance results but is available for all students to access while at school or home.

Action 4. Purchase data assessment system
NWEA data indicated student deficiencies that need attention, with unduplicated students being the majority of those needing this additional service. Computer software skill building is available to interface with NWEA data to create student plans for filling those academic gaps.

Action 5. Coaching and instruction support for teachers
Administrators serve as instructional coaches with teachers to build their capacity in delivering effective lessons that are engaging to students focusing specifically on strategies for unduplicated students in order to raise their achievement levels.

Action 6. Provide teacher for increased class offerings.small class size
The district is committed to offering a broad course of study for all students as well as keeping class sizes small. This additional teacher allows teachers to work with small groups of students and focus on the needs of our unduplicated students.

Action 9. Teacher salary and benefit- Hire teachers to provide tutoring and instruction after school
Unduplicated students show lower performance levels which leads to the need for additional instructional time. After school tutoring is offered by classroom teachers for this needed support. All students can access this support, however, it is directed toward unduplicated students.

Action 13. Teacher salary and benefit
Maxwell Unified receives Title 1 funds and like other Title 1 schools in rural areas, tends to have difficulty retaining teachers. Teacher salaries and health benefits were increased for recruiting and retention purposes with the goal of having fully credentialed teachers that do not have misassignments with their credentials.

Action 14. Staff development
Originally teachers had 1 staff development day. The district added 2 additional staff development days for the 21/22 school year. Staff training is necessary to improve educational outcomes for our unduplicated student population. Training will include: English language development, social-emotional learning, trauma informed practices, data analysis for individual learning plans, and effective instructional strategies.

Action 15. Testing fees
The district is committed to paying for the assessment fees for all students so that our socioeconomically disadvantaged students are not underprepared for college entry due to financial insecurity.

Action 16. College and Career Integration
College and career technician works directly with students with a focus on unduplicated students who tend to need additional support in understanding the college and career systems beyond high school and how to ensure access for first-generation, unduplicated students to obtain their goals of college and career.

Action 18. Math support at high school
unduplicated students are a high percentage of the students struggling in math at the high school based on grades and test data. A support period will be built into the master schedule and will be taught by the math teacher.

Action 20. Technology
Technology is provided on a 1:1 basis for all students. However, this goal was targeted to provide the tools necessary for successful completion of assignments and access to college and career tools for our unduplicated students.

Action 21. Purchase data analysis system

Illuminate will be purchased to serve as the data analysis platform. This platform will be utilized to bring multiple data points together and create individual plans for students struggling to meet standards and academic growth requirements.

Goal 2

Action 1. Prevention/Intervention Counselor
Counseling services documentation in Aeries and in SSTs indicated a need primarily for unduplicated student groups, specifically homeless, foster youth and students of poverty.

Action 4. Enrichment clubs and education field trips
Enrichment clubs and educational field trips will be offered to give our unduplicated students an opportunity to explore the world outside of the classroom.

Action 5. Musical Instruments
In our stakeholder surveys it was evident that the arts are an essential part of our educational system. Providing a music teacher and musical instruments will ensure that our students of poverty will have access to the equipment that might not otherwise be available to them.

Action 9. Provide training to staff regarding trauma, social emotional learning and discipline
Counseling and discipline documentation indicates a need for consistent teaching and curriculum for SEL needs of students beginning at the elementary level. Unduplicated students have higher incidences of behavior problems inside and outside the classroom.

Action 11. Paraeducator
Analysis of the data shows that unduplicated students make up a major part of the students not proficient in reading/math. Paraeducators will work individually and in small groups to provide instruction to support students in the acceleration of their learning. Para-educator will provide EL instruction to students not making progress.

Action 12. District attendance review team
Our chronic absenteeism rate is above 11% as a district. English learners are in the orange category. We will implement a District Attendance Review Team that will work closely with all families to increase student attendance. The team will include our bilingual counselor which will be the bridge between home and school.

Action 14. Peer conflict resolution
Discipline and stakeholder data indicate a need for a peer conflict resolution program. As indicated above, there is a need for our unduplicated students to be given proper strategies and techniques when dealing with difficult and frustrating situations.

Action 15. Nurse

The addition of a part time nurse will give parents of unduplicated students access to a medical professional with no cost. The nurse will also be able to coordinate with administration regarding health and safety concerns with students and/or staff at school.

Goal 3

Action 2. Parent trainings/workshops
In meetings with staff, parents and other stakeholders, they requested training for parents to better understand how to help the child at home. These trainings will be available for all parents but are targeted toward our unduplicated student groups.

Action 3. Healthy Kids Parent Survey
The healthy kids survey gives the District valuable information to help plan for the future. While this survey is available for all students, it gives us very detailed information on our unduplicated students.

Action 4. Virtual option for parent meetings
It is the hope that by offering virtual meetings for parents that we get a higher parent participation rate for our unduplicated students whose parents might not have even stepped on to campus.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Each of the actions/services listed above indicate how the district intends to increase or improve services for foster youth, English Learners, and low-income students. Actions in goal 1 focus on academic supports for students in the areas of reading and math with an emphasis on English learner and instructional strategy supports. Goal 2 has the focus of the overall well-being of the student and connection to the school while goal 3 focuses on the connection between school and home.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,284,926.10	$433,498.00		$9,700.00	$1,728,124.10

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,299,245.00	$428,879.10

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Reading Support Teacher K-8		$114,394.00			$114,394.00
1	2	All	Software Licensing for High School	$11,250.00				$11,250.00
1	3	English Learners Foster Youth Low Income	Software Licensing for Middle and Elementary School	$10,990.00				$10,990.00
1	4	English Learners Foster Youth Low Income	Data Assessment System	$6,500.00				$6,500.00
1	5	English Learners Foster Youth Low Income	Coaching and Instructional Support for Teachers	$20,000.00				$20,000.00
1	6	English Learners Foster Youth Low Income	Provide Teacher for Increased Class Offerings/Small Class Sizes	$110,011.00				$110,011.00
1	7	All	Library Services	$17,814.10				$17,814.10
1	8	All	Curriculum Adoption	$60,000.00				$60,000.00
1	9	English Learners Foster Youth Low Income	Tutoring and Instruction	$24,000.00				$24,000.00
1	10	All	CTE Program	$221,180.00				$221,180.00
1	11	All	Technology Director	$36,865.00				$36,865.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	All	College/Career Curriculum		$3,000.00			$3,000.00
1	13	English Learners Foster Youth Low Income	Teacher Salary and Benefits	$121,884.00				$121,884.00
1	14	English Learners Foster Youth Low Income	Staff Development	$25,421.00				$25,421.00
1	15	English Learners Foster Youth Low Income	Testing Fees	$3,000.00				$3,000.00
1	16	English Learners Foster Youth Low Income	College and Career Integration		$57,000.00			$57,000.00
1	17	Students with Disabilities	Special Education Services	$291,219.00				$291,219.00
1	18	English Learners Foster Youth Low Income	Math Suppoprt for High School	$9,795.00				$9,795.00
1	19	All	Dual Enrollment	$3,500.00				$3,500.00
1	20	English Learners Foster Youth Low Income	Technology	$25,000.00				$25,000.00
1	21	English Learners Foster Youth Low Income	Purhcase Data Analysis System		$6,500.00			$6,500.00
1	22	English Learners Foster Youth Low Income	Summer School Offerings		$30,000.00			$30,000.00
1	23	English Learners Foster Youth Low Income	Math Intervention		$90,779.00			$90,779.00
2	1	English Learners Foster Youth Low Income	Prevention/Intervention Counselor		$96,810.00			$96,810.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All	Music Position	$116,794.00				$116,794.00
2	3	All	Increase Custodial	$15,370.00				$15,370.00
2	4	English Learners Foster Youth Low Income	Enrichment Clubs and Educational Field Trips	$17,500.00				$17,500.00
2	5	English Learners Foster Youth Low Income	Musical Instruments	$3,000.00				$3,000.00
2	6	All	Security Cameras	$21,000.00				$21,000.00
2	7	All	Deferred Maintenance	$75,000.00				$75,000.00
2	8	All	Longterm Independent Study	$5,000.00				$5,000.00
2	9	English Learners Foster Youth Low Income	Staff Training		$5,000.00			$5,000.00
2	10	All	Campus Supervision					$0.00
2	11	English Learners Foster Youth Low Income	Para-educator	$21,033.00				$21,033.00
2	12	English Learners Foster Youth Low Income	Create a District Attendance Review Team					$0.00
2	13	English Learners Foster Youth Low Income	Social and Emotional Curriculum		$5,015.00		$9,700.00	$14,715.00
2	14	English Learners Foster Youth Low Income	Conflict Resolution	$2,000.00				$2,000.00
2	15	English Learners Foster Youth Low Income	Hire 2 hour day nurse (.25) FTE		$25,000.00			$25,000.00
3	1	All	Communication Tools	$3,600.00				$3,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Parent Trainings/Workshops	$5,000.00					$5,000.00
3	3	English Learners Foster Youth	Healthy Kids Parent Survey	$700.00					$700.00
3	4	English Learners Foster Youth Low Income	Virtual Option for Parent Meetings	$500.00					$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$406,334.00	$846,532.00
LEA-wide Total:	$359,516.00	$594,541.00
Limited Total:	$0.00	$25,000.00
Schoolwide Total:	$46,818.00	$276,991.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Reading Support Teacher K-8	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maxwell Elementary and Maxwell Middle School K-8		$114,394.00
1	3	Software Licensing for Middle and Elementary School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maxwell Elementary and Maxwell Middle School K-8	$10,990.00	$10,990.00
1	4	Data Assessment System	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,500.00	$6,500.00
1	5	Coaching and Instructional Support for Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
1	6	Provide Teacher for Increased Class Offerings/Small Class Sizes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,011.00	$110,011.00
1	9	Tutoring and Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	$24,000.00
1	13	Teacher Salary and Benefits	LEA-wide	English Learners	All Schools	$121,884.00	$121,884.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
1	14	Staff Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,421.00	$25,421.00
1	15	Testing Fees	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maxwell High School	$3,000.00	$3,000.00
1	16	College and Career Integration	LEA-wide	English Learners Foster Youth Low Income	All Schools		$57,000.00
1	18	Math Suppoprt for High School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maxwell High School	$9,795.00	$9,795.00
1	20	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
1	21	Purhcase Data Analysis System	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,500.00
1	22	Summer School Offerings	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,000.00
1	23	Math Intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maxwell Elementary and Maxwell Middle School K-8		$90,779.00
2	1	Prevention/Intervention Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools		$96,810.00
2	4	Enrichment Clubs and Educational Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,500.00	$17,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Musical Instruments	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
2	9	Staff Training	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00
2	11	Para-educator	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maxwell Elementary and Maxwell Middle School	$21,033.00	$21,033.00
2	12	Create a District Attendance Review Team	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	13	Social and Emotional Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools		$14,715.00
2	14	Conflict Resolution	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maxwell Elementary and Maxwell Middle School	$2,000.00	$2,000.00
2	15	Hire 2 hour day nurse (.25) FTE	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$25,000.00
3	2	Parent Trainings/Workshops	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
3	3	Healthy Kids Parent Survey	LEA-wide	English Learners Foster Youth	All Schools	$700.00	$700.00
3	4	Virtual Option for Parent Meetings	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	$500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose
A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions
This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.